

First Year Seminar Part 1

I. General Information

Course Title: First Year Seminar Part 1

Dept./Program Prefix:

General Education Program / VEE101

Semester: Fall 2021

Number of Credits: 3

Instructors: General Education program will work with all five schools to establish the instructional team for the VEE101/VEE102 course set

Time & Day: two times a week - 80 minutes each

All VEE101 sections will be scheduled at the same time to promote large group workshops and activities

Catalog Description:

VEE101 is the first semester of a two-semester first-year seminar (VEE101 and VEE102).

The first semester, VEE101, is designed to welcome students into Gallaudet's unique educational environment with deep dives into Deafhood, our bilingual identities as ASL and English users, and multi-cultural and multi-identity exploration, all grounded in personal wellness and self-discovery.

VEE 102, the second semester of first year seminar, is designed to encourage students' exploration of the academic possibilities Gallaudet has to offer, open up thinking about myriad career opportunities beyond, and foster their potential to boldly blaze new career trails while opening doors for others to follow.

In both seminars, students will have ample opportunity to meet deaf people from diverse backgrounds through workshops, seminars, and small group activities in collaboration with Gallaudet's faculty and staff, Student Success program, and Student Affairs.

Prerequisite: None. Co-requisite: None.

Course materials: Readings, videos, and any other needed materials will be provided through Blackboard and in class.

II. Requirements and Grading

VEE101 meets in a variety of formats: workshops, seminars, cohort and class meetings. Grading is primarily based on participation and self-reflection activities.

Participation is the primary component of a successful first year experience. The more we all bring ourselves into community with intentionality, the stronger the bonds we can develop, and the more we each will grow and learn.

Every week includes two class events: a full cohort experience and a small-group experience. To pass this course, students must attend and actively participate in at least 80% of the cohort experiences and at least 80% of the small-group experiences.

Self-reflection leads to deeper learning. Throughout the semester there will be four opportunities to submit self-reflections: each focused on one of the four themes of the semester. To pass this course, students must submit all four self-reflections and earn an average grade of at least 75% across all reflections based on depth of thinking.

This course earns 3 credits; therefore, it will meet for at least 37.5 hours of instructional time and students are expected to spend at least 75 hours on outside-of-class preparation (e.g., viewing ASL content, reading, assignments, etc.).

Any changes to this syllabus and schedule will be announced in class and posted on Blackboard.

VEE101 - FALL 2021

<u>dates</u>	<u>week</u>	<u>theme</u>	<u>topic</u>	<u>possible presenters, videos, articles, etc.</u>	<u>due dates</u>
2021-08-30	1	Welcome / wellness	Introduction to FYS	introduction of the course, the format (full class and small groups), the facilitation team	Video introducing yourself to the class
2021-09-06	2	Deafhood	surdinalism	Marvin Miller	
2021-09-13	3	bilingualism	language attitudes	Joseph Hill (NTID)	
2021-09-20	4	multicultural	multi-identities	Liz Moore (CDO)	
2021-09-27	5	wellness	personal discovery	Sarah Burton Doleac (PER)	self-reflection 1 due

2021-10-04	6	bilingualism	valuing ASL and other signed languages	International deaf students/alumni?	
2021-10-11	7	multicultural	Navigation in the oppressed system	Peter Hauser on Capitals	
2021-10-18	8	Deafhood	History of Colonialism	Brian Greenwald	
2021-10-25	9	wellness	Spirituality /grounding	Kirk Van Gilder (REL)	self-reflection 2 due
2021-11-01	10	multicultural	Intersectionality and Issues	EDI	
2021-11-08	11	bilingualism	complexity of ASL - it's way cool, y'all!	Pamela Wright (LIN)	
2021-11-15	12	Deafhood	In search of our own deafhood and beyond	Ben Bahan	self-reflection 3 due
2021-11-22	no class	FALL BREAK			
2021-11-29	13	wellness	balance - work/play, mental/physical, self/others, etc.	Deaf yoga instructor	
2021-12-06	14	wrap-up			
2021-12-13	exam week				self-reflection 4 due

III. Policies:

Writing Format

VEE101 follows the American Psychology Association (APA) format. More information about APA writing can be found at

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

University Policies:

Academic Integrity Statement:

All students are required to adhere to the Gallaudet University Academic Integrity policy, which includes doing your own work and being sure to add proper citations for the words, signs, and ideas of others. Plagiarism will not be tolerated. Click here for more information.

[Undergraduate Academic Integrity Policy – Gallaudet University](#)

Office for Students with Disabilities (OSWD)

Gallaudet University is committed to providing all students equal access to learning opportunities. The Office for Students with Disabilities (OSWD) works with students with additional disabilities in order to provide and/or arrange reasonable accommodations. Students who have, or think they may have, a disability (e.g. psychiatric, attention, learning, vision, physical, or systemic), are encouraged to contact OSWD to apply for academic accommodations and special services at oswd@gallaudet.edu. OSWD is located in the Student Academic Center, room 1220. Additional information is available at the OSWD website:

<http://www.gallaudet.edu/office-for-students-with-disabilities>.

Counseling and Psychological Services (CAPS):

Gallaudet University has a place for students to go to get support for stress, anxiety, depression, and other mental health issues. For an intake appointment, send an email to Caps@Gallaudet.edu or VP at 202-250-2300. The CAPS mission of service, training, and advocacy focuses on the mental health needs of Gallaudet students and the deaf community. We support the academic and social-emotional development of Gallaudet students by providing high-quality assessment, counseling, crisis intervention, and prevention programs. Click here for more information on CAPS: <https://www.gallaudet.edu/counseling-and-psychological-services>.

The Office for Student Success:

will continue to offer remote services, including student success coaching and peer mentorship: <https://www.gallaudet.edu/student-success> For more information, please contact the director, Jerri Lyn Dorminy at jerri.dorminy@gallaudet.edu

The ALLSTAR Program will provide online mentoring and services resources to BIPOC students and students identified with need.

Zoom link: <https://gallaudet.zoom.us/j/93311441021> - success

For more information contact Martreece Watson at gallstarlab18@gmail.com

The Office for Equity and Inclusion

provides multicultural student development and mentoring through the following programs: Keeping the Promise: equitable outcomes for students (KTP), the LGBTQA Resource Center, and the Cross Campus Multicultural and International Students Program (CCMISP):
<https://www.gallaudet.edu/academic-catalog/services-and-activities/academic-services/office-of-diversity-and-equity>

Sexual Assault Statement:

Title IX Sexual Assault Policy: As an instructor, I want to create a learning environment where you are free of harassment based on gender. If a student tells me about a sexual assault or harassment, I am required to report it to ensure campus safety. But I also want to see that you get the support you need to thrive. Be aware that the following offices are open to help you and are not required to report information with the University:

- Counseling and Psychological Services (CAPS)
- Student Health Services (SHS)
- Campus Ministries
- Office of the Ombuds

If you want to officially report a concern or complaint relating to sexual misconduct, contact Jennie Sivak, Title IX Coordinator, at titleix@gallaudet.edu, 202-759-1734, or in-person in College Hall Room 110. The Title IX Coordinator is responsible for receiving and conducting an administrative investigation of all reports of sexual misconduct filed on campus by students and employees and are available to discuss options, provide support, explain University policies and procedures, and provide education on related issues. For more information about Title IX, see this website: [Title IX](#).

Student Financial Services and Financial Aid Office:

Send an email to Financial.Aid@gallaudet.edu for any GU money matter. There are two offices on campus that can help you with your money matters. The office of Student Financial Services can meet with you with an appointment or walk-in service to discuss your GallyPay account and other issues about how to pay your college bills. The other office is the Financial Aid Office, to discuss how to get your college bills paid—you need to fill out the online FAFSA form to qualify for college funding. Each year.

Here are links to these offices: Student Financial Services:

<http://www.gallaudet.edu/academic-catalog/services-and-activities/campus-services/student-financial-services>

Financial Aid Office: <http://www.gallaudet.edu/financial-aid>

Office of the Ombuds:

Do you feel trapped, lost, or confused? The Office of the Ombuds is a safe place where you can get support. Discuss your concerns confidentially! All conversations are off the record.

Contact Information: (202) 559-5079 (videophone)

E-mail: ombuds@gallaudet.edu

Twitter: [@ombudsgallaudet](#)

Academic Calendar:

Click here to find important dates for this semester, like the first day of class, last day to Withdraw, Midterm time, last class date, final exam week, study day.

<https://www.gallaudet.edu/registrar/academic-calendars/undergraduate-academic-calendar>

IV. SLOs

Course SLOs for VEE101:

Wellness: Students will recognize how their choices can transform their health, well-being, and ability to thrive; seek support and utilize resources for personal growth; and work collaboratively to promote wellness on campus and within themselves in their first year at Gallaudet University (Wellness).

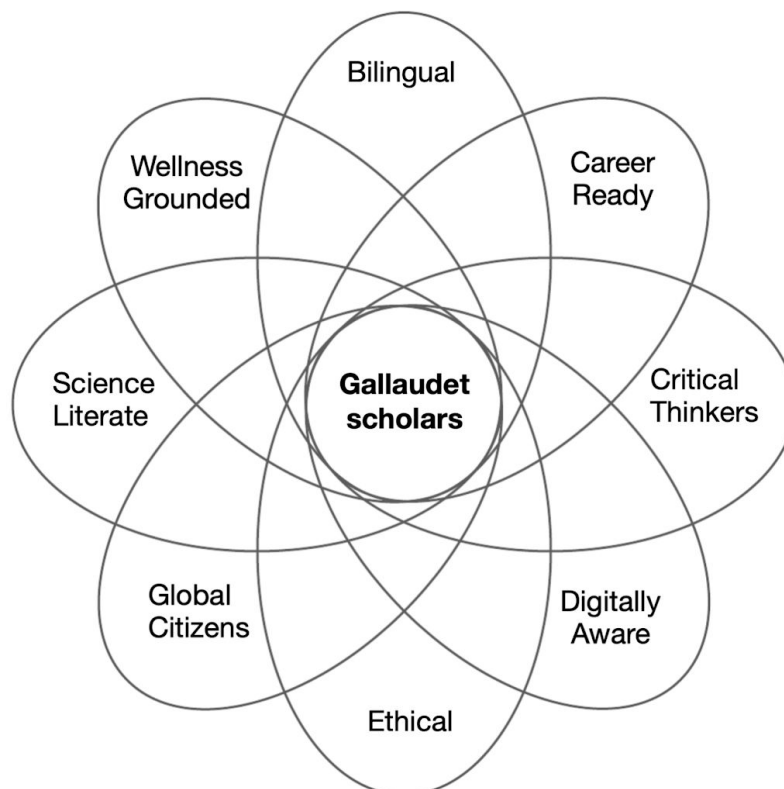
Deafhood: Students will recognize ethical issues of deafhood impacting self, others and the deaf community in complex contexts, clarifying how various issues relate to each other (Ethics).

Bilingual pride: Students will articulate the influence of ASL and English languages on each other in their lives based on exploring their experiences with and beliefs about the two languages and how bilingualism can be used to access the world (Bilingualism).

Multicultural, multi-identities celebration: Students will articulate their own, and recognize others', intersectional identities and embrace differences and similarities among peers and the society (Global Citizenship).

Core Curriculum SLOs:

Gallaudet's Core Curriculum provides learning experiences to promote development of Gallaudet Scholars:



Course Student Learning Outcomes	Learning Opportunities	Assessment Tools	Core SLOs
<p>Wellness: Students will recognize how their choices can transform their health, well-being, and ability to thrive; seek support and utilize resources for personal growth; and work collaboratively to promote wellness on campus and within themselves in their first year at Gallaudet University.</p>	<ul style="list-style-type: none"> ● Participation in group activities; ● Discussion with small group; ● Self-reflection assignment 	<ul style="list-style-type: none"> ● Participation rubric ● Self-reflection rubric ● Self assessment 	<ul style="list-style-type: none"> ● Wellness - grounded ● Career ready ● Ethical
<p>Deafhood: Students will recognize ethical issues of deafhood impacting self, others and the deaf community in complex contexts, clarifying how various issues relate to each other.</p>	<ul style="list-style-type: none"> ● Participation in group activities; ● Discussion with small group; ● Self-reflection 	<ul style="list-style-type: none"> ● Participation rubric ● Self-reflection rubric ● Self assessment 	<ul style="list-style-type: none"> ● Global citizens ● Ethical ● Critical thinkers
<p>Bilingual pride: Students will articulate the influence of ASL and English languages on each other in their lives based on exploring their experiences with and beliefs about the two languages and how bilingualism can be used to access the world.</p>	<ul style="list-style-type: none"> ● Participation in group activities; ● Discussion with small group; ● Self-reflection 	<ul style="list-style-type: none"> ● Participation rubric ● Self-reflection rubric ● Self assessment 	<ul style="list-style-type: none"> ● Bilingual ● Critical thinkers ● Ethical ● Global citizens
<p>Multicultural multi-identities celebration: Students will articulate their own, and recognize others', intersectional identities and embrace differences and similarities among peers and the society.</p>	<ul style="list-style-type: none"> ● Participation in group activities; ● Discussion with small group; ● Self-reflection 	<ul style="list-style-type: none"> ● Participation rubric ● Self-reflection rubric ● Self assessment 	<ul style="list-style-type: none"> ● Global citizens ● Bilingual ● Ethical ● Critical thinkers

Evaluation of course and instructor:

Gen Ed will continue to use 4-week surveys to students and end-of-semester course evaluations.

We will also have annual retreats that review our whole curriculum, based on assessment data and student and instructor experiences, to implement ongoing improvements.