**HUB FY101: THE TRANSFER EXPERIENCE**

Fridays / **Time**

**Location**

Fall 2021

**Instructor Contact Info:**  **Peer Mentor Contact Info:**

**COCURRICULAR EXPERIENCE DESCRIPTION & GOALS**

A continuation of the orientation process, FY101 is a unique cocurricular experience designed to provide you with the opportunity to explore issues relevant to new students at Boston University. Through discussions, activities, and field trips, we will investigate the social, academic and cultural dimensions of student life at BU. Our goal for the semester is to provide you with a small community of peers who will serve as conversation partners as together you learn how to leverage BU’s resources to create a richer and fuller college experience. We will explore personal values and goals and how they interact with your communities of choice at BU.

**COCURRICULAR EXPERIENCE LEARNING OUTCOMES**

 **After successful completion of FY101, students will be able to:**

* **BU COMMUNITY** –
	+ Identify appropriate campus resources and opportunities that contribute to their **campus engagement** and overall **sense of belonging.**
	+ Develop and apply skills that contribute to **building positive relationships** with peers, staff and faculty.
	+ **Participate** in campus community and reflect on the issues relevant to their chosen community/ies.
* **HEALTH, WELLNESS & SAFETY** –
	+ Explore and practice strategies to **balance** academics, social life, campus involvement, and personal well-being.
	+ Locate and describe theresources that assist in keeping the campus community **healthy, safe and well.**
* **ACADEMIC PATHWAYS AND SUCCESS -**
	+ Explore and practice appropriate **academic strategies** to their cocurricular experiences and learning experiences.
	+ Consider how **academic opportunities** will help them achieve their **goals.**
* **YOUR IDENTITY-**
	+ Reflect on how their values have been shaped by their **personal background,** including their **social identities** (race, class, gender, sexuality, national origin, disability status, and ethnicity).
	+ Analyze how your classmates’ values have been shaped by their personal backgrounds, including their social identities

**This cocurricular fulfills the following Hub Unit:**

**THE INDIVIDUAL IN THE COMMUNITY**

Students will analyze at least one of the dimensions of experience—historical, racial, socio‐economic, political, gender, linguistic, religious, **or** cultural—that inform their own worldviews and beliefs as well as those of other individuals and societies.

Students will participate respectfully in different communities **such as**campus, citywide, national and international groups, and recognize and reflect on the issues relevant to those communities.

**COCURRICULAR EXPERIENCE AGREEMENTS**

* ***Academic Responsibility.*** You are expected to attend class, participate, and complete all assigned work on time. Attendance and punctuality is extremely important. It is your responsibility to communicate with the instructor, in a timely manner, if you must be absent from class.
* ***Respect & Confidentiality.*** Some of the topics we will cover will be sensitive and personal in nature. Please show consideration for your classmates, by not sharing their stories without permission. If you do not feel comfortable sharing on a particular topic, don’t!
* ***Academic Conduct.*** You are expected to maintain high standards of academic honesty and integrity. Please see the BU Academic Conduct Code:
	+ <http://www.bu.edu/academics/resources/academic-conduct-code/>
* ***Disconnect.*** Unless otherwise noted, there is no need for phones or laptops in FY101.

**COCURRICULAR EXPERIENCE REQUIREMENTS**

A passing grade will be achieved by demonstrating participation through class attendance, discussions, and completing all assignments.

Written and oral reflection is a required part of weekly meetings.

*Class Attendance:* Attend our weekly class meeting.

*First Year Experience Attendance:*

Attend **at least two** FYE/FY101 events in the first semester. Events can be found [here](https://www.bu.edu/cas/current-students/undergraduate/the-first-year-experience/).

Attendance will be taken.

*Out of class engagement:*

Attend the Student Activities Office Student Organization Fair SPLASH

Meet with our Peer Mentor for a one on one meeting (scheduled in late Sept)

Attend the class excursion to a Boston location (date/time TBD)

Attend two general interest meetings sponsored by BU student organizations by 9/30

Meet with your academic advisor and discuss your academic plan before Nov. registration

Attend a third student organization meeting or event before 11/30

**COCURRICULAR EXPERIENCE OUTLINE**

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| --- | --- | --- | --- |
| **Class #** | **Date** | **Topic** | **Activity / Assignment** |
| 1 | 9/3 | **Welcome to FY101** | Attend Splash, the BU Student Activities Fair |
| 2 | 9/10 | Getting to Know You and Getting Involved  | Reading: Medium.com article by Strayhorn and Brene Brown’s “Belonging” excerpt |
| 3 | 9/17 | Getting to Know You and Boston  | Values & Goals Reflection Due One on Ones Begin |
| 4 | 9/24 | Getting to Know You and Time Management & Priorities | One on Ones |
| 5 | 10/1 | Stress Management | One on Ones |
| 6 | 10/8 | Instructor Choice | One on OnesAttend Advising Appt prior to registration  |
| 7 | 10/15 | Sex Positivity & Consent | **Combined Virtual Class-****Zoom Link TBD**One on Ones |
| 8 | 10/22 | Registration Preparation | One on Ones End |
| 9 | 10/29 | Instructor & Peer Mentor Choice  |  |
| 10 | 11/5 | Peer Mentor Choice! | Self-Care Reflection Due*Resumes Due* |
| 11 | 11/12 | Instructor & Peer Mentor Choice |  |
| 12 | 11/19 | Values  |  |
|  | *11/26* | *No Class/Thanksgiving Break* |  |
| 13 | 12/3 | Identity & Action |  |
| 14 | 12/10 | Wrap-up/ In class assessmentShow In Class Reflection Through Memes | Meme Project and Letter to Myself Due |

**Brene Brown Excerpt:**

Breen Brown is a researcher at the University of Houston who talks about belonging. In her book *The Gifts of Imperfection,* Brown writes:

 *“…[F]itting in and belonging are not the same thing. In fact, fitting in is one of the greatest barriers to belonging. Fitting in is about assessing a situation and becoming who you need to be in order to be accepted. Belonging, on the other hand, doesn’t require us to****change****who we are; it requires us to****be****who we are. Belonging is being somewhere where you want to be, and they want you. Fitting in is being somewhere where you really want to be, but they don’t care one way or the other. Belonging is being accepted for you. Fitting in is being accepted for being like everyone else. I get to be me if I belong. I have to be like you to fit in.”*

**Readings, Videos and Podcasts:**

Bergman, E. (October 13, 2017. “My College Transition”. Retrieved from

<https://www.youtube.com/watch?v=oAUcoadqRlE&feature=youtu.be>

Brown, B. (2010). *The Gifts of Imperfection: Let go of who you think you’re supposed to be and embrace*

*who you are.* Minnesota: Hazeldon.

# Strayhorn, T. (May 25, 2018). Five Things to Know About Students’ Sense of Belonging: Insights From

# My Uber Driver’s Daughter. *Medium.com.* Retrieved from: [https://medium.com/@terrell.strayhorn/five-things-to-know-about-students-sense-of-belonging-insights-from-my-uber-driver-s-daughter-30cc9da45e2e](https://medium.com/%40terrell.strayhorn/five-things-to-know-about-students-sense-of-belonging-insights-from-my-uber-driver-s-daughter-30cc9da45e2e)