

INT 111-H: The Whole Picture: Diving Into the Deep End Student Success Schedule

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Class Meeting Times

Block 2

- Getting Involved and Identity Mapping
 - Tuesday, September 24 at 11:10am
 - Durham, Thomas Commons
- How to Have a Civic Discourse
 - Tuesday, October 1 at 11:10am
 - Durham, Thomas Commons

Block 3

- Transitioning to Block 3
 - Tuesday, October 22 at 11:10am
 - TBD location
- Experiential Learning Opportunities Panel
 - Tuesday, October 29 at 11:10am
 - Hedges, Thomas Commons
- Final Celebration Luncheon (make your own stuffed ram!)
 - Tuesday, November 12 from 11am-12:30pm
 - Smith Dining Hall

Graded Work

Graded assignments will be discussed in class and more information may be available on Moodle.

Your grade will be determined as follows*:

FYS Block 1 Course (80%)

Participation (4%)

Student Success Component (16%)

For your final grade, we will use the following scale:

Percent	Letter Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+

73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
below 60	F

For this class, you can expect to see an in progress (“midterm”) grade on self-service on the afternoon of Monday, September 24th. This grade will then be adjusted after the end of block 3, once you’ve finished the student success component and your attention management grade is included.

Class Participation:

In-Class Engagement (4%)

The quality of your learning and of each class session is highly dependent on coming to class prepared to engage the material. You will be evaluated based on the extent of your informed and respectful participation in class. Your grade will not be based on how often you talk but on how well your participation in the classroom facilitates discussion and comprehension. This means not only listening actively and speaking constructively but also refraining from activities that inhibit class discussion. You are expected to be alert, attentive, and prepared. Missing class, missing class activities, or activities such as sleeping, being inattentive, talking to neighbors, texting, and rude responses are not acceptable and will reduce your grade.

Attendance and engaged participation at all class meetings is absolutely mandatory. Some assignments, retrieval practice, and exam content will be based specifically on discussions in class. Missing more than fifteen minutes of any class session will be considered an absence. If you can’t attend for any reason, you should notify your instructor in advance. Absences due to emergency situations may be excused at the instructor’s discretion. In all cases, you are responsible for learning what happened during your absence. We expect that students will arrive on time, be prepared, and actively participate in all class meetings. It is rude and disruptive to arrive late or leave early—but don’t skip class just because you are running late.

We expect that there should only be one person talking in class at a time. We cannot operate in an environment of competing conversations. Moreover, we will respect the views of all in class. This does not mean that we will not challenge those views, in fact, one of the ways we show our respect for a view is by taking it seriously enough to give it our attention. But there should always be a respectful way to do this. In general, one should respond to the idea being expressed, not to the personality doing the expressing. This avoids ad hominem attacks and helps to create an atmosphere of free expression.

Student Success Activities (10%) and Written Assignments (6%)

The student success component includes participating in student success activities, completing a time log, practicing time and attention management, and completing several written reflections. Assignments will be evaluated by your FYS success instructor. You and your academic advisor will be informed of your preliminary in-progress grade at the end of Block 1 (which will not include student success attendance, participation, assignments or your Attention Management grade) and you will receive your final comprehensive grade at the end of Block 3. More details on the specific student success assignments is available on Moodle.

Block 2 Reflection: Understanding yourself and others as you build your Cornell community

Due Monday, October 21 at 8:00am

*Need to attend Servapalooza (Sep. 25 over lunch) or Involvement Fair (Sep. 27 over lunch)
Attend an event OUTSIDE of your identity (being an athlete and attending another athletic event will not count)*

- How did your experiences in block 2 compare with your block 1 experience?
 - Anything that surprised, challenged, and/or excited you?
 - How satisfied are you with your academic performance, your self-care routine, and your social involvement? How did you use the insights you had about yourself and the strategies you developed in block 1 during block 2? Did they continue to be helpful? Do you need to revise or develop new strategies?
- What are your expectations of yourself, your peers, faculty, and staff in community interactions? How might your awareness of differences in identities, experiences, or opinions influence how you interact with others?
- What are the best ways to learn from people with experiences and opinions different from your own? What are some of the strategies that could be useful in creating and maintaining successful conversations or in resolving unsuccessful conversation with those with different experiences and opinions?
- To what extent and how has thinking about your own identity and the identities of others and developing strategies for interacting with individuals who might be different from you impact your experience in getting involved on campus and building your Cornell community? How were you able to draw on previous readings, discussions and/ or activities from Block 1? What additional insights have you gained from connecting these experiences?
- What would you like your Cornell story to be? How could making connections with peers and becoming involved in sports, student organizations, or academic clubs add to your Cornell story? After these Block 1 and 2 activities, how do you see yourself as a Cornellian and your place as part of the Cornell community?

Block 3 Reflection: Moving towards your future while reflecting on your previous experiences

Due Friday, November 15 at 12:00pm (noon)

- After being a Cornell for several blocks, how has your Cornell story evolved? How do you see yourself as a Cornellian and your place as part of the Cornell community?
- At the end of block 1, you wrote about how you envision your future both at Cornell and beyond. To what extent has this vision developed?. Reconsider the following questions: What do you want for yourself? What are you good at and what do you like; what do you want to be good at or explore?
- Now that you've learned more about experiential learning opportunities and registered for your spring semester courses, what classes and opportunities are most excited about for your future at Cornell? How could pursuing these experiences enhance your time as a college student? How might these experiences be part of exploring your major, and/or fulfilling personal goals and interests?
- What successes and challenges did you face over the last 3 blocks? How will you use the information you learned and connections you made during your first three blocks throughout your time at Cornell?
 - How satisfied are you with your academic performance, your time and attention management, your self-care routine, and your social involvement?
 - If you are struggling or having trouble balancing academics and other social, co-curricular, or wellness needs, what people or resources might you seek out for support?