

Course Syllabus
UNIV 1301.004
First - Year Seminar (FYS)
Texas A&M University-San Antonio | Fall 2024

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FYS Section: UNIV 1301.004
Day/Time/Location: M/W 9:30-10:45 Hall 206
Peer Leader: Jaleiah

Course Description (from the A&M-SA Course Catalog)

This course is designed to assist first-year students in adjusting to university expectations through enhancing quantitative reasoning skills and acquiring essential skills for academic success.

This course is part of a Learning Community (LC) linked with General Biology 1306.007 and Lab 1106.01L along with College Algebra 1314.005. Several of the readings and assignments in this class will be integrated with the work you do for the other course.

Course Overview

This course is designed to assist first-year students in adjusting to university expectations, acquiring essential academic success skills, and exploring different career paths. The course focuses on accessing university resources, and developing self-awareness, agency, and personal responsibility. Students will also become active members of the campus community.

Text (provided by A&M-SA):

- *My First Vote* by the Brennan Center for Justice:
<https://www.brennancenter.org/our-work/research-reports/my-first-vote>

Course Promises

This course makes a set of promises to you (assuming you fulfill the expectations below). By the end of the semester, you should be able to:

1. Exhibit growth in self-awareness, agency, and personal responsibility
2. Demonstrate knowledge and skills in quantitative reasoning
3. Adapt and apply appropriate academic strategies to courses and learning experiences

4. Identify and apply strategies to effectively manage time and priorities
5. Identify relevant academic policies, processes, and resources relevant to your academic success
6. Develop goal-setting strategies to enhance academic and career readiness.

Course Expectations

This course will only fulfill these promises if you promise the following in return:

Attend classes. This course will rely largely on class content and discussion. For this format to succeed, you must be present AND on time. You will earn half of the attendance points if you arrive 15 or more minutes after class has started. Excessive tardiness will also be penalized. You will receive points for attendance and many in and out of class assignments will be contingent on information from class. To earn full participation points, you must attend class and actively participate. Failure to attend both of the last 2 days of class for Career Awareness and Development Project will result in a deduction of 50% of your grade for that assignment.

You may miss up to four classes. Five absences may result in you being dropped from the course. The 4 absences may include quarantine and/or isolation for COVID-19. If you need to miss more than 4 days due to extracurricular activities, communication must be provided by your organization's coach or advisor/sponsor.

To be attentive and participate in class. I expect all students to actively participate during class both verbally and nonverbally. Participation does not simply mean speaking, although that is essential. I realize there are a variety of ways students can participate (e.g., following discussions with your eyes and ears, asking questions, sharing, reading, writing, individual reflection, presenting, collaboration). I hope that you will strive to stretch yourselves beyond your preferred ways of learning and your comfort zone. I encourage you to contribute thoughtful comments and questions, as well as to listen carefully to your peers' contributions and respectfully respond to others' comments. The success of our mutual learning from each other depends upon preparation and active participation in all aspects of the course.

To complete required assignments in a timely manner. Assignments provide you with both informal and formal opportunities to articulate your responses to the issues and topics we will discuss. You will get the most out of the course if you turn in your work on time. Extensions require at least a full day's advance notice prior to due dates and approval from me. It is vital that you follow basic grammar rules in order to get full credit for assignments. No matter how short or long the response, make sure you check for grammar and standards of academic writing. All responses are a reflection of you and are intended to prepare you for academic and professional writing.

Late Work Policy: With the exception of the final project, you can request an extension on all assignments. I will give you 3 extra days to complete assignments that you request an extension. Assignments are closed on Blackboard after the extension deadline and will no longer be accepted at that point in time.

Assignments and Evaluations

To be successful in this course you are expected to complete all assignments on time. Assignments must be submitted to the correct location in Blackboard to be considered on time. Assignments will be graded based on quantity and quality with rubrics for each assignment provided in Blackboard.

Grade Breakdown

- **Daily Reactions: 200 points/20%**
 - Clifton Strengths Reaction; 20 points
 - Motivation & Growth Mindset Reaction; 20 points
 - GPA Reaction; 20 points
 - Focus 2 Reaction; 20 points
 - Academic Investment Reaction; 20 points
 - Pre-Registration Reaction; 20 points
 - Common Experience Reaction; 20 points
 - Mental Health and Self-Awareness Reaction; 20 points
 - Living Wage Analysis; 20 points
 - Resume Draft; 20 points

Class attendance on the day the topic is covered is required to receive credit for daily reactions.

- **Projects: 600 points/60%**
 - My Story Digication Page and Presentation; 50 points
 - Time Management Project; 100 points
 - Clifton Strengths Project; 100 points
 - Passport to Success; 150 points
 - Career Awareness and Development Project; 200 points
- **Participation: 200 points/20%**
 - Attendance and In-Class Engagement; 100 points
 - Peer Leader Meeting and Summary; 50 points
 - Attend Faculty Meeting; 50 points

Failure to attend both of the last 2 days of class for Career Awareness and Development Project will result in a deduction of 50% of your grade for that assignment.

Grading Scale:

900 – 1000 points = A

800 – 899 points = B

700 – 799 points = C

600 – 699 points = D

0 – 599 points = F

Extra Credit Opportunities

Throughout the semester, there will be many ways to earn extra credit. These opportunities range from attending a campus event, meeting with a professor during office hours, or getting help from a tutor at the Academic Learning Center or the Writing, Language, and Digital Composing Center (WLDCC). I will add 5 points to your Participation Grade if you take part in an extra credit opportunity + write a short reaction (1 paragraph) about your experience.

IMPORTANT UNIVERSITY POLICIES AND RESOURCES**Academic Accommodations for Individuals with Disabilities:** Texas A&M

University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us <https://www.tamusa.edu/Disability-Support-Services/index.html> or email us at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services and their instructors as soon as possible.

Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202.

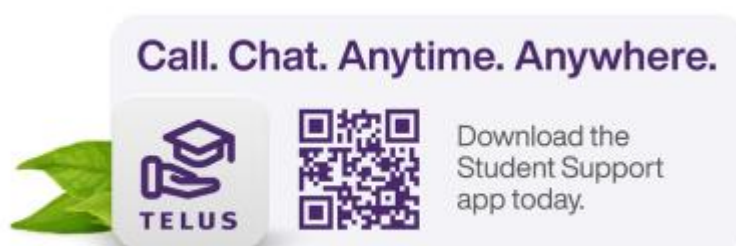
Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, call 210-784-1331 or visit Madla 120.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy,

crisis intervention, consultation, case management, and prevention services. For more information on SCC services visit tamusa.edu/studentcounseling

Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2').

Additionally, the TELUS Student Support App provides a variety of mental health resources to including support for in the moment distress, an anonymous peer to peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.



Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Operations Plan and the Emergency Action Plan can be found here: <https://www.tamusa.edu/about-us/emergency-management/>.

Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Any student receiving federal financial aid who does not attend by the census date will have their financial aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester, a Care report will be submitted, and you will possibly be dropped from the class. Your financial aid may have to be recalculated and a portion of your federal aid may have to be returned to the DoE.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://www.tamusa.edu/academics/>.

Important Dates: <https://www.tamusa.edu/academics/academic-calendar/index.html>

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a CARE referral (<https://www.tamusa.edu/university-policies/Student-Rights-and-Responsibilities/file-a-report.html>) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots’ Casa building, room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student’s GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as “F” grades and will impact the student’s GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, gender expression, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable accommodations to pregnant students as would be provided to a student with a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an

excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, gender identity, gender expression, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, Student Code of Conduct, on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background,

sexual orientation, or disability. Conduct that infringes on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the Student Code of Conduct (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/documents/Student-Handbook-2022-23.pdf>) or visit the resources available in the OSRR website (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/academic-integrity.html>).

This syllabus was created to give students guidance on what may be covered during the semester and will be followed as closely as possible. Please note the instructor for this course reserves the right to make changes to this syllabus at any point during the semester.

Assignments

Daily Reactions; 200 points, each worth 20 points

Answer the following questions in 2 paragraphs (4 sentences each)

1. What did you learn about yourself?
2. What was the goal of the activity?
3. How are you now more prepared to be a successful college student?
4. What related topics do you want to learn more about?

Criteria	20-18 points	17-12 points	11-6 points	5-0 points
Reaction	<ul style="list-style-type: none"> • Correct grammar, well structured • 2 paragraphs (4 sentences each) • Attended class • Submitted assignment in Blackboard 	<ul style="list-style-type: none"> • 2 paragraphs (4 sentences each) • Attended class • Submitted assignment in Blackboard 	<ul style="list-style-type: none"> • 1 paragraph • Attended class • Submitted assignment in Blackboard 	<ul style="list-style-type: none"> • Attended class • Submitted assignment in Blackboard

My Story Digication Page and Presentation; 50 points

For this assignment, you will create a Digication page titled “My Story”. On this page, you will post visuals (pictures, memes, videos, artwork, etc.) and text to introduce yourself to your peers. You only need to post information that you’re comfortable sharing with your classmates. The goals of this assignment are to 1) introduce yourself, 2) learn about your classmates, 3) familiarize yourself with Digication.

Length of Presentation: 2 minutes

Turn in: Presentation, formatted in Digication

Some questions to ask yourself as you’re creating this page – but you do not have to limit yourself to only these questions:

1. Where are you from? Where did you go to high school?
2. What is something that people would be surprised to know about you?
3. What movie, or television or album do you know the words to by heart?
4. Who is your support system?
5. What motivates you?
6. What classes are you taking that you’re nervous about?
7. What classes are you taking that you’re excited about?
8. Why did you choose to attend A&M-SA?

Again, you’re not limited to these questions, these are just some ideas! Remember to include visuals and text. Once you’ve completed your “My Story” page, submit the link on Blackboard under the “My Story” assignment. You will share your My Story page with a few classmates during class.

Criteria	50-41 points	40-31 points	30-16 points	15-0 points
Answered Questions Asked	Answered all 8 questions	Answered 7-5 questions	Answered 4-3 questions	Answered 2-0 questions

Time Management Project; 100 points

The goal of this assignment is to not become an expert at time management, but rather, become more self-aware of where your time is going. By completing the tasks below, you will start noticing areas in your day-to-day schedule where time is not being utilized. With that said, you should have time for yourself. Part of improving one's time management skills is knowing when and how to make the most out of each day to create a healthy work/life balance. This assignment will provide you with the tools to start being more self-aware and responsible for how you spend your time.

Task 1 Track your "normal" day-to-day for 5-6 days.

Task 2 Bring your completed schedule/template to class

Task 3 On ½ a page answer the following questions and submit Part 1 on Blackboard.

1. Looking over your completed schedule – what priorities/goals were you able to accomplish?
2. What priorities/goals did not get accomplished?
3. How many hours did you spend studying? Attending class?
4. How many hours did you work?
5. How many hours did you watch TV, hangout with friends, or get on your phone? (Basically, fun stuff).
6. How many hours did you take care of your well-being? Sleep, workout, meditate, therapy, chores, etc.
7. What are 1-2 goals/priorities that you wish you would have spent more time on?
8. Post a picture of your current schedule - use this excel sheet:
[Blank schedule \(1\).xlsx](#)

Task 4 Find time in your original schedule where you could have used your time more responsibly. Make a goal to integrate one of the goals/priorities from #7 during those timeslots for this week. This change might be one chunk of time or spread over multiple days.

Task 5 Create a new schedule with the new goals/priorities integrated (from Task 4).

Task 6 Live your best life using your updated schedule.

Task 7 After following your new schedule for a week, reflect on what more you accomplished during that time. On ½ a page answer these questions.

1. What changes did you make to your original schedule?
2. What were the results of these changes? (This can relate to actual work getting done, but also any mental health improvements).
3. How can you make this change/these changes permanent? (For example: What kind of support do you need? What kind of boundaries do you need to set with friends and family?).
4. Post a screenshot of your updated schedule.

Task 8 Submit Part 2 on Blackboard

Criteria	100 points	99-67 points	66-34 points	35-0 points
Tasks	8 tasks completed, well-constructed sentences	8-7 tasks completed	6-4 tasks completed	3-0 tasks completed

Clifton Strengths Project; 100 points

Answer the following in 1 page

1. What are your top 5 Strengths?
2. What is an example of how you utilized each of your top 5 strengths in the last week?
3. What is one attainable goal you have for this semester? How will your strengths help you achieve that goal?
4. What strength did you identify most with and why?
5. What strengths did you identify least with and why?
6. How are you now more prepared to be a successful college student?

Criteria	100 points	99-67 points	66-34 points	35-0 points
Reaction	<ul style="list-style-type: none">• Correct grammar, well structured• 1 page	<ul style="list-style-type: none">• 1 page	<ul style="list-style-type: none">• 2 paragraphs-under 1 page	<ul style="list-style-type: none">• 1 paragraph

Passport to Success; 150 points

Turn in: Presentation and Blackboard

A major part of First-Year Seminar is to become an active member of the campus community. There are many benefits to actively engaging with the campus community, such as having consistent access to support for your different classes, networking opportunities, and establishing a sense of belonging for yourself and for those who you interact with.

The Passport to Success assignment will take the majority of the semester to complete. This assignment involves you getting out of your comfort zone, utilizing campus resources (that you already pay for), and maybe even meeting new people.

Throughout the semester, we will use class time to share out what you have accomplished so far on your passport.

You will also write a 1-page, double-spaced reaction for each of the 3 parts explaining what event you attended and/or office/s you visited, why you selected that event/office, what did you gain from that experience, and how will you apply what you learned to your future as a college student.

Please be thorough in your summaries, you are graded on your participation in each component of the Passport as well as the summary you provide for each component of the Passport. In total, you will submit three summaries on Blackboard by the deadline for each part. Each summary is worth 50 points. Each summary is 1-page, double-spaced and will be submitted individually on Blackboard.

Part 1: Academic-Centered Event	Part 2: Campus Resources and Support	Part 3: Major/Career Exploration
Attend a Common Experience or Learning Community Event 50 points	Meet with a Support Staff/Office to get help with Biology or Math 50 points	Attend an event/meeting related to biology; or visit the Mays Center 50 points
See specific days and times for this semester's events on Blackboard	General Academic Support: <ul style="list-style-type: none"> • Academic Learning Center (Tutoring) • Academic Learning Center (SI) 	The Mays Center will offer drop-in appointments for FYS students

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	<ul style="list-style-type: none">• Writing, Language, and Digital Composing Center	
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150 points total (each part worth 50 points)

Criteria	50-41 points	40-31 points	30-16 points	15-0 points
Reaction	<ul style="list-style-type: none">• Correct grammar, well structured• 1 page	<ul style="list-style-type: none">• 1 page	<ul style="list-style-type: none">• 2 paragraphs-under 1 page	<ul style="list-style-type: none">• 1 paragraph

Career Awareness and Development Project; 200 points

Throughout the rest of the semester, you will explore a career path of your choice. You will take the Focus2 assessment to help you narrow down your options. Once you have selected a career, you will conduct research using applicable career websites, develop interview materials, and create an action plan consisting of the necessary steps you plan on taking to achieve this career following graduation.

Length of Presentation: 5 minutes

Turn in: Presentation and Blackboard

The Career Awareness & Development Project consists of 2 parts.

Part 1: Career ePortfolio (150 points)

Post materials to Digication; present over materials in-class

- Overview for career of choice
 - See the below for topics to include in overview
- Job description for an internship or part-time position related to career of choice (using Handshake)
- Updated resume (written with internship/part-time position in mind)
- Cover letter (written with internship/part-time position in mind)
- 6 month – 1 year action plan explaining the academic, personal, and professional objectives you will accomplish to achieve your career goals.

Career Overview Topics

The following topics need to be included in your career overview.

Skills and Talents What skills are required for this career? Where could you gain experience?

Personality and Strengths What personality characteristics do you currently possess that you believe will benefit you in this career? Which of your Strengths/Holland Codes line up with this career?

Education and Training What education or training would you need? What is the minimum/maximum education required for this job? How many years of study are involved? (Do you need an Associate's degree? Bachelor's degree? Specialized training? Where would you obtain this education (On-the-job training, junior college, technical school, college, or university)?

Work Conditions What would the work environment, or surroundings, be like? What hours would you spend on the job? What are your job duties, responsibilities, or nature of work?

Future Outlook (*this information will be found during the Living Wage Analysis activity in class*) Would you be able to move ahead (advancement opportunities)? What is the growth or job outlook like for your career? What is the salary range for this career? What can you expect to be paid as a beginning salary in this career?

You can use these sources to help you find the necessary information:

Career stories: <https://pathsinprogress.buzzsprout.com/>

CliftonStrengths:

https://open.spotify.com/show/5sPDQT2WIFI3R9EvxLqwNE?utm_source=link_wwwv9&utm_campaign=item_388472&utm_medium=copy

Career Websites

- <https://www.onetonline.org/>
- <http://www.educationplanner.org/students/career-planning/find-careers/career-clusters-activity.shtml>
- <https://www.mynextmove.org/explore/ip>
- <https://www.careeronestop.org/explorecareers/assessments/self-assessments.aspx>

Criteria	150 points	149-100 points	99-49 points	50-0 points
Tasks	All 5 criteria completed in well-constructed sentences	5-4 criteria completed in mostly well-constructed sentences	3-2 criteria completed in some well-constructed sentences	1-0 criteria completed

Part 2: Reflection

50 points

- This reflection 1 page reflection will be completed in on Blackboard.
- The following questions need to be addressed in the in-class reflection:
 - What career did you choose? Why did you choose it? (This is reference to the big picture goal - the end goal/career).
 - What did you learn that you didn't know before? Do you still think this is a good career for you? Why or why not? What else would you like to know?

- What topics from the Career Overview have the most influence on your journey toward becoming “career ready?”
- Select 2-3 topics from the Career Overview and provide details on why those topics are essential to you and your career goals.
- What do you need to accomplish by the time you graduate?
- What personal goals will you have to accomplish? What do you need more information on? How will you keep your grades up?

Criteria	50-41 points	40-31 points	30-16 points	15-0 points
Reaction	<ul style="list-style-type: none"> • Correct grammar, well structured • 1 page 	<ul style="list-style-type: none"> • 1 page 	<ul style="list-style-type: none"> • 2 paragraphs- under 1 page 	<ul style="list-style-type: none"> • 1 paragraph

Failure to attend both of the last 2 days of class for Career Awareness and Development Project will result in a deduction of 50% of your grade for that assignment.

Peer Leader Meeting and Summary; 50 points

1. When & where did you meet with your Peer Leader?
2. While you do not have to give specific examples, what did you and your PL talk about? You can keep this vague to maintain privacy. 1-2 sentences
3. What piece of advice, suggestion, and/or recommendation did your PL provide during the meeting that you will carry with you this semester and in the future? 2-3 sentences.

Criteria	50 points	49-25	24-11 points	10-0 points
Assignment	All 3 questions answered in well-structured sentences	1-2 questions answered in well-structured sentences	1-2 questions answered	1 question answered

Attend Faculty Meeting; 50 points

Meet with your FYS faculty and submit a picture to Blackboard.

Calendar

All Assignments due at 11:59pm on the due date listed

Week	Topic/s for Week	Monday	Wednesday	Due Dates
Week 1: 8/26-8/30	Introductions, Course Overview, & Digication	Introductions	Course Overview; Blackboard & Set up Digication; Introduce My Story presentation	
Week 2: 9/2- 9/6	Goal Setting & Campus Resources	Labor Day Holiday No Class	Common Experience/ PROWL Intro; Campus Resource Hunt	
Week 3: 9/9- 9/13 Census Date, W 9/11	Community Building	Self- Awareness; Introduce Passport to Success Project & Time Management	My Story Presentations	
Week 4: 9/16-9/20	Time Management	Time Management (Awareness + Building Habits)	Time Management (Procrastination, Strengths Assessment)	Time Management Part 1 Due 9/16
Week 5: 9/23-9/27	Motivation & Growth Mindset	Motivation & Growth Mindset	Strengths	Time Management Part 2 Due 9/23 Motivation & Growth Mindset Reaction Due 9/25

Week 6: 9/30-10/4	Degree Planning & Common Experience Workshop	Focus 2 assessment; Common Experience Workshop-Identity	Degree Works and Course Builder; Passport to Success check-in; Introduce final project	Pre-Registration Reaction Due 9/30 Focus 2 Reaction Due 10/2
Week 7: 10/7-10/11	Pre-Registration Party and Career Exploration	Mays Center Presentation/ Pre-Registration Party	Mays Center Presentation/Pre-Registration Party	Passport to Success Part 1 Due 10/9
Week 8: 10/14-10/18	Successful Student Habits	GPA	Clifton Strengths/How to Study	GPA Reaction Due 10/16
Week 9: 10/21-10/25	Successful Student Habits	Clifton Strengths/How to Study; Passport to Success check-in	PROWL Presentation/ Common Experience Workshop- Imposter Syndrome	Faculty Meeting Due 10/21 Clifton Strengths Reaction Due 10/23
Week 10: 10/28-11/1	Financial Literacy	Refresher on final project; Academic Investment: Paying for College	Living Wage Analysis	Common Experience Reaction 10/28 Academic Investment Reaction Due 10/30
Week 11: 11/4-11/8	Career Readiness	Career Readiness Activity	Handshake Workshop/ Resume and Cover Letter Workshop	Living Wage Analysis Due 11/4 Passport to Success Part 2 Due 11/6

Week 12: 11/11-11/15	Career Readiness	Handshake Workshop/ Resume and Cover Letter Workshop (CON'T)	Common Experience Workshop- Civic Engagement; Passport to Success check- in	Resume Draft Due 11/13
Week 13: 11/18-11/22	Preparing for Finals Season: Mentally and Academically	Mental Health and Mindfulness	Career Exploration Presentation; Presentation Peer Review	Mental Health and Self- Awareness Reaction 11/19 Passport to Success Part 3 Due 11/20
Week 14: 11/25-11/29; "FYS Fall Break," no class all week! Check the academic calendar for your other classes https://www.tamusa.edu/academics/academic-calendar/index.html				
Week 15: 12/2-12/6	Final Projects	Career Exploration Presentations	Career Exploration Presentations	Career Awareness and Development Project Part 2 Due 12/4

Peer Leader 1:1 Due Date: TBD

Failure to attend both of the last 2 days of class for Career Awareness and Development Project will result in a deduction of 50% of your grade for that assignment.

Note: This class will not meet during final exams, please check the Final Exam Schedule for details about other classes. <https://www.tamusa.edu/academics/academic-calendar/index.html>