

FYEX 1110

Fall 2021

Course Syllabus

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## **I. Rationale/Purpose**

This course is designed to allow high schools students to begin the process of exploring career and majors to help them decide their future college path. The students will complete the tasks necessary for successfully choosing a major and will participate in engaging and meaningful discussions designed to further develop critical thinking skills for college-level work. This course will help students understand higher education.

## **II. Course Aims and Objectives:**

This course aims to assist high school students in preparation for senior year by focusing on academic goals, and career/major exploration.

### **A. Foster Strategies for Academic Success**

*As a result of this course, students will*

- a. Develop a plan that demonstrates student responsibility for their education, specifically how it relates to their interests, abilities, career choices, and personal development.
- b. Demonstrate how to effectively evaluate information sources and utilize University pages and information systems for academic inquiry.
- c. Examine the purpose and value of academic integrity and review the University's Code of Conduct.
- d. Identify relevant academic policies, processes, and procedures related academic planning, and major exploration.
- e. Use written and oral communication to discover, develop, and articulate ideas and viewpoints relevant to your area of study.
- f. Identify and apply appropriate note-taking, test-taking, time-management, study strategies for your academic studies.

### **B. Discover and connect with the University of New Mexico**

*As a result of this course, students will*

1. Identify, utilize, and describe UNM programs, resources, and services that contribute to their educational experience, and goals.
2. Develop and apply skills that contribute to building positive relationships with peers, staff, and faculty.

### **C. Prepare for responsible lives in a diverse, interconnected, and changing world**

*As a result of this course, students will*

1. Develop knowledge and competencies in the areas of goal setting, personal values, academic interest and skills, careers, and college majors.
2. Describe processes, strategies, and resources, and explain the implications of their decisions, related to their overall wellness.
3. Examine how their background and experiences impact their values and assumptions and explain the influence these have on their relationships with others
4. Describe concepts of diversity and recognize diverse perspectives.
5. Describe and demonstrate principles of responsible citizenship within and beyond the campus community.

### III. Course Materials:

*All required readings will be posted online on Google Classroom*

### IV. Faculty Expectations of Students/Course Policies

- **Accommodations for Students with Disabilities:** Accessibility Services (Mesa Vista Hall 2021, 277-3506) provides academic support to students who have disabilities. If you think you need alternative accessible formats for undertaking and completing coursework, you should contact this service right away to assure your needs are met promptly. If you need local assistance in contacting Accessibility Services, see the Bachelor and Graduate Programs office.
- **Academic Integrity:** The University of New Mexico believes that academic honesty is a foundation principle for personal and academic development. All University policies regarding academic honesty apply to this course. **Academic dishonesty includes but is not limited to: cheating or copying, plagiarism (claiming credit for the words or works of another from any type of source such as print, Internet or electronic database, or failing to cite the source), fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.** The University's full statement on academic honesty and the consequences for failure to comply is available in the college catalog and the Pathfinder.

#### **Violations of the Academic Integrity Policy include:**

- a) **Cheating** - Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- b) **Fabrication** - Creating and/or falsifying information or citation in any academic exercise.
- c) **Plagiarism** - Representing the words or ideas of someone else as one's own in any academic exercise.

d) **Facilitation** - Helping or attempting to help someone to violate the Academic Integrity Policy in any academic exercise (e.g., allowing another to copy information during an examination)

***Faculty members have the right to determine the appropriate sanction(s) for violations of the Academic Integrity Policy within their courses, up to and including a final grade of "F" in the course.***

- **Attendance Policy:** Attendance is part of your grade (5 points deducted per class missed). Since we meet every month, you are allowed no more than one absence (excused or unexcused). If you miss more than 1 class, you may be dropped from the course (receive a W). Absences due to extenuating circumstances (serious illness, death in the immediate family, etc.) should be discussed with the instructor. All absences can be made up by arranging a one-on-one meeting with the instructor.
- **Late assignments:** Late assignments will be accepted if the student contacts the instructor ahead of time. Points will be deducted for each week the assignment is late.
- **Participation and Classroom Behavior:** Your participation grade will be determined by the amount of participation you have throughout the semester. To have effective, thoughtful discussions, we all have to keep an open mind and be respectful of other's opinions. Good listening skills are also a must. Comments at the expense of others will not be tolerated.
- **Cell Phones and Technology:** As a matter of courtesy, please turn off cell phones, pagers, and other communication and entertainment devices before the beginning of class. Notify me in advance if you are monitoring an emergency, for which cell phone ringers should be switched to vibrate.
- **Course Evaluation:** Please complete the evaluations you receive throughout the semester.
- **Inclement Weather:** SODA FB Page (@schoolofdreamsacademy), All Call from School.
- **Assignments will be turned in through learn.unm.edu.** Look for deadlines and assignments on this site.

## V. Grading Procedures

Assignment	Points
Attendance & Participation	20
Interactive Journals (3 entries)	30
SMART Goals	10
Self-Perception Project	20
Career Research Project	40
Majors Research Project	40
Individual / Group Presentations	20
Final Paper	40
Total	200

### Letter grades will be assigned according to the following percentages:

A+ = 100 – 98	B- = 82-80
A = 97 - 93	C+ = 79 – 77
A- = 92 - 90	C = 76 - 70
B+ = 89 - 87	D = 69 – 60
B = 86 – 83	F = 59 and lower

The grades of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D- and F indicate gradations in quality from Excellent to Failure. Please note that a C- grade is less than satisfactory and may not meet a particular program and/or course requirements (C- will result in no college credit and no HS credit).

**Students must be familiar with class attendance, withdrawal, and drop-add policies and procedures.**

## VI. Tentative Course Schedule

The schedule is subject to change based on the needs of the class. Changes will be announced in class, email, and in Google Classroom.

Date	Topic	Assignment Due	Notes/Readings
Tuesday 8/10/21 Zoom	UNM Net ID Google Classroom Introductions	Review Syllabus and Clarify Google Classroom Issues	Email Mr. Ogas if needed: mogas@sodacharter.com

	Syllabus		
Thursday 8/12/21 Zoom	Introduction to Smart Goals Long Term vs. Short Term Personal vs. Academic	Introduction to Post Journal Entry	Google Classroom
Friday 8/13/21	Introduction to Smart Goals Long Term vs. Short Term Personal vs. Academic	Journal Entry	Google Classroom
Tuesday 8/17/21 Zoom	Reality Check – Getting Ready for College, Differences between HS and College (Video)	SMART Goals Due	Google Classroom
Thursday 8/19/21 Zoom	Self-Perception and Values Exploration <ul style="list-style-type: none"> <li>• Self-Perception</li> <li>• Family and Personal Expectations</li> <li>• Motivation</li> </ul>	Journal Entry	Google Classroom
Friday 8/20/21	Introduction to Career Exploration	Interest Inventory	Google Classroom
Tuesday 8/24/21 Zoom	Career Exploration Cont.	Career Inventory	Google Classroom
Thursday 8/26/21 Zoom	Guest Speaker	Journal Entry	Google Classroom
Friday 8/27/21 Zoom	Guest Panel	Cornell Notes on Guest Panel	Google Classroom
Tuesday 8/31/21 Zoom	University Search	Journal Entry	Google Classroom
Thursday 9/2/21 Zoom	University Search	Journal Entry	Google Classroom
Friday 9/3/21 Zoom	University Search	Journal Entry	Google Classroom
Tuesday 9/7/21 Zoom	Guest Speaker	Cornell Notes	Google Classroom

Thursday 9/9/21 Zoom	College Prep Exams	Journal Entry	Google Classroom
Friday 9/10/21 Zoom	Majors & Degrees Exploration	Career Research Project Due by 11:59 pm	Google Classroom
Tuesday 9/14/21 Zoom	How to Choose a Major		Google Classroom
Thursday 9/16/21 Zoom	How to Choose a Major	Cornell Notes	Google Classroom
Friday 9/17/21 Zoom	Majors and Degrees Exploration Cont....		Google Classroom
Tuesday 9/21/21 Zoom	Introduce Group Presentation Rubric	Cornell Notes	Google Classroom
Thursday 9/23/21 Zoom	Establish Groups for Group Presentations		Google Classroom
Friday 9/24/21 Zoom	Introduction to Time Management	Journal	Google Classroom
Tuesday 9/28/21 Zoom	Time Management		Google Classroom
Thursday 9/30/21 Zoom	Emotional Intelligence	Journal	Google Classroom
Friday 10/1/21 Zoom	Emotional Intelligence		Google Classroom
Tuesday 10/5/21 Zoom	Learning Styles	Learning Style Inventory	Google Classroom
Thursday 10/7/21 Zoom	Learning Styles	Journal	Google Classroom
Friday 10/8/21 Zoom	Review Group Presentation	Rough Google Slides	Google Classroom
Tuesday 10/12/21 Zoom	Review Group Presentations	Journal	Google Classroom
Thursday 10/14/21 Zoom	Guest Speaker	Cornell Notes	Google Classroom
Friday 10/15/21 Zoom	Group Presentations	Group Presentations	Google Classroom
Tuesday 10/19/21 Zoom	Group Presentations	Group Presentations	Google Classroom
Thursday 10/21/21 Zoom	Group Presentations	Group Presentations	Google Classroom
Friday 10/22/21 Zoom	Group Presentations	Group Presentations	Google Classroom

Tuesday 10/26/21 Zoom	Group Presentations	Group Presentations	Google Classroom
Thursday 10/28/21 Zoom	Group Presentations	Group Presentations	Google Classroom
Friday 10/29/21 Zoom	Group Presentations	Group Presentations	Google Classroom
Tuesday 11/2/21 Zoom	Introduction to Naviance	Journal	Google Classroom
Thursday 11/4/21 Zoom	Naviance	Establish Naviance Profile	Google Classroom
Friday 11/5/21 Zoom	Naviance	Naviance	Google Classroom
Tuesday 11/9/21 Zoom	Next Step Plans	Journal	Google Classroom
Thursday 11/11/21 Zoom	Next Step Plans	Journal	Google Classroom
Friday 11/12/21 Zoom	Final Project Introduction	Submit Naviance and Next Step Plans	Google Classroom
Tuesday 11/16/21 Zoom	Final Project Rubric	Notes and Journal	Google Classroom
Thursday 11/18/21 Zoom	Final Project Rubric	Notes and Journal	Google Classroom
Friday 11/19/21 Zoom	Final Project Rubric	Notes and Journal	Google Classroom
Tuesday 11/23/21 Zoom	Final Project	In class participation	Google Classroom
22/24/21 – 11/26/21	Thanksgiving Break	na	Google Classroom
Tuesday 11/30/21 Thursday 12/2/21 Friday 12/3/21	Final Project	In class participation	Google Classroom
Tuesday 12/7/21 Thursday 12/9/21 Friday 12/10/21		Final Project Due by 4:00 pm Friday 12/10/21	Google Classroom

## **XII. Assignments**

### **Journal (30 Points)**

You will maintain a journal in Google Classroom on a google doc. This will be an ongoing process throughout the class and will serve as a narrative of your growth within the subject matter that is presented and discussed. The idea is to reflect on class discussions and help you develop a higher understanding of personal values and growth. During the journaling process, I may post a question and/or statement that I would like you to respond to in your journal. Please keep an eye out for them as they will be posted in Google Classroom.

### **SMART Goals (10 points)**

The purpose of this activity is to help you effectively set academic goals for yourself throughout the school year. This will be important in ensuring your scholastic success and a valuable skill that can be used throughout your life! The method you will be using is called "SMART" goal setting. It is a simple process for writing down your goals that will assure the goals you set for yourself are communicated, well defined, measurable, realistic, and time driven. Please identify a short-term goal (weekly or monthly), a semester goal, and a long-term goal that you would like to achieve during your years of high school.

### **Self-Perception Project (20 points)**

The purpose of this activity is to give you a chance to take a look at yourself: how you currently see yourself, how others see you, and how you would like to be seen. By gathering this information about yourself, you will be better equipped to make the best decision about which career, major, and college are right for you. More information will be provided in class.

### **Career Research Project (40 points)**

The purpose of this activity is to show you the various career options that are available for you. By knowing what careers are of interest to you, you will be able to narrow down your choices for majors in college. After taking the ACT profiler and discovering areas of interest, you will research three careers. More information will be provided in class.

### **Majors Research Project (40 points)**

The purpose of this activity is to connect your knowledge about careers to majors in college. You will be more equipped to decide which major to pursue in college. After identifying careers of interest, you will research 2 to 3 majors in college that would allow you to pursue your dream job after graduating college. More information will be provided in class.

### **Individual Presentations (20 points)**



The purpose of this activity is to share the information found about your career and majors of interest. More information will be provided in class.

**Final Project (40 points)**

The purpose of this activity is to reflect on what you learned this semester. Look back at the goals you set for the semester and reflect on your accomplishments. Also, reflect on what you have learned about yourself and your possible career and major choices. This is where taking notes from the beginning will help you tremendously in completing the final project. More information will be provided in class.