FYSE 101: First-Year Seminar

No Labels Here: Exploring Disability Perspectives in the Current Sociopolitical Landscape

Catalog Description
This course will introduce a social model of disability and explore the ethical, psychosocial, environmental, economic, and political challenges faced by people with disabilities across the lifespan. Students will engage in critical thinking and explore personal and societal biases to better understand how the lived experience of people with disabilities can be adversely affected by these perceptions.

Instructor Information

Robert Gallagher, DC, MBA ACSM EP-C, CSCS
Clinical Associate Professor
Occupational Therapy
Email: rgalla02@nyit.edu
Phone: 516.686.3886

Pamela Karp, EdD, OTR/L, CHT
 Assistant Professor
Occupational Therapy
Email: pkarp@nyit.edu
Phone: 516.686.3783

Course information

Term and date: Fall 2022
Course number and section: FYSE 101   W03   *Credits:* **3 credits**
Meeting times: Weds. 9:35 AM – 11:00AM; Class will meet in hybrid format 1x/week face-to-face on campus with related online learning assignments and activities
Building and room number: Harry Schure Hall Rm 235
Prerequisites and co-requisites: **none**

Required texts (including ISBN numbers)
N/A
Articles will be provided

Other required items
Laptop or tablet is required at each class

Course introduction
Students in our course will engage in contextual learning to enhance experiences that will support sustained change in mindset and nurture the development of their inquisitive nature. Students will have the opportunity to identify, understand, and embrace human differences and seek to improve their level of self-awareness and ability to interact with the variety of groups found on campus. Through the insight offered by our seminar, students will have an opportunity to develop a growth mindset, which will contribute to academic resiliency in the higher education environment.

Student learning outcomes and methods of assessment
Upon successful completion of this course, students will be able to:

FYSE 101 Learning Outcomes
1. Acquire and apply various technological/electronic techniques for effective communications, presentations, public speaking and modes of learning.
2. Collaborate productively with peers, while attending to interpersonal dynamics, diversity, and equity.
3. Cultivate a growth mindset.

FYSE 101 Section Learning Outcomes
1. Describe, compare and contrast various sociocultural perspectives of disability, including personal and culturally -mediated biases.
2. Identify sociopolitical barriers affecting people with a range of disabilities
3. Demonstrate knowledge about universal design concepts that can be applied across a diverse campus environment.
4. Examine the role the ADA plays in successful inclusion on college campuses.

Methods of assessment will include:
1. Oral presentation
2. Brief Writing Project(s) (short responses/ discussion posts, essays, reflection papers, newsletter).
3. Collaborative Project, including peer and self-assessment
4. Metacognitive activities

Description of assignments
1. **In-Class Debate- Universal Design**
   a. Two parts: In class activity
2. **Lives Worth Living Assignment – Canvas Discussion Board Post**
   a. Students complete the questions provided after viewing and discussing the movie (Lives Worth Living) and create Canvas postings
   b. Each student provides a response to at least two classmate's posts (see response rubric) to generate reflective discussion
3. **Eugenics – Canvas Discussion Board Post**
   a. Students learn about the Eugenics in class, complete assigned questions, and post to Canvas Discussion Thread
   b. Each student provides a response to at least two classmate's posts (see response rubric) to generate reflective discussion
4. **Disability Blogger Assignment – Canvas Discussion Board Post**
   a. Locate the personal blog of a disabled person online.
   b. Summarize their disability and share their views (including excerpts of their experiences).
   c. Describe your own impression of this person from what you have read.
   d. Post the blog website and your summary to the discussion board.
   e. Respond with an inquiry to a minimum of two of your classmates' postings
5. **Padlet Assignment**
   a. Students will maintain a digital Padlet to collect course related information relevant to their learning, and to highlight connections they made between course materials, independent research, discussions, and peer collaborations throughout the course.
   b. Student Padlets will be shared among peers

6. **Navigation Team Assignment and Presentation**
    a. Student pairs
    b. Each pair will be assigned a disability
        i. Wheelchair user
        ii. Vision impaired
        iii. Hearing impaired
        iv. Mobility impaired (crutches)
        v. Upper extremity impairment
    c. Student pairs will practice navigating various aspects of the campus environment (i.e., classrooms, library, dining areas, bathrooms) while simulating the assigned disability category.
    d. One student will take notes as the other relays their personal experiences as they move through the simulation.
        vi. Note taker is a passive observer – does not assist the student in any way.
    e. Student pairs will detail recommendations to facilitate/enhance their ability to navigate campus
        vii. Physical and mental obstacles incurred during the experience
        viii. Suggested accessibility improvements (include person-centered and environmental recommendations)
    f. Attempt an interaction with other people on campus that you encounter-*do not disclose that you are a student doing an assignment/project for a class*
        ix. Ask for directions to a particular place on campus
        x. Document this exchange from the perspective of the student with the disability
            1. Any difficulty starting the conversation? Why/why not?
            2. Would the conversation be different if you did not have a disability?
            3. How did the person respond to your request?
    g. Each team will create a visual and oral presentation based on their experiences during the navigational assignment and present in class to peers and faculty.
    h. Both peers and faculty will complete a presentation assessment rubric
7. **Myth versus Fact/Participation**
    a. Student entrance ticket to classroom will be a short poll (Myth versus Fact) related to the topic of the day in combination with verbal participation throughout the course
    b. Random students will be selected to initiate discussion on myth/fact topic

Grading Formula

Assessment	Points
Lives Worth Living Assignment – Canvas Discussion Board Post	Initial Post 10 Responses 5
Universal Design in Class Debate	15
Eugenics – Canvas Discussion Board Post	Initial Post 10 Responses 5
Disability Blogger Assignment – Canvas Discussion Board Post	Initial Post 10 Responses 5

Padlet Assignment	10
Navigation Team Assignment and Presentation	25
Myth versus Fact/Participation	5
Total Points	**100**

NYIT 101 Discussion Board Post/Responses Grading Rubric

All posts will be graded for *Content, Organization,* and *Responses* based on the following criteria:

	Proficient	Competent	Novice	Poor
Content 50%	100% Post addresses all required elements in the discussion, demonstrates understanding of the topic, and is supported with appropriate evidence from the readings.	80% Post addresses all required elements in the discussion but does not demonstrate a full understanding of the topic. Post is supported with evidence from the readings.	75% Post is missing important elements related to the discussion and/or demonstrates limited understanding of the topic, and/or is not supported evidence from the readings.	60% Post lacks most of the important elements related to the discussion, does not demonstrate understanding of the topic, and/or is not supported evidence from the readings.
Organization 30%	100% Posts in the discussion are well written and well organized. Mechanics (spelling and punctuation) and grammar are excellent.	80% Posts in this discussion are well written and well organized but have 1-2 minor errors in mechanics and/or grammar.	75% Posts in this discussion are well written and well organized but have 3 errors in mechanics and/or grammar.	60% Posts in this discussion are not clear and/or lack organization and/or have 4 or more errors in mechanics and/or grammar.
Responses 20%	100% Collaborates with fellow classmates. Relates the discussion to relevant course concepts and add substantially to the discussion.	80% Collaborates with fellow classmates. Relates the content to relevant course concepts but does not extend the discussion in a substantive way.	75% Collaborates with fellow classmates but does not extend the discussion, and/or makes little connection to the course content.	60% Does not collaborate with fellow classmates and/or makes no connection to course content.

Schedule of Dates and Topics

Week	Topic	Readings	Learning Activities
Week 1 9/7/22	-Course Introduction -Syllabus Review -Padlet introduction -Historical perspectives of disability	TBD	-PowerPoint Presentation on the history of disability -Pre-course survey for week 2 -Padlet
Week 2 9/14/22	-Preparation for Week 3 in class Debate	TBD	-ADA Movie – "Lives Worth Living" in-class discussion on the historical perspective and evolution of the ADA -**Blackboard discussion post Due** -Debate Preparation (for week 3) -Annotation of selected articles
Week 3 9/21/22	In-Class Debate	n/a	-In-class debate - Myth vs Fact entrance poll for week 4 -Padlet
Week 4 9/28/22	-It's not all physical (Invisible Disabilities) *Share your Padlet this week!*	TBD	-Myth vs Fact discussion - Movie - "When Billy Broke His Head" – in class discussion on invisible disabilities -Blackboard discussion post- movie -Article "The lived experience of students with an invisible disability at a Canadian university" -Blackboard discussion post- article -Padlet
Week 5 10/5/22	-Me bias you bias (Personal perspectives on disability)	TBD	-PowerPoint Presentation on Bias -Locate the personal blog of a disabled person online. Summarize their disability and share their views (including excerpts of their experiences). Describe your own impression of this person from what you have read. Post the blog website and your summary to the discussion board. Respond

			with an inquiry to a minimum of two of your classmates' postings -Padlet
Week 6 10/12/22	-Me bias you bias (Personal perspectives on disability)- cont'd	Selected Articles	-In class presentations of disability blogs -Padlet
Week 7 10/19/22	-Community Mobility	Selected Articles	-Lesson on physical/ environmental space and disability -Introduce navigational Challenge Assignment -Padlet
Week 8 10/26/22	-Navigational challenges- continued	Selected Articles	-"Navigation Challenge" (student simulation) - students will simulate a person with a disability and write about their experiences /challenges during the simulation (during campus navigation) -Groups meet to prepare write up and presentation for Navigational Challenges -Padlet
Week 9 11/2/22	-Navigational challenges- continued	Selected Articles	-Student groups present navigational challenges write up -Padlet
Week 10 11/9/22	-Technology and accessibility	Selected Articles	In class guest speaker- technology -Padlet -Develop you vision of a novel technology that addresses accessibility
Week 11 11/16/22	-Disability in media -Ableism	Selected Articles	PowerPoint Presentation -Padlet - Confronting ableism assignment -Pre-Recorded intro for service animals Myth vs Fact service animals
Week 12 11/30/22	-Service Animals	Selected Articles	Guest Speaker from Guide Dogs for the Blind -Padlet -Post Padlet to Discussion Board thread for Peer sharing

Week 13 12/7/22	-Campus diversity Embracing disability diversity on campus	Selected Articles	-Post Course Survey (in class)

The Schedule of Dates may be modified slightly during the semester. Any changes will be sent as Announcements that will be posted on Canvas and sent automatically to all students in the class via NYIT email.

Exams and Quizzes
N/A

Policy for missed exams and missed or late assignments
20% reduction in assignment grade starting at 1 day late to 5 days late.
40% reduction in assignment grade starting at 6 days late to 10 days late.

Attendance policy
Students are expected to attend their courses in the modality assigned on a regular and punctual basis to obtain the educational benefits that each meeting affords. Alternative Zoom links for class will not be provided.

Students are expected to attend all classes on time. Students who do not arrive to class on time will be subject to loss of points on the final course grade. If a student has two or more unexcused absences, they will be subject to loss of points on the final course grade. The student is solely responsible for making up the missed work and assignments.

Library Resources
All students can access New York Tech's virtual library from both on and off campus at www.nyit.edu/library. The same login you use to access NYIT e-mail and NYITConnect will also give you access to the library's resources from off campus.

On the upper left side of the library's home page, select links for "Find Resources", "Innovation Labs", "Research Assistance", "Services", For Faculty", "Library e-News" and "Contact". Using the search boxes in the middle of the library homepage will also assist you in navigating the library's web pages. Should you have any questions, please select "Contact" on the left side to submit a "Ask-A-Librarian" form or to Live Chat with a Librarian.

Support for Canvas, Zoom, and other Technologies
Support for Canvas, Zoom, and other technologies is available through Service Central, Monday-Thursday, 9 am – 7 pm (Eastern Time) and Friday, 9 am - 5pm (Eastern Time) via website, email, or phone.

- Website: https://www.nyit.edu/service_central
- Email: servicecentral@nyit.edu
- Phone Number: 516.686.1400

Additional resources for further learning

If you would like additional help in the course, please contact your instructor for guidance. You are also encouraged to use New York Tech's academic support services: the Learning Center, the Writing Center, the Math Resource Center, and Brainfuse (online tutoring, 24/7). For more information and links to the individual centers, see www.nyit.edu/tutoring.

Withdrawal policy

See the Withdrawal From a Course under "Academic Policies and Rules" in the New York Tech Academic Catalogs.

The decision to withdraw from a course should be made only after consulting with the course instructor and advisor, as withdrawing from a course may affect visa status (for international students) and/or financial aid eligibility, as well as result in financial obligation to New York Institute of Technology. Consult with the Office of International Education, the Office of Financial Aid and the Bursar's Office for more information.

Academic integrity and plagiarism policies

Academic integrity is the pursuit of scholarly work in an open, honest, and responsible manner. Academic integrity is a basic guiding principle for all academic activity, and all members of the university community are expected to act in accordance with this principle. Academic integrity includes a commitment to engage in academic work that adheres to the highest standards of academic honesty. These standards include purposeful avoidance of plagiarism, cheating, misrepresentation, unauthorized collaboration, or any efforts at facilitating any academic deception. Such acts of dishonesty violate the fundamental and ethical principles of the community and compromise the worth of work completed by others.

If a faculty member determines that a student has committed academic dishonesty by plagiarizing, cheating, or in any other manner, the faculty member may report the allegation of misconduct for follow-up by the Dean of Students pursuant to the Student Code of Conduct's Academic Integrity Policy – U.S. Campuses.

Each student enrolled in a course at New York Institute of Technology agrees that by taking such a course, they consent to the submission of all required papers for textual similarity review to any commercial service engaged by the university to detect plagiarism. Each student also agrees that all papers submitted to any such service may be included as a source document in the service's database, solely for the purpose of detecting plagiarism of such papers.

Support for students with disabilities

The Office of Accessibility Services works with students to make sure disability-related accommodations are implemented. In addition to monitoring compliance with the Americans with Disabilities Act (ADA) and other applicable laws, the OAS actively supports students on the Long Island and New York City campuses in the pursuit of their academic goals and a barrier-free educational environment. Identification of oneself as an individual with disability is voluntary and confidential. Students interested in registering for accommodations are encouraged to contact the Assistant Director of Accessibility Services at any point during their NYIT career: Walter Mayer - wmayer@nyit.edu.

Basic Needs Resources for Students

A healthy lifestyle, including access to nutritious food, housing, and other basic needs and resources, is essential for students to reach their highest personal and academic potential. To ensure that all its students have access to healthy food, information and resources, New York Institute of Technology launched the Bear Bytes initiative. One of its programs is the Grizzly Cupboard.

The Grizzly Cupboard is a food and resource pantry located on each New York campus. It is open during the fall and spring semesters and provides food and other health and wellness resources to all students. For local food pantries and health, wellness, housing, and financial resources, students may visit the Bear Bytes web page to learn more.

Grading/Quality Points Summary

GRADE	DESCRIPTION	QUALITY POINTS	USED IN GPA CALCULATION
A	Excellent quality and full mastery of the course material, extraordinary distinction.	4	Yes
A-	Excellent quality and full mastery of the course material.	3.7	Yes
B+	Good to excellent comprehension of the course material and the skills necessary to work with course material.	3.3	Yes
B	Good comprehension of the course material and the skills necessary to work with course material.	3	Yes
B-	Reasonably good comprehension of the course material and the skills necessary to work with course material.	2.7	Yes
C+	Adequate and slightly above satisfactory comprehension of the course material and met the basic course requirements.	2.3	Yes
C	Adequate and satisfactory comprehension of the course material and met the basic course requirements.	2	Yes
C-	Slightly below adequate and satisfactory comprehension of the course material and met the basic course requirements.	1.7	Yes
D+	Work is marginal but almost satisfactory and minimal command of the course material with slightly more than minimal participation.	1.3	Yes
D	Work is marginal but passing and minimal command of the course material with minimal participation.	1	Yes
W	Withdrawal. The notation "W" (meaning Withdrew) is recorded when a student withdraws from a course.	0	No
UW	Unofficial Withdrawal. A "UW" may be assigned to students who stop attending class and fail to officially withdraw during the given timelines.	0	No
I	Incomplete. The "I" is restricted to cases in which the student has satisfactorily completed a substantial part of the coursework. No credit will be given until the course is completed within the given deadline and a passing grade received. When a final grade is received that final grade will be preceded with an I, e.g., IA or IB+.	0	No
F	Failure. An F is an earned grade assigned to a student who has not	0	Yes

GRADE	DESCRIPTION	QUALITY POINTS	USED IN GPA CALCULATION
	completed the majority of the coursework at a satisfactory level.		
PR	Progress, re-enroll and is used only for developmental courses and intensive English as a Second Language (ESL) courses for students who have made some progress, but who do not demonstrate satisfactory skills to pass those courses. Students are required to re-enroll in the courses to complete them.	0	No
P	Passing grade	0	No
AU	Audit	0	No
IF	Failure from an incomplete	0	Yes
3.5 GPA	Satisfactory performance for the undergraduate portion of the BS/DO degree program. This corresponds to a B+/A- average grade.	0	No