

Request for new First-Year Seminars

FYSE 101

**Deadline to submit course proposals, Dec 2, 2022**

This RFP is seeking course proposals for new First-Year Seminar (FYSE) sections. Similar to [NYIT 101](https://docs.google.com/spreadsheets/d/1wnBxP-qTvbIixg3Wnkvaj_H56pQxl8Bf71tW92BX1H0/edit#gid=0), FYSE 101 is open-themed and designed for mainly freshmen. It is a 3 credit course (NYIT 101 is 2 cr.) and counts as an elective. FYSE 101 aims to introduce students to faculty’s diverse expertise, to energize freshmen about learning, and to enable them to cultivate a sense of New York Tech community.

If you can design a course with a creative and inspiring topic that can pique students’ interests, and if you have a passion for sharing your knowledge and expertise to empower others, join New York Tech in its effort to augment the first-year experience.

The substantive core of the seminar should:

* consist of ‘academic’ content that is intriguing and compelling to first year students
* explore a topic at some depth (i.e., not a survey course) and focus on cutting-edge topical issues
* use active learning and discussion
* align with targeted and necessary skills development
* consider other 21st century skills (e.g., see [Future Work Skills](https://www.iftf.org/uploads/media/SR-1382A_UPRI_future_work_skills_sm.pdf) and [Future Skills Update and Literature Review](http://www.iftf.org/uploads/media/SR-1382A_UPRI_future_work_skills_sm.pdf))
* have students explore new and old ideas, appreciate and assess complex issues, integrate technology, and address new needed abilities that can allow students to thrive beyond the classroom

Procedural details:

* Faculty must submit the “Proposal for New Sections” and a copy of the syllabus to Lissi Athanasiou-Krikelis ([lathanas@nyit.edu](mailto:lathanas@nyit.edu)). Chair’s and Dean’s approvals are required.
* All FYSE sections must follow the Learning Outcomes and the Methods of Assessment of the general FYSE 101 template as listed on the New Section Proposal Form.
* The new section must be a liberal arts course.
* The new section will be offered in person to maximize the freshman experience.
* Although the course is primarily offered for freshmen, transfer and upper-level students may take it with instructor’s approval.
* Faculty collaboration and co-teaching are welcome.
* Since enrollment is unpredictable, instructors may want to plan to teach it as overload. (Discuss this issue with your chair and dean.)
* New sections will be approved by an ad-hoc committee consisting of Lissi Athanasiou-Krikelis, Director of Interdisciplinary Studies where FYSE is housed; Francine Glazer, Associate Provost; Monika Rohde, Senior Associate Dean; and Robert Gallagher, Clinical Associate Professor, Occupational Therapy.

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[**Review Sample Syllabus**](https://www.nyit.edu/files/academic_affairs/AA_FYSE101_Sample_Syllabus_11_2022.pdf)

If your course is approved, the committee will notify you to discuss scheduling details for Fall 2022. For questions contact [lathanas@nyit.edu](mailto:lathanas@nyit.edu) and [fglazer@nyit.edu](mailto:fglazer@nyit.edu)

# First-Year Seminar (FYSE 101) Proposal for New Sections

## Instructions:

Faculty member completes the form and submits it to his/her chair for approval along with FYSE syllabus. The chair forwards all documents to the Director of Interdisciplinary Studies.

To qualify, a new section of FYSE 101 must follow the Learning Outcomes and the Methods of Assessment of the general FYSE 101 template as listed below.

**Student Learning Outcomes:** (*must* include the following, plus any outcomes specific to the new section) Upon successful completion of this course, students will be able to:

* 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.

**Methods of Assessment:**

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

\**Since there are no writing prerequisites, instructors are discouraged from including a Research Paper.*

**Criteria for evaluation:** The syllabus:

* 1. aligns with FYSE 101 Learning Outcomes and Methods of Assessment, such as includes collaborative activities to address specific outcome
  2. features a current topic that is within the faculty member's expertise and is appealing to freshmen
  3. features a title that piques students’ interest



# To be completed by the Faculty:

First and Last Name: Title:

Department:\_\_\_\_\_\_\_\_\_\_\_

School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Campus: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- |
| **Title** of New FYSE 101 Section: |
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| --- |
| **Course Description:** This description will be added to the FYSE webpage. It should address the student directly. We recommend starting the course description with a question. |
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| **Explanation**: Why is the topic compelling to freshmen and how does it relate to the faculty’s expertise: |
|  |

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| --- |
| Additional Learning Outcomes for the course: |
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| --- |
| Description of Activities (copied and pasted from syllabus): |
| **1. Oral Presentation** |
|  |
| 1. **Brief Writing Project(s)** (short responses/ discussion posts, essays, reflection papers, newsletter) Since the course does not have writing courses as prerequisites, instructors should be discouraged from including a Research Paper. |
|  |
| **3. Collaborative Project,** including peer and self-assessment |
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| --- |
| **Availability**:If your section is approved, which days/times would you prefer to teach it? Offer at least three possibilities. |
|  |

**\_\_\_** I have attached a syllabus that aligns with FYSE 101 Learning Outcomes and Methods of Assessment.

Faculty Member’s First and Last Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_



# To be completed by the instructor’s Chair:

Chair’s First and Last Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I approve

I acknowledge that, although the course will be scheduled by the IDSP director, it will be entered into the FACCOMP by my department.

Chair’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**To be completed by the instructor’s Dean:**

Dean’s First and Last Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_

**First-Year Seminar**

**FYSE 101, Number, and Section**

## Catalog Description

In this first-year seminar, students will explore a specific topic, theme or approach with a New York Tech full-time faculty member. The content of the course will vary from instructor to instructor. For individual course descriptions, visit the FYSE 101 webpage.

## Instructor Information

*Instructor:*

*Office Location:*

*Telephone:*

*E-mail:*

*Website:* Canvas

*Office hours:*

## Course information

*Term and date:*

*Course number and section: Credits:* **3 credits**

*Meeting times:*

*Building and room number:*

*Prerequisites and co-requisites:* **none**

## Required texts (including ISBN numbers)

TBD by instructor

## Other required items

TBD by instructor

## Course introduction

TBD by instructor

## Student learning outcomes and methods of assessment

Upon successful completion of this course, students will be able to:

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.

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 (samples and templates to be provided by CTL in a Canvas shell)
4. Metacognitive activities

## Description of assignments

TBD by instructor

## Grading formula

TBD by instructor

## Schedule of Dates and Topics

TBD by instructor

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

TBD by instructor

## Policy for missed exams and missed or late assignments

TBD by instructor

## Attendance policy

TBD by instructor

## Library Resources

All students can access New York Tech’s virtual library from both on and off campus at

[www.nyit.edu/library.](http://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](http://www.nyit.edu/service_central)
* Email: [servicecentral@nyit.edu](mailto: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.](http://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.](mailto: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 G rizzly 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.

**Schedule of Date:**

TBD by instructor

# The Psychology of Technology FYSE 101: First Year Seminar

**Catalog Description**

In this first-year seminar, students will explore a specific topic, theme or approach with a New York Tech full-time faculty member. The content of the course will vary from instructor to instructor. For individual course descriptions, visit the FYSE 101 website.

## INSTRUCTOR INFORMATION

**Name:** Dr. Melissa Huey

**Office location:** 16 West 61st Street, Room 1016

**E-mail:** [mhuey@nyit.edu](mailto:mhuey@nyit.edu)

**Office hours:** Tuesdays and Thursdays, 2:15pm – 4:15pm or by appointment.

## COURSE INFORMATION

**Term and date:** Fall 2021, Cycle B

**Course number and section:** NYIT 101 – M02

## Credits: 3

**Meeting times:** Monday’s 11:00am – 2:00pm

**Meeting Place:** Zoom - Personal Meeting ID: 960 568 0258

## REQUIRED TEXTS

There is no textbook for this course. Readings will be posted on Canvas a week prior to the topic covered.

## COURSE INTRODUCTION

The course is the intersection between psychology and technology, where you will get a comprehensive understanding of the psychological effects that technology has in their day-to-day lives. This course will be an in-depth analysis into understanding the human psyche and why the smartphone (and other facets of technology) have had such a tremendous impact at the individual and societal level. You will get to explore many of the “whys” behind human behavior related to technology: Why do we feel so attached to our phones? What impact has smartphone usage had on mental health? Why are dopamine’s released when we get ‘likes’ on our social media posts?

Why have our lives shifted from in-person to online?

## LEARNING OUTCOMES AND INSTRUMENTS FOR ASSESSMENT

Upon successful completion of this course, students will be able to:

* 1. Acquire and apply various technological/electronic techniques for effective communications,

presentations, public speaking and modes of learning.

* 1. Collaborate productively with peers, while attending to interpersonal dynamics, diversity, and equity.
  2. Cultivate a growth mindset.

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 (samples and templates to be provided by CTL in a Canvas shell)
4. Metacognitive Activities (samples and templates to be provided by CTL in a Canvas shell)

## METHOD OF ASSESSMENT

1. **Oral Presentation: My Smartphone Experience**: Throughout the semester, students will track the usage of their smartphone and keep a virtual diary about the impact that the smartphone has on their lives. At the end of the semester, students will present a project that intersects an analysis of their own personal technology usage and research covered in the course throughout the semester (25%).
2. **Writing Project: For Better or For Worse**: Write a short paper that supports one of the two claims: (1) Technology has helped advance and unify society; or (2) Technology has hindered the development of society and created deeper social isolation. Pick one of the two claims, and support it with empirical evidence. Students will not be allowed to say both are true! (25%)
3. **Collaborative Activity--Smartphone Shorts**: Students will work in small groups to create a video clip that depicts different aspects of how technology inundates everyday lives. The video should be under 5 minutes, and can be an interview, a skit, or anything innovative. The videos will be presented in class on the day it is due. The grade will be based on creativity, group participation, and content (25%).
4. **Metacognitive Activities**: Throughout the semester, students will be asked to complete modules that help explore their metacognition. (25%)

## POINTS AND PERCENTAGES

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| --- | --- | --- |
| **Assignment** | **Percentage** | **Point Value** |
| Smartphone Shorts | 25% | 100 points |
| For Better or For Worse | 25% | 100 points |
| My Smartphone Experience | 25% | 100 points |
| Metacognitive Activities | 25% | 100 points |
| **Total** | **100%** | **400 points** |

**GRADING FORMULA**

On the basis of the recommendations of the Academic Standards Committee of the NYIT Academic Senate, letter grades for this course will be assigned according to the system presented below. The grading system shows the term average required for each letter grade as well as the earned quality points per credit for each grade.

|  |  |  |
| --- | --- | --- |
| Grade | Term Average | Quality Points Per Credit |
| A | 95-100 | 4.0 |
| A- | 90-94 | 3.7 |
| B+ | 87-89 | 3.3 |
| B | 84-86 | 3.0 |
| B- | 80-83 | 2.7 |
| C+ | 77-79 | 2.3 |
| C | 74-76 | 2.0 |

|  |  |  |
| --- | --- | --- |
| C- | 70-73 | 1.7 |
| D+ | 65-69 | 1.2 |
| D | 60-64 | 1.0 |
| F | 59 and below | 0.0 |

## POLICY FOR MAKE-UP EXAMS AND MISSED OR LATE ASSIGNMENTS

Make-up exams will be given to a student if there is a documented reason for his or her absence. The exam must be made up within one week or the student will receive an F for the exam. It is the student's responsibility to schedule the make-up exam with the professor. The final exam cannot be made up.

## ATTENDANCE POLICY

Students are expected to attend all classes **on time**. Coming late to class three times will result in an official absence. If a student has more than three unexcused absences the professor will meet with the student to discuss their excessive absences and how it will impact their grade. Even though we are on Zoom, the attendance policy remains the same – students should be on time and engaged in the course.

## WITHDRAWAL POLICY

See the [Withdrawal From a Course](https://catalog.nyit.edu/policies_and_rules/academic_policies/) 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,](https://www.nyit.edu/international_student_support) the [Office of](https://www.nyit.edu/admissions/financial_aid) [Financial Aid](https://www.nyit.edu/admissions/financial_aid) and the [Bursar's Office](https://www.nyit.edu/bursar) for more information.

## ACADEMIC INTEGRITY AND PLAGIARISM

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## ADDITIONAL RESOURCES FOR LEARNING

If you would like additional help in the course, please contact your instructor for guidance. You are also encouraged 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.](http://www.nyit.edu/tutoring)

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## SCHEDULE

|  |  |  |
| --- | --- | --- |
| **Date** | **Topic** | **Assignments Due** |
| Week 1 | Introduction to Psychology of Technology, Syllabus Review |  |

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| --- | --- | --- |
| Week 2 | How has the smartphone changed our lives? |  |
| Week 3 | What about human tendencies make the use of technology so addicting? |  |
| Week 4 | What is the mental health crisis associated with technology? |  |
| Week 5 | Have our lives shifted from in-person to virtual? How so? | **Short Paper, For Better or For Worse Due** |
| Week 6 | Generational differences in  technology – who is impacted and why? |  |
| Week 7 | How can we use technology to our advantage? How can it help us  succeed in college? |  |
| Week 8 | What are the advantages and disadvantages of technology? |  |
| Week 9 | All about information – how do we get it? Is it valid? |  |
| Week 10 | How are children impacted by technology? | **Smartphone Shorts Due** |
| Week 11 | How are people of older age impacted by the use of technology? |  |
| Week 12 | The impact of connectivity (via technology) on mental health |  |
| Week 13 | Review and catch up |  |
| Week 14 |  | **End of Semester Presentations** |