

Course Syllabus

UNIV 1301.08C

First-Year Seminar (FYS)

Texas A&M University-San Antonio | Fall 2026

Course Information

Instructor: Samantha Broughton, M.Ed

Office Location: CAB 210H

Drop-in Hours: Wednesday 2:30-3:30pm Friday 9-10am or by appointment

Instructor Email: sbroughton@tamusa.edu

FYS Section: UNIV 1301.08C

Day/Time/Location: Monday & Wednesday, 12:30-1:45 PM, Classroom Hall 307

Peer Leader: Isaiah

Course Description

By focusing on academic expectations, success strategies, and career exploration, this course equips first-year students with the skills needed for a successful transition to university life. Students will learn to access and utilize campus resources, develop self-awareness and personal agency, and practice habits that foster responsibility and engagement. The course also encourages active participation in the campus community as students build a foundation for their academic and personal goals.

Course Promises (Course Learning Outcomes)

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:

- Exhibit growth in self-awareness, agency, and personal responsibility
- Adapt and apply appropriate academic strategies to courses and learning experiences
- Identify and apply strategies to effectively manage time and priorities
- Identify relevant academic policies, processes, and resources relevant to academic success
- Develop goal-setting strategies to enhance academic and career readiness.

Course Expectations

Instructor Expectations

Office Hours:

While students can stop by my office at any time, students who schedule an appointment will be prioritized.

Instructor Correspondence:

Students can email me at sbroughton@tamusa.edu or on Blackboard at any time. During the week, you can expect a response within 24 hours. If a student's messages after 5PM, I will respond the following day. Students who message after 5PM on a Friday will get a response Monday morning/afternoon.

Student Expectations

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

Attend classes

Attendance and Participation (100 points)

Attendance and participation are worth 100 points of your final grade. You will earn points throughout the semester by **attending class, arriving on time, participating in discussions and activities, and engaging with course content.**

Attendance points cannot be made up for unexcused absences. Because much of the learning in this course occurs through in-class interaction, students who are absent will also miss opportunities to complete participation activities and earn associated points.

Students arriving **15 or more minutes late** will be marked absent from the class session and will not earn attendance points for that day. Excessive tardiness (3+) may result in additional reductions to participation points.

Excused Absences

Students are expected to attend all class sessions. An absence may be considered excused for the following reasons:

- University-sponsored activities that require the student's participation
- Religious days as recognized by university policy
- Military service obligations
- Serious illness, medical emergencies, or hospitalization of the student
- Death or serious illness of an immediate family member
- Other circumstances required by university policy or approved by instructor
- Whenever possible, students should notify the instructor in advance of an anticipated absence. Documentation may be requested for excused absences.
- Excused absences do not result in disciplinary action; however, attendance and participation points associated with missed class sessions generally cannot be earned without completing an alternative assignment. The alternative assignment is at the discretion of the FYS faculty member.
- **While students may encounter circumstances that require them to miss class, accumulating more than four absences for any reason may result in removal 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 to get full credit for assignments. No matter how short or long the response is, 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 to be considered on time. Assignments will be graded based on quantity and quality with rubrics for each assignment.

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.

Cell Phones/Technology:

Technology is an essential tool for learning, research, and collaboration in our class, and we will regularly use laptops, cell phones, and other devices as interactive resources during designated lessons, activities, and group work. **To cultivate an environment of active listening and deep focus, all personal**

electronic devices – including cell phones, tablets, and laptops should be silenced and out of sight during lectures, class discussions, and student presentations. I appreciate that emergencies may arise; please do your best to limit disruptions to your peers. **Continued use of technology after the instructor or PL instructors' students to put away their devices will result in an absence.** However, this policy is fully inclusive of all approved student accessibility accommodations; if you utilize assistive technology, approved digital note-taking applications, or device-based accommodations, your devices are always welcome for learning during any portion of class. Please visit the Disability Support Services office to begin the accommodation process.

Anti-Recording Policy

To protect student privacy, promote open discussion, and maintain an appropriate learning environment, recording policies for this course are strictly enforced. Students may not audio record, video record, photograph, or otherwise capture any part of class sessions without prior written permission from the instructor. This includes lectures, discussions, peer presentations, in-class activities, and office hours with the instructor or peer leader.

The use of smart glasses (e.g., Meta/Ray-Ban smart glasses or similar wearable devices) is not permitted in class under any circumstances, regardless of whether recording is actively taking place or the device is powered on or off. Students must remove or store these devices before entering the classroom.

Recording may only occur if approved in advance by the instructor, and necessary for documented accommodations through disability services. Even in these cases recordings are for personal academic use only. Recordings may not be shared, posted, or distributed.

Unauthorized recording or distribution of course content may violate student privacy rights, breach academic integrity standards and/or result in disciplinary action in accordance with college policies. In addition to being counted absent, failure to comply with this policy may result in removal from class, loss of participation points, referral to student conduct office. If you have disabilities accommodation that allows for technology, please let the instructor know before using technology in class.

Respect for Class Members

This class is a shared learning space, and every student plays an important role in creating an environment where everyone feels welcome, valued, and able to learn. I expect students to treat one another, the Peer Leader, guest speakers, and the instructor with respect at all times. A positive classroom environment allows everyone to participate, ask questions, make mistakes, and grow without fear of ridicule or judgment.

To help create and maintain that environment, students are expected to:

- Arrive on time and remain in class for the entire class period.
- Avoid side conversations that distract from class discussions or activities.
- Use laptops, tablets, and other technology only for course-related purposes unless otherwise approved.

- Keep cell phones silenced and put away during class unless they are being used for a class activity or accommodation. If you need to take an urgent call, please quietly step outside and return when you are able.
- Communicate with others in a respectful and professional manner, even when opinions differ.
- Listen actively when classmates are speaking and contribute thoughtful, constructive responses.
- Respect the diverse backgrounds, experiences, identities, and perspectives represented in our classroom.
- Come prepared, participate fully, and contribute positively to the learning experience of others.

Disruptive, disrespectful, or behavior that interferes with the learning of others will not be tolerated. Students who engage in such behavior may be asked to leave class and will be marked absent for the day. Before returning to class, the student may be required to meet with me to discuss expectations and develop a plan for moving forward successfully. Determinations regarding disruptive behavior will be made at the instructor's discretion.

Grading Information

Grading Breakdown

- **Daily assignments, quizzes, and reflections: 200 points/20%**
 - Student Profile; 20 points
 - Motivation & Growth Mindset; 20 points
 - Focus 2 Completion + Reflection; 20 points
 - Peer Leader Meeting Summary; 20 points
 - Evidence of Student Learning Checkpoint #1; 40 points
 - Evidence of Student Learning Checkpoint #2; 40 points
 - Evidence of Student Learning Checkpoint #3; 40 points
- **Projects: 600 points/60%**
 - My Story Presentation; 50 points
 - Passport to Success; 150 points
 - Strengths Presentations; 100 points
 - Time Management Project; 100 points
 - Career Project; 100 points
 - Final Reflection + Presentation; 100 points
- **Participation: 200 points/20%**
 - Attendance and In-Class Engagement; 100 points
 - Each day is worth 4 points (the math is strong with this one)
 - Attend 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 at the [website](#) or email us at dss@tamusa.edu. All students are encouraged to discuss their academic accommodation with Disability Support Services and their instructors as soon as possible.

Academic Learning Center:

All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. 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. Online tutoring is also available for after hours and weekend assistance.

Counseling/Mental Health Resources:

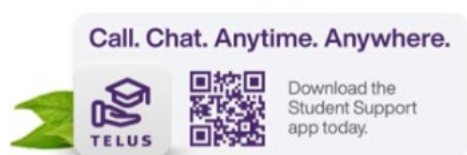
As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, visit our website, call 210-784-1331 or visit Madla 120 between the hours of 8:00 AM and 5:00 PM.

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. *Crisis support is available 24/7/365 by calling the SCC at 210-784-1331 or through the TELUS student support App.*

The TELUS Student Support App provides a variety of mental health resources to including 24/7/365 support for in the moment distress, crisis support, an anonymous peer-to-peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.

visit <http://tamusa.edu/studentcounseling>

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



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 on emergency response may be found at: [Emergency Operations Plan](#) and the [Emergency Action Plan](#). 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.

Jaguar Writing, Language, and Digital Composing Center (WLDCC):

The WLDCC provides support to graduate and undergraduate students in all three colleges as well as faculty and staff. Writing 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. The WLDCC offers face-to-face, synchronous online, and asynchronous digital appointments. Students can schedule appointments with the WLDCC in JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. Students wanting to work in realtime with a tutor can schedule an “Online Appointment.” Students wishing to receive asynchronous, written feedback from a tutor can schedule an “eTutoring” appointment. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website . The WLDCC can also be reached by emailing wldcc@tamusa.edu.

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 report](#) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources. A food pantry is available on campus; click [here](#) for hours and contact information.

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 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 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.

Young Jaguars:

Young Jaguars can support parenting students with daycare if students meet this criteria: (1) must be enrolled in classes at Texas A&M-San Antonio in the current semester, (2) must be Pell

eligible or a single parent, (3) child(ren) must be aged 3 to 12-years-old, and (4) child(ren) must be enrolled in Pre-K-3 through 6th grade. Hours of operation is Monday-Thursday 3:30pm-9:00pm. For more information, please contact Young Jaguars at youngjaguars@tamusa.edu or call (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.
6. Students who carefully review course materials are encouraged to email the instructor at the email listed at the top of this syllabus with the subject line "Syllabus Review" and include their favorite candy or snack in the message.

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](#) or visit the resources available in the [OSRR website](#)

Use of Generative AI Permitted Under Some Circumstances or With Explicit Permission

There are situations and contexts within this course where you may be asked to use artificial intelligence (AI) tools to explore how they can be used. Outside of those circumstances, you should not use AI tools to generate content (text, video, audio, images) that will end up in any student work (assignments, activities, discussion responses, etc.) that is part of your evaluation in this course. Any student work submitted using AI tools should clearly indicate with attribution what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, students should reach out to their instructor for clarification before submitting work for grading. Use of AI-generated content without the instructor's permission and/or proper attribution in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

1 Important Dates: Fall 2026 Regular 16-Week Session

Dates	Event
August 20	Tuition & Fee Payments deadline
August 24	First day of class
September 7	Labor Day Holiday – No Classes / University Closed
September 9	Census Date – Students not paid in full or enrolled in a payment plan by 4:59 pm may be dropped for non-payment
October 5 – October 16	Midterm grading period
November 13	Last day to drop with an automatic “W”
November 25	Study Day – No classes
November 26-November 28	Thanksgiving Holiday – No Classes / University Closed
November 30	Last day to drop a course or withdraw from the University
December 4	Last day of classes
December 5 – December 11	Final exams
December 15	Commencement

2 First-Year Seminar Course Calendar: Fall 2026

Note: The course calendar and syllabus are subject to change at the instructor's discretion. Any changes/corrections to the course materials, assignment dates, or other updates will be communicated to students in advance. You are responsible for checking Blackboard for corrections or updates to the syllabus. Additionally, this course calendar does not include assignments. It is the student's responsibility to keep track of all assignment due dates via Blackboard.

Week	Day 1 (Monday)	Day 2 (Wednesday)	Assignments/Projects Deadline
Week 1: 8/24 - 8/28 Theme: "Me" Common Experience: W.O.W Beaded in Community Ceremony Room 1-3pm (sign up on Jagsync)	Topic: A New Hope for Year One: Welcome to First Year-Seminar Activities: Introductions; Review Course Overview and expectations, Classroom etiquette activity, Evidence of Learning	Topic: The Force of Tech: Unlocking Campus Portals & Software Activities: PL: TAMUSA 101/University Technology (20-30 minutes); Assignment: Provide My Story Preview	Complete Student Profile by Monday, 8/31 (20 points) Complete Strengths test and upload student report by Monday, August 31 at noon
Week 2: 8/31- 9/4 Theme: "Me"	Topic: This is the Way: Unlocking your Personal Strengths Activities: Canva & PowerPoint 101 (20-30 minutes) Clifton Strengths Lesson, Introduce, Work on My Story (if time permits)	Topic: From Clan of One to Class of Many: My Story Presentations Activities: Present My Story Presentations in small groups; Work on Group Strengths presentations Assignment: Introduce Passport to Success	Complete My Story Presentation and Post to Blackboard Discussion by Tuesday, August 31; 11:59pm (50 points)
Week 3: 9/7 - 9/11 Theme: "Me" Sept 7: Labor Day (Uni is closed)	Labor Day: Campus Closed Activities: Leave feedback on 2 other classmates "My Story Presentation"	Topic: Stronger Together: Presenting our Talents Activities: Presenting Clifton Strengths	Complete Strengths Presentations & reflection and post to blackboard by Wednesday, September 14, 12:00pm (100 points)

Week 4: 9/14 - 9/18 Theme: "Me"	Topic: Pacing the Journey, Time Management Essentials Day 1 Activities: Time Management Introduction, Lesson, begin Time Management activity Possible Guest Speaker: WLD Center	Topic: Pacing the Journey, Time Management Essentials Day 2 Activities: Complete Time Management Activity, Presentations	Time Management presentations will take place during class time on September 16. Reflection due in Blackboard by Friday, September 18, 11:59pm (100 points)
Week 5: 9/21 - 9/25 Theme: "College Resources" Common Experience Event Friday, September 25 1-3:00pm in Ceremony Room (Sign up on Givepulse)	Topic: Seeking the Ancient Wisdom: Library Exploration Day Activities: Meet in the Library Computer Lab 202; Learning techniques for finding, interpreting, and evaluating information resources.	Topic: Navigating the Path: Peer Leaders Guide to Degree Works Activities: PL Workshop: Degree Works (20-30 minutes), Passport to Success Check	Evidence of Learning Checkpoint #1: Daily Writing, Clifton, Time Management, due in class Wednesday, September 23rd (40 points) Passport to Success Reflection #1 due on Blackboard by Friday, September 25, 11:59pm (50 points)
Week 6: 9/28-10/2 Theme: "College Resource"	Topic: From Foundling to Master: Mindset, Motivation & Growth Day 1 Activities: Understanding Motivation Lecture and Notes PL is off	Topic: Chart Your Next Orbit: Pre-Registration Party Activities: Pre-Registration Party: Meet in the Vista room during this time	<i>Student note: This week we will be participating in Pre-Registration. Syllabus will be updated when our date is assigned.</i>

Week 7: 10/5-10/9 Theme: "College Resource"	Topic: From Foundling to Master: Mindset, Motivation & Growth Day 2 Activities: Pre-Registration Party Reflection, Motivation and Growth Mindset	Topic: Galaxy Quest: The Campus Resource Hunt Activities: PL Resource Hunt Groups create a reference sheet to different resources on campus; present. Upload to blackboard discussion.	Motivation and Growth Mindset due in class Monday, October 5th (20 points)
Week 8: 10/12-10/16 Theme: "College Resource"	Topic: Balancing the Force: Understanding and Calculating your GPA Activities: Calculating GPA and understanding the impact of a zero PL is off	Topic: Knowledge, this is the Way: Unlocking effective Learning Habits Activities: Possible Visit: Success Center, Understanding Learning Cycles PL is off	
Week 9: 10/19 - 10/23 Theme: "Future" Common Experience Event Road to Success: Creating your Career Network; Monday, October 19; 3:00-5:00pm in Ceremony Room. Sign up on Jagsync	Topic: Chart your Future Galaxy: Navigating Focus 2 Activities: Preview/Introduce Career Project; Focus 2 Intro & Assessment; PL Handshake (20-30 minutes)	Topic: Managing the Bounty: Navigating Real-World Living Wages Activities: Living Wages Lesson, Creating a Budget PL is off	Evidence of Learning Checkpoint #2: Daily Writing, Pre-Registration party Reflection, Mindset Guided Notes, GPA reflection, May center Reflection (40 points) due in class on Wednesday, October 21st Complete Focus 2 & Reflection on Monday, October 19th (20 points)

Week 10: 10/26 - 10/30 (Mays center) Theme: "Future" Common Experience Event: Flying Together: Finding our Echo Thursday, October 29 from 1:00-3:00pm Ceremony Room. Sign up on Jagsync	Topic: Navigating Your Next Mission: Mays Center Career Action Planning Activities: Mays Center Presentation/Reflection PL is off	Topic: Preparing for the Galaxy: Essential Career Readiness Day 1 Activities: Career Readiness Day 1, Introduce Career Presentation PL is off	
Week 11: 11/2 - 11/6 Theme: "Future"	Topic: Preparing for the Galaxy: Essential Career Readiness Day 2 Activities: Career Readiness Day 2; Peer Leader Workshop: Civic Engagement, Work on Career Presentation	Topic: Showcasing your Galaxy Path: Student Career Presentations Activities: Career Presentations PROWL Introduction	Passport to Success Reflection #2 due on Blackboard by Friday, November 6, 11:59pm (50 points) Links/Uploads for Career presentations posted to Blackboard by Wednesday, November 4, noon (100 points)
Week 12: 11/9 - 11/13 Theme: "Future"	Topic: Charting your Ultimate Quest: Final Project Introduction & Brainstorming Activities: Introduce Final Project & Time to start planning and brainstorming.	Topic: Transmitting Across the Galaxy: Effective Communication Skills for your Career. Activities: Effective Communication, bathing suit vs. formal dress, FYE Fall Fest	Peer Leader Meeting Summary Posted on Blackboard by Wednesday, November 11, noon (20 points)

Week 13: 11/16 - 11/20 Theme: "Reflect"	Topic: Balancing the Force Within: Mental Health & Mindfulness; Passport Check In Activities: PL Mental Health; Mental Health Emotion & Stress, Scenarios	Topic: Activities: PL Workshop Imposter Syndrome (45 minutes); Peer Review Presentations; Peer Leader and Instructor "Final Presentations"; FYS Celebration	Evidence of Learning Checkpoint #3: Daily writing; career unit reflections; Resume/Cover Letter drafts, Peer Review Handout due in class Wednesday, November 18th (40 points)
11/23 - 11/27	FYS Fall Break – No FYS Class (other classes may still meet)/Finish Final Projects		
Week 14: 11/30-12/4 Week 15: Theme: "Reflect"	Topic: Completing the Quest, This is the Way: Final Presentations Activities: Final Presentations & Passport to Success Share Out	Topic: Completing the Quest, This is the Way: Final Presentations Activities: Final Presentations & Passport to Success Share Out	Links/Uploads of presentations (Submitted on Blackboard) by Wednesday, December 2, 11:59pm (100 points); Passport to Success Reflection #3 due on Blackboard by Friday, December 4, 11:59pm (50 points)
12/7 - 12/11 Theme: "Reflect"	FINALS		