

GMN 102: Elementary German – Language & Culture

Spring 2022, Syllabus - Sections 01 & 02

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I) Course Description

From the college catalog: This course is an active and immersive language and culture course, taught almost entirely in German in which students will develop elementary skills in listening, speaking, reading and writing in German, awareness of the cultures associated with German. 3 credits. [LAC]

Prerequisite: GMN 101 or placement test. - Must be completed prior to taking this course.

🔗 See the Preliminary Schedule in Section V.2 – Check Canvas regularly for announcements and updates 🔗

Class times & Room

- ✓ GMN 102-01 = M/W/F 9:00 - 9:50am – Room: Lynch 189 | Jan. 17-28: Class meets in Zoom – see Canvas
- ✓ GMN 102-02 = M/W/F 1:00 - 10:50am – Room: Lynch 189 | Jan. 17-28: Class meets in Zoom – see Canvas

Covid 19 mitigation: Students participating in face-to-face class sessions must adhere to the guidelines put forth in LVC's Community Covenant (<http://wordpress.lvc.edu/wordpress/lvcforward/2021/08/02/community-covenant/>). To facilitate contact tracing, students will be given assigned seats for the semester. Students are responsible for reading and following the latest campus COVID protocols as posted on <http://wordpress.lvc.edu/wordpress/lvcforward/>.

II) My Contact Information

Instructor: Jörg (or: Joerg) Meindl (pronouns: he/him/his)
 Office: HUM 301-C
 Office phone: (717) 867-6257
 Email: meindl@lvc.edu
 Zoom: See Canvas

Office hours in Zoom by appointment and:

Monday	Tuesday	Wednesday	Thursday
2-3 p.m.	11-12 a.m.	3 – 4 p.m.	10 – 11 a.m.

III) Course materials & Communication (Canvas & Email)

All course materials will be available in Canvas (see below)!

Canvas: 'Canvas' is a course management software that can be accessed through MyLVC (<https://mylvc.lvc.edu/>) or directly at <https://lvc.instructure.com/login/ldap> (log-in with your LVC user name and password).

'Canvas' is the main tool for communication, collaboration, distribution of materials, and monitoring your grades.

Students are responsible for checking Canvas regularly!

Receiving notifications: Adjust in Canvas (in your profile section) what notifications you want to receive (By default, Canvas is sending notifications and may not want to receive so many notifications).

Email: Communication happens through Canvas, email will only be used as an exception. Your instructor will send all email messages to your LVC-email. If you use another email address, set up your LVC mail to be forwarded to the address you check regularly.

IV) Course Work and Tasks

IV.1) Learning Objectives (and how they relate to course work)

Below are the learning objectives of ConstellationLVC for this course and the tasks that assess our progress. All skills are practiced in class and homework. Quizzes and Module-tests assess progress in the acquisition of vocabulary and grammar knowledge (both are needed to achieve the objectives below).

Learning Goals & Objectives:	Demonstrated in (assessed in):
1) Students demonstrate basic knowledge of ...	
a. one's own and others' cultural identities (including beliefs, values, perspectives, practices, and/or stereotypes).	<ul style="list-style-type: none"> ▫ Chapter Tests ▫ Final Exam
b. the interconnection between culture and language. (Primary Objective)	<ul style="list-style-type: none"> ▫ Essay 1 ▫ Chapter Tests ▫ Final Exam
c. vocabulary, grammar, pronunciation of German	<ul style="list-style-type: none"> ▫ Chapter Tests ▫ Final Exam ▫ Conversation Task
d. features of varieties of German (spoken vs. written language; selected regional features of German)	<ul style="list-style-type: none"> ▫ Chapter Tests ▫ Final Exam

2) Students communicate effectively on Novice level in a second language, in...	
▫ interpersonal mode* (Primary Objective)	▫ Conversation Task
▫ interpretive mode* - reading	<ul style="list-style-type: none"> ▫ Chapter Tests ▫ Final Exam
▫ interpretive mode* - listening (Primary Objective)	▫ Listening Tasks
▫ presentational mode* - writing	<ul style="list-style-type: none"> ▫ Chapter Tests ▫ Final Exam

3) Students demonstrate reflection (in reaction to prompts) of..	
▫ own culture (and its limitations) and other cultures.	▫ Essay 2
▫ the process of language learning and immersion in a different culture.	▫ Essay 3

*The standards for language learning as defined in the “Performance Descriptors for Language Learners” of *The American Council on the Teaching of Foreign Languages* (ACTFL) ask for the use of language in three ‘communicative modes’:

- Interpersonal mode: Students engage in conversation, provide and obtain information, express feeling and emotion, and exchange opinions.
- Interpretive mode: Students understand and interpret written and spoken language on a variety of topics.
- Presentational mode: Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.

Source: <http://www.actfl.org/publications/guidelines-and-manuals/actfl-performance-descriptors-language-learners>

The course requires students engage in ongoing reflections about:

- their own culture (and its limitations) and other cultures.
- the connection between language and culture.
- the process of language learning and immersion in a different culture

IV.2) Structure of the course:

- ✓ Homework prepares for class sessions and reviews content – there is homework after/before each class meeting! All Homework is posted in Canvas.
- ✓ In class, we focus on interaction in German.
- ✓ We cover 5 chapters (see overview in Canvas » Modules » Table of Contents).

- You will take a Test after each chapter, except chapter 5.
- The Final Exam is comprehensive, about the content of the whole semester.
- ✓ There will be separate graded tasks for listening, conversation, and intercultural competence.

IV.3) Types of tasks and assignments (in alphabetical order):

☞ Dates/ due dates, detailed descriptions, and grading rubrics can be found in Canvas – always check Canvas for date changes!

☞ Rules for late or missed assignments can be found in section VII.2

- ❖ **Conversations Tasks:** You will demonstrate your ability to interact in German with a native speaker (= me!) twice in the semester. The conversations will be graded with a rubric. The conversations will focus on everyday topics and what we learned in the course. Classroom interaction prepares for this task.
We will meet in Zoom.
Objectives: The task tests your ability to use newly acquired phrases and grammar in interaction, your fluency, your ability to circumscribe and react to your conversation partner in a culturally and linguistically appropriate way, and your pronunciation.
- ❖ **Essays, in English:** Reacting to prompts, you will reflect on the interconnection between culture and language (Essay 1), another culture in comparison to your own, with its limitations (Essay 2), and how you experience the process of learning a language and immersing in a culture (Essay 3). Detailed instructions and grading criteria will be posted in Canvas and the essays will be submitted in Canvas.
- ❖ **Final Exam:** The Final Exam will be comprehensive and cover materials from the whole class (assess your knowledge on vocabulary, grammar, culture, reading/writing).
The Final Exam must be taken at the day and time determined by [LVC's Final Exam Schedule](#) (exceptions only in cases of illness or emergencies). The Final Exam will be taken in the classroom, unless announced otherwise.
- ❖ **Homework** will be assigned after every class session. The homework assignments practice material from previous class sessions and prepare for the next class session. Content from homework is the basis for class sessions and will be tested in quizzes. Homework will not be checked for completion and will not be graded, you have to keep track of what homework you need to complete in order to follow the course progress.
 - Homework will mainly consist of online exercises, worksheets, short writing tasks, audio recordings, and other task forms (e.g., listening exercises with questions). However, you should use additional resources if the existing materials do not address your needs. Such resources can be your instructor, other students, books, and online tools (like websites, apps etc.).
 - Due dates are set to provide a structure for learning. You should complete the homework by the due date provided in Canvas, but you can work at your own pace and also not complete homework you do not consider useful for you (if you are already comfortable with the skill practiced).
 - Collaboration with other students is highly encouraged: group studying, exchanging feedback, and sharing resources can be very effective. – Keep social distance and rules for wearing masks!
 - Homework assignments will be posted in Canvas. You are responsible for consulting Canvas regularly.
 - Answer keys: You will correct your own mistakes with the automatic feedback or the answer keys posted in Canvas. *Working on your own mistakes is the crucial step* – that is when learning takes place!
- ❖ **Listening tasks:** We will complete two graded listening tasks. Listening will be practiced in homework and class. Listening exercises use authentic audios/videos (real-world materials, produced by and for native speakers). You will answer questions to identify information in the audios/videos. You will not have to understand all details to answer the questions.
The Listening Tasks will be taken in the classroom, unless announced otherwise.
Objectives: identify information in authentic audios/videos and acquire techniques to manage materials you do not understand in full.
- ❖ **Participation in class** is a crucial part of the course – the classroom interaction is your chance to practice communicating with others in German!
 - Expectations: *use German as much as possible* and *do not worry about mistakes*; you do not need to understand every word or always produce correct sentences – most important is to try to communicate in German as you would do in a German speaking country - **you can successfully communicate without being perfect!**

- **Model for good participation:**
You come fully prepared to every class session and ...
 - ✓ use German whenever possible
 - ✓ make thoughtful voluntary contributions that advance lessons/activities
 - ✓ participate actively in small group and pairs work without dominating
 - ✓ listen attentively to instructor and classmates
 - ✓ make a noticeable effort to improve pronunciation
 - ✓ make a noticeable effort to use new vocabulary/grammatical skills in context.

- ❖ **Quizzes:** most homework assignments will be reviewed in quizzes in Canvas. Quizzes are graded. Most quizzes are lower stake, giving you several attempts to complete the quiz, some will be timed and only allow one attempt. Functions: the quizzes are a part of the learning process (with feedback and follow-up), serve as feedback instrument for students and instructor, and challenge students to study on a regular basis. Missed quizzes count as 0% unless you have a long-term illness (or similar issue) and you ask for the quiz not to be counted. The lowest 3 quizzes will not count, to account for short-term illness or other issues keeping you from course work.

- ❖ **Tests:** 4 tests will assess your knowledge on vocabulary, grammar, and culture, reading/writing - one test each for chapters 1-4. Content of Lektion 5 will only be tested in the Final Exam. Tests will be taken in the classroom, unless announced otherwise.

IV.4) How we learn

Independent learning and interaction are at the core of this course – I will provide opportunities to learn and support you, but you will organize your learning within the course framework and should select materials and tools that fit your needs and learning style. Keep in mind that your peers are a good resource! Interaction and collaboration or also a guiding principle of this course. We will interact in the classroom and online (both in video conferences and in asynchronous ways, for example, discussion boards and collaborations) .

Your learning experience in this course is based on diverse input in different media (classroom interaction, texts, audios, videos etc.) and active use of the language (in class interaction, exercises reinforcing newly acquired material and skills, as well as quizzes).

You are expected to use German as much as possible: do not hesitate to speak/write in German and make mistakes; you do not need to understand every word or always produce correct sentences – most important is to communicate in German as you would do in a German speaking country - **you can successfully communicate without being perfect!**

Learning languages requires regular practice: work independently and with classmates outside of the classroom (keep social distance!), practice every day and use resources beyond the material provided for the class, e.g., news websites, T.V. streaming, podcasts, online exercises, learning apps and games ... (I will provide information on resources on Canvas, but you can also explore such resources on your own and use whatever resources suit your learning style).

V) Preliminary Schedule ☞ always consult the updated version in Canvas!
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Quizzes are not listed here, find due dates in Canvas.

! Always check Canvas for updates !

Monday	Wednesday	Friday
January 17 Introduction & Pre-Assessment	January 19 <i>Begin Lektion 1: Review</i>	January 21
January 24	January 26	January 28 Test 1 – in class
January 31 <i>Begin Lektion 2</i>	February 2	February 4
February 7	February 9	February 11
February 14	February 16 Test 2 – in class	February 18 <i>Begin Lektion 3</i>
February 21	February 23	February 25 – no class, meetings as scheduled Conversation Task 1
February 28	March 2	March 4 Listening Task 1 – in class
March 7 – Spring Break - no class -	March 9 – Spring Break - no class -	March 11 – Spring Break - no class -
March 14	March 16	March 18 Test 3 – in class
March 21 <i>Begin Lektion 4</i>	March 23 Test 4	March 25
March 28 Essay 1 – due in Canvas	March 30	April 1
April 4 Essay 2 – due in Canvas	April 6	April 8 Test 4 – in class
April 11 <i>Begin Lektion 5</i> Essay 1 – due in Canvas	April 13 – no class, meetings as scheduled Conversation Task 2	April 15 – Easter Break - no class -
April 18 – Easter Break - no class -	April 20	April 22
April 25	April 27 Listening Task 2 – in class	April 29
May 2	May 4	May 6 Review
Final Exams: GMN 102-01 (= 9 a.m. section): Final Exam on May 11, 8:30 – 11 a.m. GMN 102-02 (= 10 a.m. section): Final Exam on May 13, 8:30 – 11 a.m.		

VI) Grading

The assignments contribute to the grade for the course in the following way:

* Conversation Task	10 %
* Essays	10 %
* Final Exam	10 %
* Listening Tasks	10 %
* Quizzes	30 %
* Tests	30 %

Grades are assigned as follows:

A	100 – 93 %	C +	79.9 – 77 %
A –	92.9 – 90 %	C	76.9 – 73 %
B +	89.9 – 87 %	C –	72.9 – 70 %
B	86.9 – 83 %	D +	69.9 – 67 %
B –	82.9 – 80 %	D	66.9 – 63 %
		D –	62.9 – 60 %
		F	59.9 – 0 %

VII) My Policies

VII.1) Participation & absences

Your participation in class is crucial for the success of the course and in-class activities are in the center of this course.

A) When class is online:

In SP '22, class meets in Zoom from the beginning of the semester (January 17) until January 28 – this could be extended, check your email and Canvas for updates. According to the current planning, the first day of in-person class is January 31.

Other class meetings might happen in Zoom, check Canvas and your email for announcements.

Access Zoom meetings through Canvas. When meeting in Zoom, you are expected to join the Zoom meeting at class time. Please have your camera on, if possible. You can use a virtual background if you do not want the background to be visible.

B) In-person classes:

Health and Safety have priority! In doubt, stay at home! I expect students to follow the rules below, but only if my rules do not get into conflict with health and safety.

When class meets in person, there will be no Zoom meeting, unless otherwise announced, but materials can be found in Canvas.

If you are not able to attend class in person, it is your responsibility to look up in Canvas what you missed – contact me with questions!

Absences

When missing class, you are responsible stay up-to-date with content covered. This applies both to in-person class and Zoom meetings. Check the materials posted in Canvas and ask me or other students if you have questions. For rules regarding missed assignments, see the next section.

If you miss class more than three times unexcused, your course grade will be lowered by 5% for each additional unexcused absence - however, you **can communicate with me** to be excused for additional absences. Quarantine counts as excused absences!

To be excused for absences, you have to communicate with me in a timely fashion (as soon as reasonably possible, not if you are very sick or in a similarly difficult situation). If possible, make arrangements with the instructor in advance, for longer absences provide a written documentation (e.g., a doctor's note).

VII.2) Late and missed course work; contesting grades

If you have a reason why you cannot complete course work by the due date, contact me. You must initiate any request for rescheduling of course work or extensions of due dates. If you know about a scheduling issue in advance, tell me in advance.

Exceptions: You can talk to me regarding the possibility of an exception from the rules above if you provide an acceptable reason (you do not have to tell me about any details of private matters). You do not have a right for exceptions, but I will work with you in all instances where an issue is beyond your control (illness, emergencies). I may demand a documentation in cases where this can be expected.

Grades: If you think a grade has not been assigned appropriately, talk to me!

VII.3) Use of electronic devices & behavior in the classroom and online meetings

You are expected to use electronic devices responsibly - this means:

Be polite, do not disturb others.

Besides following the policies listed below, you are expected to behave in the classroom in a way that others can learn and participate, especially without feeling harassed or threatened. Students seriously disrupting class or not following the Community Covenant will not be allowed to attend.

VIII) LVC Policies & procedures

VIII.1) Expectations for Students in Face-to-Face Class Sessions

Students participating in face-to-face class sessions must adhere to the guidelines put forth in LVC's Community Covenant (<http://wordpress.lvc.edu/wordpress/lvcforward/2021/08/02/community-covenant/>). To facilitate contact tracing, students will be given assigned seats for the semester. Students are responsible for reading and following the latest campus COVID protocols as posted on <http://wordpress.lvc.edu/wordpress/lvcforward/>.

VIII.2) Academic honesty

Any student who submits plagiarized work will be subject to the penalties described in the *Student Handbook* and the *College Catalog* and outlined in LVC's Academic Honesty Policy. (<https://www.lvc.edu/academics/academic-resources/college-catalogue/college-academic-policies-and-procedures/academic-honesty/>)

This code asks each student to do his/her own work in his/her own words.

A student shall neither hinder nor unfairly assist the efforts of other students to complete their work. All individual work that a student produces and submits as a course assignment must be the student's own. Cheating and plagiarism are acts of academic dishonesty.

Cheating is an act that deceives or defrauds. It includes, but is not limited to, looking at another's exam or quiz, using unauthorized materials during an exam or quiz, colluding on assignments without the permission or knowledge of the instructor, and furnishing false information for the purpose of receiving special consideration, such as postponement of an exam, essay, quiz, or deadline of an oral presentation.

Plagiarism is the act of submitting as one's own, the work (the words, ideas, images, or compositions) of another person or persons without accurate attribution. Plagiarism can manifest itself in various ways: it can arise from sloppy note-taking; it can emerge as the incomplete or incompetent citation of resources; it can take the form of the wholesale submission of other people's work as one's own, whether from an online, oral or printed source.

Students who take part in violations such as cheating or plagiarism are subject to a meeting with the Assistant Dean and Director of Constellation, who has the authority to take further action, up to and including expulsion from the College.

VIII.3) Unicheck Policy

In this course you may be asked to submit some or all of your assignments for review by an online plagiarism service. This service will compare the content of your work to content found on the internet and several proprietary databases. Any work submitted to this service may become part of the service's permanent collection of submitted papers. After your work is submitted, the service will generate an originality report, which will be available to your instructor. Any student who submits plagiarized work will be subject to the penalties outlined in LVC's Academic Honesty Policy found in the Student Handbook and the College Catalog. <https://www.lvc.edu/offices-directories/information-technology/educational-technology-resources/unicheck/>

VIII.4) Exam Monitoring: Lockdown Browser & Respondus

In this course, you may be asked to use a custom browser that locks down the testing environment within the Canvas learning management system. While using these programs, your instructor may require you to activate the video camera and microphone of your computer while completing the exam. Students who are not willing to provide the requested video and audio feeds may ask to take the exam using an alternative proctoring method. Students may arrange for the exam to be proctored at a professional testing center such as Sylvan Learning Centers. The student is responsible for finding the testing site and must pay any fees associated with testing. The Alternate Proctoring Request form can be obtained by contacting Kristen Shutter at shutter@lvc.edu or by phone at 717-867-6028.

VIII.5) Inclusive classroom atmosphere

LVC is a community of inclusive excellence. We affirm the rights of all persons to a superior educational experience that is characterized by respect for others. As such, this class and all classes at LVC, are places where our core values of inclusiveness, civility and appreciation of difference are affirmed.

VIII.6) Policy on Preferred Names and Pronouns

Lebanon Valley College is committed to fostering an environment of inclusion and support, which includes honoring all its members' forms of self-identification. This policy provides uses of preferred first names and pronouns for students, faculty, staff, friends, and alumni who wish to provide them. Many members of the LVC community may use names other than their legal names to identify themselves. If the use of this different name is not for misrepresentation, LVC acknowledges that a preferred name may be used wherever possible. The preferred name will be recorded and used except where the legal name is required.

Although students, faculty, staff, friends, and alumni are free to determine the preferred name and pronoun they wish to be known by, the College deserves the right to deny a preferred name and pronoun if it is used inappropriately.

Gender pronouns are those pronouns that members of the community use to represent themselves. Gender pronouns can include, but are not limited to, he/him/his, she/her/hers, they/them/theirs, etc. Asking for and correctly using a person's pronoun is one of the most basic ways to show respect for a person's gender identity.

Preferred name and pronouns will be entered and accessible internally for members of the campus community. Lebanon Valley College expects all faculty, staff, and students to facilitate the use of preferred names and pronouns listed on the directory and class rosters.

*As an educator, I have always put emphasis on creating a space that is safe for all people. Calling people by their correct name and pronouns is the foundation of creating that space. – The German language uses even more gender-specific words than English, so knowing how someone wants to be addressed or referred to is even more important!
You may have noticed that I designated my pronouns above as “he/him/his.” In your introduction to the class, please share your preferred name, and if you’d like, your pronouns.*

VIII.7) Protection against discrimination (Title IX)

Lebanon Valley College prohibits discrimination on the basis of race, color, national origin, ancestry, religion/creed, sex, pregnancy, sexual orientation, gender identity or expression, age, disability, genetic information, marital/familial status, or veteran status in all programs and activities, as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and/or College policies. Lebanon Valley College prohibits discriminatory harassment and sexual harassment, including sexual violence and any type of sexual misconduct.

Title IX makes it clear that violence, harassment, and any type of sexual misconduct based on sex and gender are civil rights violations. If you or someone you know has experienced violence, discrimination, or harassment, support is available through Counseling Services, Health Service, the Chaplain’s office, and Title IX deputies. Please refer to the *Student Handbook* or the *College Catalog* for specific contact information.

VIII.8) Policy on Recording Class sessions

Audio and/or video recordings of the class sessions may be made by the College and/or by students who have been authorized by the LVC Center for Accessibility Resources to record classes as an accommodation for a disability. By participating in the class, all students consent to being recorded for these purposes. Any other recordings of class sessions are not permitted. Students participating in on-line courses are asked to respect the privacy of those participating in the class by ensuring that class sessions cannot be overheard by those who are not enrolled in the course.

VIII.9) Accessibility Resources & Individuals with Disabilities

Individuals with disabilities are guaranteed certain protections and rights of equal access to programs and activities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Therefore, Lebanon Valley College recognizes the responsibility of the college community to provide equal educational access for otherwise qualified students with disabilities.

In-Person and Online Courses: Any student who needs accommodations is invited to provide letters from the Center for Accessibility Resources and discuss accommodations with me.

Any student who feels they may need accommodations based on a documented disability or other condition that may affect academic performance should: contact The Center for Accessibility Resources, located in the Lebegern Learning Commons — Mund Suite 002. Students may schedule an appointment by calling 717-867-6028 or emailing hannafor@lvc.edu to determine if accommodations are warranted and to obtain an official letter of accommodation.

Assistive Technology is available to enhance your academic skills. The Center for Accessibility Resources, located in the Lebegern Learning Commons — Mund Suite 002, offers educational software and personal assistive devices for short-term loans. Available assistive devices include LiveScribe pens, mini iPads, digital recorders, headphones, and adaptive

keyboards. Our student coordinator is available to meet with students throughout the semester to suggest devices and/or software aligned to individual student needs.

If a student believes that appropriate accommodations are being denied, the student may file a grievance. Procedures for filing grievances may be found at <https://www.lvc.edu/offices-directories/center-for-accessibility-resources>

VIII.10) End of Term Course Evaluation using EvaluationKIT

Most courses at the College utilize a course evaluation system called EvaluationKIT. Near the end of the term, you will have the opportunity to evaluate the course in a number of key areas: learning environment, instructor performance, overall course structure, progress on relevant course objectives, and Constellation learning outcomes (if they apply). The faculty have approved a set of common questions that students will respond using an agreement scale. Please note that quantitative survey results and comments are used for course and instructor improvements and to indirectly measure the progress on relevant student learning objectives.

IX) Help at LVC & Student Success

Starfish

Starfish is an online tool used at LVC that gives you the opportunity to connect with faculty and staff to cultivate your success. Through Starfish, you can submit concerns, access beneficial resources, connect with your Success Network, and receive updates on your academic progress. This tool also allows faculty and staff to recognize when you might need extra help and reach out to collaboratively resolve an issue. If you receive a Starfish Flag showing that someone has a concern, you will receive an email with a specific action plan to follow. Take that action and work with us to maximize your success.

CARE Team

At Lebanon Valley College, we want you to succeed in and out of the classroom. Administrators and faculty work together on the CARE Team to cultivate Confidence, Accountability, Resilience, and Engagement in every student. If a member of the LVC community is concerned about you for any reason (i.e. academic, social, or emotional issues), they will ask a CARE team member to reach out to you and work *with you* towards a solution. You should consider it your assignment to follow through and accept assistance from the appropriate source(s). Don't be afraid or hesitant to seek help from these individuals: supporting you is their job! Be proactive and take control of your success.

The Center for Academic Success and Exploratory Majors

Located in the lower-level of Mund College Center, the Center for Academic Success serves to support, inspire, and cultivate student success. The key to performing well academically lies in frequently utilizing support services across campus; in fact, many of our top students utilize tutors to help prepare for exams, talk through challenging concepts, learn how to take effective notes, and more. For this reason, we staff over nearly 300 peer tutors in almost all 100 and 200-level classes, including subject-specific writing conferencing. We also offer weekly study groups called "Study Pods" for specific subjects that serve as a place to connect with classmates, ask questions, and work on homework as well as drop-in writing support from 7pm-9pm, Mondays through Thursdays. If you would like to work with a tutor, please fill out a tutor request form (also located on the [CASEM website](#)).

In addition, the Center features academic success coaching, where staff members support students by designing and implementing a plan for academic success. These "coaching" sessions focus on developing effective time management, organizational, test-taking, critical reading, note-taking, and study skills, as well as learning healthy behavioral techniques like stress management and self-motivation. For more information on any of these services, visit the [Center for Academic Success](#). To request an appointment, please email findyoursuccess@lvc.edu.

The Center also serves as the home on campus to Exploratory (undecided) majors.

Supporting Mental Health

Counseling Services

LVC cares about you and your mental health. We recognize that mental health support is a vital component of your growth as a student and individual. Stress, anxiety, depression, problems with eating and sleep can adversely influence your academic performance. We want to help you be your best. A confidential consultation with a professional counselor can help make a difference in your life. Our professional counselors can assess your needs, help you build skills, and connect you to the appropriate services. Students who start the counseling process earlier in the semester report the most significant improvement.

Please, contact Counseling Services at 717-867-6232 or counselingservices@lvc.edu and leave your contact information. We will return your call or email as soon as possible; please know though that we do not check email after hours, on the weekends, or during vacations. [Click here](#) to explore all Counseling Services has to offer. If you experience an emergency, please call 911 in your local area or text 741741 (Crisis Text Line) to request immediate assistance.

Some examples of useful resources:

- Health and safety at LVC: <http://www.lvc.edu/life-at-lvc/health-safety/>
- Academic Peer Tutoring: <http://www.lvc.edu/offices-directories/center-for-writing-tutoring-resources/>
- IT HelpDesk & Solutions Center: 867-6072 or solutions@lvc.edu; <https://www.lvc.edu/offices-directories/information-technology/technology-assistance/>
- 50/50 Peer Helpers, for such issues as long distance relationships, academic concerns, and social anxiety: 717-868-5050 or 5050@lvc.edu; <http://www.lvc.edu/offices-directories/counseling-services/peer-support-resources/>
- Counseling services: 867-6232; <http://www.lvc.edu/offices-directories/counseling-services/>
- Other resources (sexual assault, harassment, mental health, addictions): <http://www.lvc.edu/offices-directories/counseling-services/additional-resources/>

Harassment or sexual assault – Where can you get help?

Lebanon Valley College prohibits discriminatory harassment and sexual harassment, including sexual violence and any type of sexual misconduct as required by Title IX of the Educational Amendments of 1972 and other applicable statutes and/or College policies (Find the statement of non-discrimination here: www.lvc.edu/catalog/statement.aspx)

If you or someone you know has been harassed or assaulted, you can find the appropriate resources here:

To report incidences:

- Public Safety Office: 867-6111 (<http://www.lvc.edu/public-safety/>)
- Title IX coordinator: Ann C. Hayes, Director of Human Resources, 867-6416, hayes@lvc.edu
- You can confidentially and anonymously report incidences here: Campus Contact Hotline at 866-943-5787 (<http://www.campusconduct.com/>) – Conversations with Counseling and Health Services are also confidential.

Counseling: Counseling services: 867-6232 (<http://www.lvc.edu/counseling-services/>)

For support & reporting: Title IX Advocates at LVC, providing support counseling after experiencing sexual assault, accompanying students to make reports of the assault while on campus, acting as a liaison to the hospital and legal system, and making referrals: <http://www.lvc.edu/offices-directories/counseling-services/additional-resources/>.

Prevention:

- The Public Safety Office offers escort service for personal safety reasons or concerns. Please contact the Public Safety Office at x6111 or use the Campus Emergency Blue Light telephones. If you desire a pre-arranged escort on campus, please contact the Public Safety Office to schedule a time.
- If you want to help preventing violence on campus, you can participate in the C.R.E.W. program: <https://www.lvc.edu/offices-directories/public-safety/safety/crew/>