

Rollins

**FOUNDATIONS IN THE
LIBERAL ARTS**

rFLA 100

[Course Title]

[Enter Division here] Class

Course Theme: Cultural Collision | Enduring Questions |
Environments | Identities | Innovation

[Course Meeting Time]

[Instructor]

Use 1-2 course themes to integrate your class with others in the Foundations curriculum and drive home the relevance of coursework to students.

Course Description:

[Insert course Description here]

This course is part of the Rollins Foundations in the Liberal Arts. This curriculum is intended to:

- Introduce students to the liberal arts
- Expose students to a broad array of disciplines and ways of thinking and understanding
- Provide an academic and extracurricular community for the students
- Teach students how to integrate knowledge and skills across disciplines and courses

This course fulfills the 100 level Foundations Seminar requirement.

This course fulfills the [Division] requirement.

Contact Info:

Office:

Office Hours:

This is likely the first time your first-year students have thought about academic divisions. How will you surface these ideas throughout your semester?

Can you use the weeks before course registration to set expectations about what they'll learn in different divisions and why that's important for addressing challenges they'll face as 21st century citizens?

Foundations Objectives¹:

¹ Course learning objectives follow the definitions offered under the American Association of Colleges and Universities' LEAP initiative (Liberal Education and America's Promise).

- Information Literacy: This is the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.- Adopted from the National Forum on Information Literacy.

Course Objectives:

- (provide course objectives here)

Educating Beyond the Classroom

At Rollins, part of our mission is to empower graduates to pursue meaningful lives and productive careers. The Foundations curriculum models this goal by taking learning outside the walls of the classroom. Your participation in this course includes experiential learning that often includes attendance at campus events. The schedule might look a little different than other classes, but these events allow you to take advantage of some of the most important opportunities that a liberal arts college affords.

Consistently, when CEOs from top US companies are asked what they look for in applicants, they name a variation of the following skills: strong written communication, critical thinking, independence, teamwork, and problem solving. Employers say that what sets one applicant apart from another are skill sets that transcend one's major or desired profession and the ability to thoughtfully demonstrate those skills during the application process. Your Foundations curriculum is carefully designed to teach these in-demand skills and to provide moments of reflection that encourage you to translate these classroom-centered activities to the worlds of work and life.

Our class will be supported by an R-Compass Peer Mentor (RPM), a student who will help you navigate the questions of the second semester: what is a liberal arts education, how can I develop an academic plan, what major is right for me, how can I be more successful as a student, and how can I plan for to pursue a meaning life and productive career?

When students express concern about the “relevance” of coursework, it’s often code for career preparation. Our curriculum delivers essential skills, but that reality is not always visible to students. Consider including course objectives that name the life and career skills students will gain. The NACE (National Assoc. of Colleges and Employers) Competencies are a great place to start. You might also tag assignments with a quick identifier of transferrable skills (e.g. “collaboration,” “written communication,” “problem solving”).

R-Compass Peer Mentor Contact Info:

Please mark your calendars for the following 3 events:

- 1) Welcome Back Brunch with your RPM, Sunday, January 19, Cornell Campus Center at XXXX time [staggered start times have been assigned for this event].
- 2) Re-SPARC Day: Friday, February 7 from 1pm-5pm. Please wear a Rollins t-shirt!
- 3) Event planned by faculty, specific to your class and its themes/objectives.

Course Objectives:

Books:

Requirements:

Grading:

Schedule:

Syllabus Statements:

In the first year of the RPM program, a majority of 100-level students reported positive interactions with their mentors. Manage expectations: RPMs should have a much lighter presence than in the RCC and are a peer resource to navigate questions like major choice, academic planning, and campus engagement. The Welcome Back brunch and Re-SPARC Day can help build community in your class—please emphasize the importance of these events with your students. They will take their cues from your attitude about these elements of the program.

Remember: Students are no longer required to earn a C- in individual rFLA courses. Instead, they must earn a cumulative 2.0 GPA across *all* rFLA coursework (including competencies & RCC).

In week 13, all rFLA students will need to submit to Foliotek a short reflective essay from a common writing prompt tied to course level. This assignment can be completed in or out of class and should take around 45 minutes (but please account for extended time accommodations).

Include materials from the Common Read in your reading list. Let's engage students in a campus-wide conversation about the terms of our mission. Spring 2020 readings on the theme of Responsible Leadership are focused on the theme of voting rights and commemorate the 100th anniversary of women's suffrage in the US. See rFLA on Canvas for the complete selection of readings.