

Course Syllabus
UNIV 1301.031
First-Year Seminar (FYS)
Texas A&M University-San Antonio | Fall 2025

Instructor: Gretchen Doenges

Office Location: Patriots' Casa 104D

Drop-in Hours: Tuesday 12:15-1 pm, Thursday 4-5 pm

Instructor Email: gmdoenge@tamusa.edu

FYS Section: UNIV 1301.031

Day/Time/Location: Tuesday/Thursday 11:00 am-12:15 pm

Peer Leader: Shaun Ferry

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.

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.

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 an absence 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 Final Reflection Presentations 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.***

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.

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 before the due date by email. Assignments are closed on Blackboard after the 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 to be considered on time. Assignments will be graded based on quantity and quality with rubrics for each assignment provided in Blackboard. The majority of assignments will be completed during class. If you miss an in-class assignment, meet with your Instructor, Peer Leader, or a classmate to catch up on any work you may have missed.

Grade Breakdown

- **Daily assignments, quizzes, and reflections: 200 points/20% (submitted in class)**
 - Student Profile; 20 points
 - Syllabus Quiz; 20 points
 - Motivation & Growth Mindset; 20 points
 - Focus 2 Completion + Reflection; 20 points
 - Pre-Reg Party Reflection; 20 points
 - GPA Reflection; 20 points
 - Living Wage Analysis; 20 points
 - Resume Draft/Cover Letter Draft; 20 points
 - Mays Center Presentation Reflection; 20 points
 - Peer Leader Meeting Summary; 20 points
- **Projects: 600 points/60% (submitted by presenting in class or on Blackboard)**
 - My Story Presentation; 50 points (presented in class)
 - Passport to Success; 120 points (submitted in Blackboard)
 - Strengths Presentations; 100 points (presented in class)
 - Time Management Project; 100 points (submitted in Blackboard)
 - Career Project Presentation; 100 points (presented in class)
 - Final Reflection Presentation; 130 points (presented in class)
- **Participation: 200 points/20% (submitted by attendance)**
 - Attendance and In-Class Engagement; 100 points
 - Peer Leader Meeting; 50 points
 - Attend Faculty Meeting; 50 points

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 reflection (1 paragraph) about your experience.

IMPORTANT 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 as soon as possible.

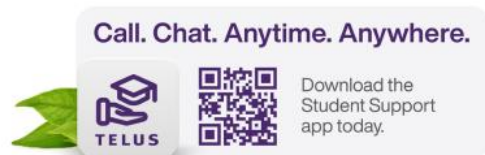
Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *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 <http://tamusa.edu/studentcounseling>

Crisis support is available 24/7 by calling the SCC at 210-784-1331.

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 system. 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](#). 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. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended by the published Census Date (the first week of class). Any student receiving federal financial aid who does not attend prior to the published Census Date (the first week of class) will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

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>.

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.

Office Hours: All faculty with teaching assignments should include regularly scheduled office hours on each syllabus in addition to "by appointment." Please review your appointment letter for the number of weekly office hours you are expected to set. Regularly scheduled office hours should also be posted outside your office door (where applicable).

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 with 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 on our campus and within our state, nation, and world. All decisions and actions involving students and employees are to 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, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the University's Civil Rights Officer at 210-784-2061 or titleix@tamusa.edu.

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 based on sex, 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 sex-based 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 modifications to pregnant students as would be provided to a student with 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.

Young Jaguars: can support parenting students with daycare who meet this criteria: Must be enrolled in classes at TAMUSA in the current semester. Must be Pell eligible or a single parent. They serve children ages 3 to 12-years-old. Children must be enrolled in Pre-K-3 through 6th grade. youngjaguars@tamusa.edu (210) 784-2636

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 students' 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>).

AI Policy

Use of artificial intelligence (AI) tools, including ChatGPT, is permitted in this course for students who wish to use them. To adhere to our scholarly values, students must cite any AI-generated material that informed their work (this includes in-text citations and/or use of quotations, and in your reference list). Using an AI tool to generate content without proper attribution qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

Important Dates: Fall 2025 Regular 16-Week Session

August 25	First day of class
September 1	Labor Day Holiday – No classes
September 10	Census Date
November 14	Last day to drop with an automatic “W”
November 25	Last day to withdraw from the University
November 26	Study Day – No classes
November 27-29	Thanksgiving Holiday – No classes
December 4	Last day of classes
December 5	Study Day – No classes
December 6-12	Final exams
December 16	Commencement

The complete academic calendar is available online: <https://www.tamusa.edu/academics/academic-calendar/index.html>

University Policies

Academic Integrity: Each student in this course is expected to abide by the Texas A&M University-San Antonio Code of Academic Integrity. Any work submitted by a student in this course for academic credit will be the student's own work. University students are expected to conduct themselves in accordance with the highest standards of academic honesty. You are encouraged to study together and to discuss information and concepts covered in the lecture and the sections with other students. Should copying or other forms of misconduct occur, both the student who copies the work from another student and the student who gave the material to be copied would both automatically receive a zero for the assignment. Penalty for violation of this Code can also be extended to include failure of the course and University disciplinary action

Artificial Intelligence (AI) Statement:

Writing, reflection, and critical thinking skills are essential learning outcomes of First-Year Seminar. Developing strong competencies in these areas will prepare you for future academic, personal, and workplace success. All work submitted in this course must be your own. You may not engage in unauthorized collaboration or make use of ChatGPT or other AI composition software. AI-generated submissions are not permitted and will be treated as plagiarism.

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. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

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 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.

Respect for Diversity: We understand that our students represent diverse backgrounds and perspectives. When we are equity-minded, we are aware of differences and inequalities and are willing to discuss them so we can act to resolve them. The University is committed to building cultural competencies, or the attitudes, skills, and knowledge that enable individuals and organizations to acknowledge cultural differences and incorporate these differences in working with people from diverse cultures. Respecting and accepting people different than you is vital to your success in the class, on campus, and as a future professional in the global community. While working together to build this community we ask all members to:

- Share their unique experiences, values, and beliefs.
- Be open to the views of others.
- Honor the uniqueness of their colleagues.

- Value each other's opinions and communicate respectfully.
- Keep confidential discussions that the community has of a personal (or professional) nature.
- Use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the A&M-San Antonio community.

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, equality of 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, diversity, pluralism, 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, or gender expression. 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 helping create 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 has staff members trained to support survivors 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 university. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and other healthcare providers) 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. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact the Student Counseling Center at (210) 784-1331, Modular C.

Students' Rights and Responsibilities: The purpose of the following statement is to enumerate the essential provisions for the student freedom and responsibility to learn at Texas A&M University-San Antonio. All students are required to follow all policies and regulations as set forth by The Texas A&M University System. This includes the [A&M-San Antonio Student Code of Conduct](#).

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 procedure 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, genetic information, veteran status, gender identity, or gender expression 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 the 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, University Catalog and students must comply with them and the laws of the land.

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 an environment for learning.

5. A student has the responsibility to check their university email for any updates or official university notification.

6. 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. Behaviors that infringe on the rights of another individual will not be tolerated.

University Email Policy and Course Communications: All correspondence between professors and students must occur via University email accounts. You must have Jaguar email account ready and working. If it is not working, contact the help desk at sahelp@tamusa.edu or at 210-784-4357.

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.

<i>Week</i>	<i>Day 1 (Tuesday)</i>	<i>Day 2 (Thursday)</i>	<i>DUE dates (in class/Blackboard by 11:59pm)</i>
8/25 - 8/29	Introductions; Course Overview	Syllabus; Technology Presentation	
9/1 - 9/5	Canva and PPT 101 ; Introduce My Story Assignment	Common Experience Overview; Intro Time Management & Passport to Success	
9/8 - 9/12	My Story Presentations	Strengths	My Story Presentations DUE In class 9/9
9/15 - 9/19	Strengths Presentations	Time Management	Strength Presentations DUE In class 9/16 Time Management Project Part 1 DUE on Blackboard 9/17
9/22 - 9/26	Resource Hunt ; Passport Check-In	Motivation and Growth Mindset	
9/29 - 10/3	Degree Works ; Focus 2 Intro & Assessment	Focus 2, con't; Handshake	Time Management Project Part 2 DUE on Blackboard 10/2
10/6 - 10/10	Pre-Registration Party	Review Focus 2 Results; Career Project Presentation Intro	
10/13-10/17	Mays Center Presentations	Living Wage Analysis; Start Resume and Cover Letter Activity	Passport to Success Part 1 DUE on Blackboard 10/16
10/20 - 10/24	Resumes and Cover Letters	Career Project Presentations	Resume/Cover Letter Drafts DUE in class 10/21 (print/digital) Career Project Presentations DUE in class 10/23
10/27 - 10/31	PROWL Introduction and GPA	Civic Engagement	Passport to Success Part 2 DUE on Blackboard 10/30
11/3 - 11/7	Final Project Introduction; PL Workshop	AI and Study Skills	
11/10 - 11/14	Mental Health and Mindfulness	PL Workshop	
11/17 - 11/21	Attend the FYS Celebration!	Work on Final Presentations	Passport to Success Part 3 DUE on Blackboard 11/20
11/24 - 11/28	FYS Fall Break - No Classes! (other classes do meet Monday and Tuesday)		
12/1 - 12/5	Final Reflection Presentations	Final Reflection Presentations	Final Reflection Presentations DUE in class
12/8 - 12/12	FINALS (this class will not meet but your other classes will)		

Assignments

My Story Presentation; 50 points (presented in class)

For this assignment, you will create a Canva or PowerPoint presentation 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 Canva or PowerPoint.

Length of Presentation: 2 minutes

Turn in: Presentation, formatted in Canva or PowerPoint

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?

Rubric

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

Passport to Success; 120 points (submitted in 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, 12 point font, double-spaced reflection 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 end of the term. Each summary is worth 50 points. Each summary is 1-page, doubled-spaced and will be submitted individually on Blackboard.

Component 1: Academic-Centered Event	Component 2: Campus Resources and Support	Component 3: Major/Career Exploration
Attend an Academic-Centered University Event <i>50 points; due October 16</i>	Meet with a Support Staff/Office <i>50 points; due October 30</i>	Attend an event/meeting related to your major/career; or visit the Mays Center! <i>50 points; due November 20</i>
See specific days and times for this semester's Common Experience and Learning Community events on Blackboard and JagSync.	General Academic Support: <ul style="list-style-type: none">• Academic Learning Center (Tutoring)• Academic Learning Center (SI)• Writing, Language, and Digital Composing Center	The Mays Center will offer drop-in appointments for FYS students on the following days: <ul style="list-style-type: none">• Drop-In Day 1: 11/12• Drop-in Day 2: 11/13
Explore JagSync for other events that combine social and educational elements.	Other Campus Resources: <ul style="list-style-type: none">• Disability Support Services• Counseling Center• Success Coaches• Library	Explore JagSync for events or club/org meetings connected with your major and/or career interests.

Rubric

Criteria	40-31 points	30-21 points	20-6 points	5-0 points
Reaction	<ul style="list-style-type: none">• Correct grammar• 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

Strengths Presentations; 100 points (presented in class)

In groups of 3-4 you will create a Canva or PowerPoint presentation to showcase your group's Strengths and how these Strengths can be used to improve study habits. You will have 5 minutes to present.

Slide 1: Group name

Slide 2: Group similarities

Slide 3: Group differences

Slide 4: General study habits/tips within your domain

Remaining slides: Individual slide for each group member showcasing the following criteria:

- What specific study goal/s do you want to achieve?
- How will you apply your Strengths to meet these goals?
- What is your timeline for implementing this change?
- How will you track your progress and reflect on your growth?

Rubric

Criteria	100 points	99-67 points	66-34 points	35-0 points
Tasks	7-8 slides of a presentation, cohesive slides	5-6 slides of a presentation	3-4 slides of a presentation	1-2 slides of a presentation

Time Management Project; 100 points (submitted in Blackboard)

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?
6. How many hours did you take care of your well-being? Sleep, workout, meditate, 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?
3. How can you make this change/these changes permanent?
4. Post a screenshot of your updated schedule.

Task 8 Submit Part 2 on Blackboard

Rubric

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

Career Project Presentation; 100 points (presented in class)

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: 2 minutes

Turn in: Presentation in class

Required Slides

1. Career of choice
2. Requirements
 - a. What personality characteristics do you currently possess that you believe will benefit you in this career? Which of your Strengths line up with this career? 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?
3. Job description for an internship or part-time position related to career of choice (using Handshake)
4. Living Wage Analysis
 - a. 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? What is the beginning salary in this career?
5. 6 month – 1 year action plan explaining the academic, personal, and professional objectives you will accomplish to achieve your career goals.

Criteria	100 points	99-67 points	66-34 points	35-0 points
Tasks	All 5 criteria completed in well-constructed slides	5-4 criteria completed	3-2 criteria completed	1-0 criteria completed

Final Reflection Presentation; 100 points (presented in class)

Lengths of Presentation: 5 minutes

Required Slides

1. Your name, major, and career
2. Top 5 Strengths
3. Favorite Campus Activity
4. What/Who has motivated you through this semester
5. Most successful study strategies
6. Most successful time management strategies
7. Favorite thing you learned this semester
8. 3 Campus Resources you utilized this semester
9. 3 Goals for next semester
10. 3 Lessons Learned for future students

Criteria	130 points	99-67 points	66-34 points	35-0 points
Tasks	All 10 criteria completed in well-constructed slides	9-6 criteria completed	5-3 criteria completed	2-0 criteria completed