Ben Lambert

15 November 2015

 LSEM Final Paper

To be honest, I didn’t think LSEM was going to be much of a beneficial class. I was told that it was a mandatory, one credit class full of redundant information that we already learned when we were kids or high school students. With that being said, I came into the class with an uncaring attitude and expected to learn nothing that had any sort of practical use. But in actuality, LSEM taught me how to become a successful college student and appreciate what Longwood University and the town of Farmville have to offer. The primary goal of LSEM is to acclimate students into campus life and teach students the skills that need to be utilized at Longwood. When I first arrived at Longwood University, I still had the mindset of a high school student, especially when it came down to time management. I believed that I could do any assignment the night before it was due, as long as I gave myself plenty of time and put it ahead of any social time. However, I realized this was a bad plan when our class covered the High School vs. College lecture. I realized that even though I don’t have classes all day like I did in high school, the classes are more in-depth and often have more complex assignments. I found out the hard way in my Honors Foundations of Western Civilization class. Even though I did all of my research for my paper beforehand, I found myself staying up till three in the morning struggling to even put the information into words. In the end, I found that I was more focused on finishing the paper in time rather than the actual content of my paper. The lesson taught me to carefully plan my time throughout the week and work on assignments throughout the week rather than the night before the deadline. LSEM also helps students by prepping them for advisor meetings and how to write in college when it comes to arguments and opinions. There were many more presentations that focused on being a citizen leader. The book that we read, *The Other Wes Moore*, emphasized the importance of smart choices and individual decisions; ways that leave a powerful impact on our society. The Diversity and Inclusion also reminded us that a good citizen leader embraces different cultures and ideas. The Assumptions lecture was also essential as it reminded us that although they are easy to make, they aren’t necessarily true, and that we must not hasten to quick judgement based solely on appearance, race, gender, etc. Another important goal of LSEM is to show students the different activities and locations in and around the campus. Our class was assigned a twenty-four square bingo sheet that had various activities that happen around campus, ranging from Parent Weekend to Oktoberfest. By doing these individual bingo squares, we were introduced to general layout, traditions, and academic resources of Longwood University. The most important square for me was to attend the Career and Involvement Fair. While looking at the various clubs and organizations, I happened to come across the Baptist Collegiate Ministry, which is the club I am most heavily involved in. Even if the bingo sheet wasn’t for everyone, it forced us to go out and truly see what the school had to offer. I also enjoyed the Title IX and Conduct Board presentation, as I am trying to get on the Board this upcoming semester. After the class was said and done, I believe that LSEM was actually a valuable class, contrary to popular belief. When I first arrived here, I knew absolutely nothing. I didn’t know about any clubs, I didn’t know anyone on campus, and I didn’t know how to even prepare academic-wise. LSEM fixed all of that for me. Now I’ve heard just about all of the clubs, I met my closet friend in class, and I know how to meet with my advisor and plan out my semesters. However, there were a couple of classes in LSEM that I thought were wastes of time, the most notable being the LCVA trip. It was great to see some cool artwork, but I didn’t quite understand how it was relevant to our class. The Greenwood Library also seemed irrelevant. I understand that it is good to know about the various resources the library has to offer, such as the Writing Center and specific major experts to help with research, but I already learned about that from the 1839 module. Other than those, I really found LSEM to be a fun and essential course. Instead of those trips, maybe the professor or peer mentor could just create a tour of downtown Farmville, in order to get more familiar with Main Street and the adjourning shops and landmarks. I also found out that several other LSEMs had to create a four-year plan. Although it would be vague plans, it would at least get students to start thinking about their career paths. Other than that I have no complaints. I found the professor and peer mentor to genuinely be interested in helping us succeed, and all of the guest speakers were passionate about their subjects and willing to answer any questions we had. Overall, my LSEM class was very informative, and I wouldn’t change much to alter the course.