Motivational Syllabus Bootcamp: Redesign Your Syllabus!

Christine Harrington, Ph.D. and Melissa Thomas, J.D.

Electronic Version of Handout available at
www.scholarlyteaching.org

Annual Conference on the First-Year Experience
Pre-Conference Session
Presenter Information

Christine Harrington Ph.D.
drchristineharrington@verizon.net
Dr. Christine Harrington is Associate Professor and Co-Coordinator for the Ed.D. in Community College Leadership program at New Jersey City University. Prior work experience includes serving as the Executive Director of the Center for Student Success at the New Jersey Council of County Colleges and as a professor of psychology, student success coordinator, director of the Center for Enrichment of Learning and Teaching, and counselor at Middlesex County College. She has authored several books including a research-based first year seminar textbook, 
*Student Success in College: Doing What Works! 3rd edition* and *Designing a Motivational Syllabus: Creating a Learning Path for Student Engagement*, co-authored with Melissa Thomas. Dr. Harrington is a frequent presenter at local and national conferences. She has a Ph.D. in Counseling Psychology from Lehigh University. She was the 2016 recipient of the Excellence in Teaching First-Year Seminars award.

Melissa Thomas J.D.
melissathomas@utexas.edu
Melissa Thomas currently works with college and universities to implement best practices in terms of technology and learning assistance through her consulting work with Study Edge. Most recently, she was a Lecturer for the College of Natural Sciences at the University of Texas at Austin for their TIP Scholars FYE program. Before that, Melissa was an adjunct FYE and academic recovery course instructor, Director of the Center for Student Learning at the College of Charleston, P.I. for a multi-year grant, coordinator of an academic support program for master and doctoral level students, and Past President of the College Reading and Learning Association. She has published several books and articles including *Designing a Motivational Syllabus, Destination Success*, and *Managing your first 365: Start with the CAS Standards* in ACPA Monograph. Melissa holds a Juris Doctorate (J.D.) from the University of Texas at Austin and a Bachelor of Arts degree in Communication from the University of Texas at San Antonio.

Christine and Melissa co-authored
*Designing a Motivational Syllabus: Creating a Learning Path for Student Engagement*
MOTIVATIONAL SYLLABUS BOOTCAMP: REDESIGN YOUR SYLLABUS

Christine Harrington, Ph.D.
Associate Professor and Co-Coordinator, Ed.D. in Community College Leadership
New Jersey City University
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Lecturer, University of Texas- Austin

Agenda

Purpose

Research

Practical Applications
WHAT IS THE PURPOSE OF A SYLLABUS?

Is the Syllabus a Contract?

No, it is not....

Harrington & Thomas (2018)
Purpose of the Syllabus

Communication Tool
- Share overview of course
- Prevent potential misunderstandings

Planning Tool
- Course learning outcomes
- Strategies to accomplish goals

Motivational and Supportive Tool
- Encourage and Guide Students
- Provide information and resources for success

Harrington & Thomas (2018)

The Syllabus as Course Design Tool?

- Learning Outcomes
- Evidence
- Teaching Methods
  - Formal
  - Informal

Desired Results

Learning Experiences and Instruction
Learning Outcomes

What do you want students to know, think, or do?

The Results!

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Percent Recalled</th>
</tr>
</thead>
<tbody>
<tr>
<td>One objective</td>
<td>60%</td>
</tr>
<tr>
<td>Two objectives</td>
<td>8%</td>
</tr>
<tr>
<td>More than 2 objectives</td>
<td>3%</td>
</tr>
<tr>
<td>No objectives</td>
<td>Almost 30%</td>
</tr>
</tbody>
</table>

Smith & Razzouk, 1993
An Example…

Introductory Psychology Syllabus

Learning Outcomes:
- Students will learn how to read and study psychology concepts effectively, maximizing learning efforts.
- Students will learn how to conduct effective literature searches.
- Students will effectively apply concepts learned to experiences or situations that are meaningful to him or her.
- Students will discover the relationships among psychology concepts.
- Students will be able to compare and contrast theories, research findings, and other psychological concepts.
- Students will be knowledgeable about cognitive processes such as critical thinking and decision making and will apply these concepts to himself or herself.
- Students will develop a passion for learning.
- Students will be enthusiastic about applying concepts learned to their own lives and the lives of others.
- Students will highly value the role of psychology in today’s world.
- Students will understand the important role of culture in learning.
- Students will be able describe the different types of research methods used in the field of psychology.
- Students will be knowledgeable about the functions of the brain, the process of sensation.

A Better Example…

Introductory Psychology Syllabus

Important

Learning Outcomes: What You Will Know!

Upon successful completion of PSY 123, you will be able to:

1. Recognize psychological theories and concepts and will be able to summarize the contributions of psychologists.
2. Describe the various research methods and apply this knowledge to evaluate psychological research studies.
3. Articulate the importance and value of psychology in today’s world.
4. Deliver clear and organized presentations and documents using APA style.
Processing Time…

• How do you bring attention to the course learning outcomes?

• How might you bring even more attention to important parts of your syllabus?

RESEARCH ON THE SYLLABUS (AND PRACTICAL APPLICATIONS!)
What’s Important in a Syllabus?

Step 1
• Reviewed 15 College Teaching Resources

Step 2
• Discovered 81 suggested components

Results
• A total of 24 components were identified by at least 50% of the resources

Doolittle & Siudzinski, 2010

Next Steps
Themes from 24 Components

Course Information
Instructor Information
Grading Information
Policy Information

Reviewed 1000 Syllabi (Google)

Doolittle & Siudzinski, 2010
Prediction Time…

What percentage of faculty included:

- Late/Missed work policies
- Disability statements
- Information about supports available?

What do faculty include?

Doolittle & Siudzinski, 2010
What are the Essential Components of a Motivational Syllabus?

Core Components
- Course Information
- Instructor Information
- Grading Information
- Policy Information

Additional Components
- Welcome Statement
- Rationale for Assignments
- Grading Rubrics
- Accommodation Information
- Resources
- Tips for Success

Refer to Syllabus Checklist

THE SYLLABUS AS A MOTIVATIONAL TOOL
What Does the Syllabus Say About the Professor and the Course?

Let’s Talk Policy Language

- Dishonest
- Cheating/plagiarizing

Positive
- Academic Integrity
- Engaging in honest actions

Negative
The Tone of the Syllabus

172 Students

Friendly Syllabus

Unfriendly Syllabus

Students thought they were evaluating an adjunct.

Harnish & Bridges, 2011

Examples from Syllabus

Unfriendly

• If you need to contact me outside of office hours, you may e-mail me....

• Come prepared to actively participate in this course. This is the best way to engage you in learning....

Friendly

• I welcome you to contact me outside of class and student hours. You may e-mail me....

• I hope you actively participate in this course. I say this because I found it is the best way to engage you in learning....

Directly quoted from Harnish and Bridges (2011)
The Results!

<table>
<thead>
<tr>
<th>Topic</th>
<th>Friendly Average</th>
<th>Unfriendly Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approachability</td>
<td>4.07</td>
<td>3.77</td>
</tr>
<tr>
<td>Faculty Level of Motivation to Teach</td>
<td>3.6</td>
<td>3.07</td>
</tr>
<tr>
<td>Difficulty</td>
<td>3.34</td>
<td>3.72</td>
</tr>
</tbody>
</table>

Harnish & Bridges, 2011

The Power of 6 Words

104 College Students

Seek help from instructor?

Support Statement on Syllabus

"Please come and talk to me"

No Support Statement on Syllabus

Perrine, Lisle, & Tucker, 1995
Results - Willingness to Seek Help

<table>
<thead>
<tr>
<th>Potential Problem</th>
<th>Supportive</th>
<th>Neutral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trouble understanding textbook</td>
<td>4.7</td>
<td>3.7</td>
</tr>
<tr>
<td>Low grade on first exam</td>
<td>4.8</td>
<td>4.0</td>
</tr>
<tr>
<td>Hard to hear instructor's lectures</td>
<td>4.4</td>
<td>3.8</td>
</tr>
<tr>
<td>Study skills ineffective for course</td>
<td>4.7</td>
<td>3.6</td>
</tr>
<tr>
<td>Thinking about dropping course</td>
<td>4.9</td>
<td>3.8</td>
</tr>
<tr>
<td>Trouble understanding major topic</td>
<td>5.3</td>
<td>4.2</td>
</tr>
</tbody>
</table>

All significantly different!

Perrine, Lisle, & Tucker, 1995

Supportive Statements

Please come and visit me!
Welcome to the course! I am excited to be your instructor and can’t wait to get to know you. Throughout the semester, we will be talking about your goals and career plans and strategies that will help you be successful. I hope that you will be view me as part of your support team. In addition to teaching you research-based success strategies, I am here to help you plan for success, problem-solve as needed, and celebrate successful experiences. My official office hours are listed above, but I’m more than happy to find a different day and time to meet if these do not work well for your schedule. I believe that it’s really important for us to talk outside of class so please connect with me before or after class, stop by my office (or make an appointment), and e-mail me!
What Information can Motivate Students?

Campus Resources

Available Help and Support:
Successful people access support from others as needed. Middlesex County College has many supportive services that can help you as you strive to achieve your goals. I encourage you to reach out to me or other professionals on campus. Here's some information about the resources available to you:

| Your Professor | E-mail me at charrington@middessecc.edu or stop by my office RH 111. |
| Librarians     | The library offers assistance with finding and evaluating information. Visit the library, call 732.906.4233, or visit their website for online options. |
| Personal, Career, Transfer, and Disability Counselors | The Counseling and Career Services department offers confidential individual counseling and offers several workshops throughout the semester. Visit Edison Hall Room 100, call 732.906.2596, or visit their website for more information. |
| Tutors         | The Johnson Commons Learning Center, located in IRC 241, offers support for developmental courses. Call 732.548.6000 X3222 or see website for details. The tutoring center, located in JLC 240, offers tutoring support in many subjects. Call 732.906.2631 or see website for details. |
| Academic Advisors | The Academic Advising Center offers drop-in advising services. Visit CH 109, call 732.906.2596, or visit their website. Full-time students are also assigned an advisor. |
Inviting Images

Welcome to Student Success!

SSD 101-27
Tuesdays and Thursdays 2:00-3:20 p.m. CB 116

Dr. Christine Harrington
charrington@middlesexcc.edu

Photo of Textbook, Use Color

What book and other materials do I need?

**Texts**: MINDTAP: Student Success in College: Doing What Works! 3rd edition, Cengage (Purchasing MindTap is required as several assignments will be completed in MindTap)

**Articles and Websites**: Several additional resources will be used. These will be posted in the Learning Management System.
Graphs

Rationale for Assignments

Assignments:

**Academic Integrity Assignment:**
To help you avoid unintentional dishonesty, all students are expected to view the **Academic Integrity**
Negotiated Paper/First presentation (link also in Campus Cruiser) and take a 5-question pre-lab quiz in
Campus Cruiser. You can take the quiz any time, but it will need to be completed by 10/4/19.

**Reading Assignments:**
To complete all of our learning goals, you will need to be engaged in lots of learning outside of the
classroom. You will be expected to read the text and articles. To help you actively engage with the
text, you will be completing reading assignments — typing answers to the questions posed at the back of
the syllabus. While we will be reviewing some of the concepts from the text in class, we will simply not
have enough time to cover everything. As a future educator, all of the information is important!

**Quizzes:**
Practicing retrieval is an effective learning strategy. To maximize your learning experience, you will
be taking a quiz every chapter. Quizzes are online (in Campus Cruiser), open book, and are not timed.
You can take each quiz up to three times (a list of rewritten questions) and the highest score will

**Presentations/Teaching Opportunities:**
Since this is a course that is preparing you to become an educator, doing presentations is important!
You will have the opportunity to do 3 presentations.

1. For one presentation, you will work with a few other students and will need an overview on one
   of the research articles from the packet.
2. For the other presentation (literature review), you will work in a small group of 3 students
   and you will need the research on an educational topic must be approved. Your
   presentation will include the class with an overview of this research along with the impact
   and application of these findings on the classroom. Note: this will be the tool for your career too!
Details about Assignments

Application

- Syllabus is often first impression- especially if given out electronically before class
- Use Positive Language and Tone; Use “you” instead of “students”
- Use visual tools
- Provide helpful information and resources
How Long Should a Syllabus Be?

1-2 pages  3-5 pages  6-8 pages  9-14 pages  15 or more pages

Exploring the Length of Syllabi

97 College Students

Brief Syllabus          Detailed Syllabus

Survey on Teacher Behaviors

Saville, Zinn, Brown, & Marchuk, 2010
The Syllabus

Brief Version- 2 pages

- Instructor name/contact information
- Course objectives
- Textbook
- Brief Overview of Assignments (ex. 6 exams)
- Grading distribution
- Brief overview of policies
- Calendar with due dates

Detailed Version- 6 pages

- Same information with more detail
  - 6 exams consisting of multiple choice and short answer questions
  - Calendar included chapters that would be covered

Results!

<table>
<thead>
<tr>
<th>Teacher Characteristic</th>
<th>Detailed</th>
<th>Brief</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approachable/personable</td>
<td>3.17</td>
<td>2.55</td>
</tr>
<tr>
<td>Creative/interesting</td>
<td>3.45</td>
<td>2.64</td>
</tr>
<tr>
<td>Effective communicator</td>
<td>3.05</td>
<td>2.47</td>
</tr>
<tr>
<td>Encouraging/cares for students</td>
<td>3.12</td>
<td>2.13</td>
</tr>
<tr>
<td>Enthusiastic</td>
<td>3.60</td>
<td>2.41</td>
</tr>
<tr>
<td>Flexible/open-minded</td>
<td>2.97</td>
<td>2.41</td>
</tr>
<tr>
<td>Knowledgeable</td>
<td>3.75</td>
<td>2.97</td>
</tr>
<tr>
<td>Prepared</td>
<td>3.38</td>
<td>2.81</td>
</tr>
<tr>
<td>Present current information</td>
<td>3.53</td>
<td>2.50</td>
</tr>
<tr>
<td>Promotes critical thinking</td>
<td>3.50</td>
<td>2.88</td>
</tr>
<tr>
<td>Realistic expectations/fair</td>
<td>3.06</td>
<td>2.16</td>
</tr>
</tbody>
</table>

All significantly different!

Saville, Zinn, Brown, & Marchuk, 2010
More Results

Saville, Zinn, Brown, & Marchuk, 2010

Syllabus Length

149 Students

149 Students

Short (6 pages) Medium (9 pages) Long (15 pages)

Harrington & Quillen 2015
Results

Medium or Long Syllabus (compared to Short Syllabus):
- Professor more caring
- Professor more helpful
- More motivated

66% prefer the LONG SYLLABUS
Application

• Add specific information – especially about course schedule and assignments (i.e. rubrics)

• All essential information is in one place

• Sends positive message about instructor, setting a positive tone for course

• Visual images, charts or tools- longer syllabus but perhaps better!

How Should Faculty Address the Syllabus in Class?
Get Students Involved with Syllabus

- Syllabus Quiz
- Jigsaw Classroom Exercise
- Interact with syllabus every class- student or faculty reviews plan for the day

Processing Time…

- How do you plan to introduce the syllabus to students?
- How will you use the syllabus throughout the semester?
Please remember to submit your evaluation on Guidebook!

Slides available at www.scholarlyteaching.org

#FYE20

THANK YOU AND BEST WISHES AS YOU DESIGN MOTIVATIONAL SYLLABI!

www.scholarlyteaching.org
Syllabus Checklist
Reprinted with Permission (www.styluspub.presswarehouse.com)

Questions to Consider

Tone
- What is the tone of the syllabus?
- Is it personal and engaging?
- What emotional reaction do you have to this document?
- Do you have a sense of excitement about the course?

Value and Purpose
- Do you see the value of the course and understand its purpose?
- Are the learning outcomes clearly defined?
- How would you describe this course to someone?

Organization and Clarity
- Do you know what to do to meet with success and how to access help if needed?
- Is it well organized and easy to follow?
- Can you easily see what is expected of you?
- Were enough details provided?
- Does the syllabus provide you with a clear path to success?
- Were visual tools such as charts used to organize the information and clearly communicate information?

Perception of Professor
- How would you describe the professor based on this syllabus?
- Do you expect to be challenged and supported by the professor?
- Do you think the professor is excited to teach this course?
- Do you think the professor believes in you?
- Would you be likely to take courses offered by this professor?

Perception of the Course
- Would you be likely to register for this course?
- What did you like the most about the syllabus?
- What suggestions do you have to make the syllabus better?
Essential Components

Course Information
- Course name and number
- Course description
- Purpose and value of the course
- Course learning outcomes and connection to program learning outcomes
- Learning objectives for modules, units, or classes
- Overview of course content, including topics
- Location, times, days
- Textbooks and supplemental readings
- Calendar of activities

Instructor and Campus Support Information
- Professor name
- Office location and hours
- Contact information: phone, e-mail address
- Welcome statement and teaching philosophy
- Information on available campus resources
- Tips for success

Assignments and Grading Information
- Grading policy and scale and weighting of assignments toward final grade
- Assignments and descriptions
- Rationale for assignments and link back to course learning outcomes
- Grading details and rubrics
- Course outline with due dates

Policy Information
- Late and missed work policy
- Attendance policy
- Academic conduct policy, including academic integrity policy
- Disability policy

Reference:

Welcome to SSD 101- 01 Student Success!

Mondays 9:30 a.m. – 12:20 p.m.

Edison Hall Room 101

Professor Name: Christine Harrington
Email Address: charrington@middlesexcc.edu
Office Location: Raritan Hall
Office Hours Mondays- Thursdays 1:00 p.m.- 2:00 p.m. and by appointment

What is this course all about?

Please come and visit me!

Welcome to the course! I am excited to be your instructor and can’t wait to get to know you. Throughout the semester, we will be talking about your goals and career plans and strategies that will help you be successful. I hope that you will be view me as part of your support team. In addition to teaching you research-based success strategies, I am here to help you plan for success, problem-solve as needed, and celebrate successful experiences. My official office hours are listed above, but I’m more than happy to find a different day and time to meet if these do not work well for your schedule. I believe that it’s really important for us to talk outside of class so please connect with me before or after class, stop by my office (or make an appointment), and e-mail me!
What book and other materials do I need?

**Texts:** MINDTAP: *Student Success in College: Doing What Works! 3rd edition*, Cengage (Purchasing MindTap is required as several assignments will be completed in MindTap)

**Articles and Websites:** Several additional resources will be used. These will be posted in the Learning Management System.

What is this course all about?

**Course Description:**

This course is designed to help you explore career options, set meaningful academic and career goals, develop essential skills such as information literacy and critical thinking skills, and engage in academic behaviors and study strategies that will help you meet with success.

**Learning Outcomes: What you will be able to do after successfully completing this course?**

You will develop a higher sense of self-efficacy by:

1. Identifying and utilizing strategies and resources that promote academic success, personal growth, and resilience.
2. Demonstrating critical thinking, information literacy, and technological skills.
3. Practicing interpersonal and leadership skills essential in a diverse, global society.
4. Reflecting on values, goals, decisions, and actions in relation to their impact on self and others.
5. Creating academic, career and financial plans.
Course Content Areas: The topics we’ll be discussing

- Purpose, value, and structure of higher education
- Goal setting, career exploration, and choosing a career path
- Decision making, critical thinking and information literacy
- Academic/Study strategies including how to read and use scholarly research
- Soft skills such as time and project management, interpersonal skills and leadership
- Academic, career, and financial planning
- Grit, resilience, and motivation
- Self-reflection and monitoring progress

What can I expect to happen during class?

Being actively involved and engaged with the course content will result in higher levels of learning and skill development. The semester will therefore be filled with lively discussions, activities, and challenging assignments. Because we learn best when engaged with others, you will work with a partner or small group almost every time we meet.

Important Policy Information

If you need accommodations due to a disability, please reach out to a Disability Service Provider.

To foster a productive learning environment, the College requires that all students adhere to the Code of Student Conduct which is published in the college catalog and on the college’s website.

Academic Integrity Policy:

All Students are Expected to Engage in Academically Honest Work

Academic integrity benefits everyone in our community. It not only helps you reach the real goal of this class- learning, but also allows for the college and program to be perceived positively by others. When students are dishonest, they lose out on valuable learning that will help them perform well in their career. It can also negatively impact all of the students in the program and at the institution by creating negative mindsets which may result in fewer outside learning opportunities for students. Academic dishonesty is any attempt by a student to gain academic advantage through dishonest means or to assist another student with gaining an unfair advantage. Academic integrity is important regardless of whether the work is graded or ungraded, group or individual, written or oral. Dishonest acts can result in a failing grade on an assignment, a failing course grade and/or an official code of conduct charge being filed.
Late Work/Missed Exam Policy:
All Students are Expected to Complete Learning Tasks on Schedule

It is important to stay on track with your assignments- not only will this help you feel less stressed but it is also an important skill you will need in your career. Being able to meet deadlines and juggle many tasks is an important career and life skill. Thus, it is expected that you will complete all assignments according to the schedule. This is particularly important when working as a part of a team as others will be counting on you. If you have a personal situation that prevents you from doing so, please discuss this with me prior to the due date so we can explore options. Assignments can be submitted via MindTap PRIOR to a class if you will be absent.

Registrar Withdrawal Information

Students sometimes have a need to withdraw from a class due to personal or academic reasons. Click here for deadline dates. If you do encounter difficulties, please contact me prior to withdrawing.

Available Help and Support:

Successful people access support from others as needed. The college has many support services that can help you achieve your goals. I encourage you to reach out to me or other professionals on campus as needed. Here’s some information about the resources available to you:

<table>
<thead>
<tr>
<th>Your Professor</th>
<th><a href="mailto:charrington@middlesexcc.edu">charrington@middlesexcc.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Librarians</td>
<td><a href="http://www.middlesexcc.edu/library/">www.middlesexcc.edu/library/</a></td>
</tr>
<tr>
<td>Tutors</td>
<td><a href="http://www.middlesexcc.edu/tutoring-services/">www.middlesexcc.edu/tutoring-services/</a></td>
</tr>
<tr>
<td>Advisors</td>
<td><a href="http://www.middlesexcc.edu/academic-advising/">www.middlesexcc.edu/academic-advising/</a></td>
</tr>
<tr>
<td>Counseling Services (including Disability Services)</td>
<td><a href="http://www.middlesexcc.edu/counseling/">www.middlesexcc.edu/counseling/</a></td>
</tr>
</tbody>
</table>
### Course Outline

<table>
<thead>
<tr>
<th>Class Date</th>
<th>What is Due?</th>
<th>Topic, Activities, and Relevant Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Reading Assignment: Getting Started and Chapter 1</td>
<td>Welcome and Introductions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction: Getting Started</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 1: Discovering the Value of Education and Sharpening Key Thinking Skills</td>
</tr>
<tr>
<td>Week 2</td>
<td>Reading Assignment: Chapter 2 Read Research Articles: Howard &amp; Jones (2000); Travis (2011)</td>
<td>Chapter 1: Discovering the Value of Education and Sharpening Key Thinking Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 2: Setting Goals and Choosing a Career Path</td>
</tr>
<tr>
<td>Week 3</td>
<td>Academic and Career Portfolio: Complete Self-Assessment Assignments Chapter 1 Test</td>
<td>Chapter 2: Setting Goals and Choosing a Career Path</td>
</tr>
<tr>
<td>Week 4</td>
<td>Reading Assignment: Chapter 3 Chapter 2 Test</td>
<td>Chapter 3: Building Academic Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Library Visit</td>
</tr>
<tr>
<td>Week 5</td>
<td>Academic and Career Portfolio: Career Information and Presentation</td>
<td>Chapter 3: Building Academic Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Career Presentations</td>
</tr>
<tr>
<td>Week 6</td>
<td>Reading Assignment: Chapter 4 Read Research Article: Deepa &amp; Seth (2013) Chapter 3 Test</td>
<td>Chapter 4: Strengthening Soft Skills</td>
</tr>
<tr>
<td>Week 7</td>
<td>Reading Assignment: Chapter 5 Academic and Career Portfolio: Educational and Financial Plan Assignment Chapter 4 Test</td>
<td>Chapter 5: Demonstrating Knowledge and Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advising/Registration Prep Session</td>
</tr>
<tr>
<td>Week 8</td>
<td>Bring 4 research articles to class Read Research Article: Oliver &amp; Kowalczyk (2013)</td>
<td>GROUP WORK: Reviewing Articles and Selecting Article for Presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 5: Demonstrating Knowledge and Skills</td>
</tr>
<tr>
<td>Week 9</td>
<td>Reading Assignment: Chapter 6 Chapter 5 Test</td>
<td>Chapter 6: Mapping Your Path to Success: Plans and Action Steps</td>
</tr>
<tr>
<td>Week 10</td>
<td>Exploring the Research in Summary Worksheet Due</td>
<td>GROUP WORK: Focus on understanding research article</td>
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<td>Demonstrating Knowledge and Skills</td>
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<td></td>
<td></td>
<td>Chapter 6: Mapping Your Path to Success: Plans and Action Steps</td>
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<tr>
<td>Week 11</td>
<td>Reading Assignment: Chapter 7 Power Point Slides Due</td>
<td>Chapter 7: Staying on Track and Celebrating Success</td>
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</tbody>
</table>

### Your Learning Experience: What do you have to do in this course?

#### Learning on Your Own
- Read, View, and Take Notes on Assigned Readings
- View videos in MindTap

#### Learning Together
- Actively Participate in Class Discussions and Activities
- In Class Assignments

#### Showing What You Know
- Reading Assignments
- MindTap Quizzes and Assignments
- Midterm and Final Exam
- Research Paper and Presentation

#### Learning Together
- Actively Participate in Class Discussions and Activities
- In Class Assignments

#### Showing What You Know
- Reading Assignments
- MindTap Quizzes and Assignments
- Midterm and Final Exam
- Research Paper and Presentation
Grading Information

PERCENTAGE OF FINAL GRADE

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tr>
<td>Chapter 6 Test</td>
<td>20</td>
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<tr>
<td>Academic and Career Portfolio: Career Networking Actions and Reflection Assignment</td>
<td>45</td>
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<tr>
<td>Research Presentations</td>
<td>20</td>
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<td>Reflection Paper Due</td>
<td>5</td>
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<td>Chapter 7 Test</td>
<td>20</td>
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<td>Academic and Career Portfolio</td>
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Grading Information:

<table>
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<tr>
<th>Final Letter Grade</th>
<th>Percentage at End of Semester</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<td>B+</td>
<td>87-89</td>
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<td>B</td>
<td>83-86</td>
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<td>80-82</td>
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<td>D</td>
<td>65-69</td>
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<tr>
<td>F</td>
<td>0-64</td>
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Assignment Details:

**Reading Assignments (10%)**
Students who engage in learning outside of the class are more likely to meet with success. Reading your textbook is one important way to familiarize yourself with course content, build active reading skills, and provide you with background knowledge needed for class activities. To help you get the most out of the reading experience, be sure to check out the Author videos in the e-book version. In addition, you’ll need to respond to several reading questions for each chapter.
MindTap Chapter Tests (20%)
Successful students are engaged both in and out of the classroom. Because testing helps you learn, you will take an online test in Canvas on each chapter. Please note that you will need the MindTap access code to take the tests. You will be able to take two tests per chapter and the highest score will count.

Academic and Career Portfolio (45%)
Choosing a career path is a big decision that takes much time and effort. Engaging in the career exploration process will help you make a good decision. Even if you have already decided on a career path, this assignment will help you learn more about the various options that exist within the career of interest and will help you develop a plan of action. The final project will be an 8-10-page paper (2-3 pages for each section below):

- **Self-Assessment (10%)**: Knowing about yourself is an important part of the career exploration process. Throughout the semester, you will be taking several assessments in Canvas including (you will need MindTap access to complete these assessments):
  - The College Success Factors Index (CSFI)
  - Multiple Intelligences
  - Ten Item Personality Index
  - Self-Assessment of Your Regulation
  - Basic Needs Scale
  - Hope Scale
  - Mindful Attention Awareness Scale

  After discussing the self-assessment in career decision-making and completing the above MindTap assessments, summarize your values, abilities, personality, and interests. You can do this via a brief paper, a visual document or website.

- **Career Information Worksheets and Presentation (15%)**: Gather information from a variety of sources such as websites, informational interviews, and social media on at least 3 career paths. Complete the Career Information Worksheets on each career and write a personal reflection summary statement, addressing how the career paths are or are not aligned to your values, abilities, personality, and interests. You’ll want to find out the following information on each career:
  - Job description and job tasks
  - Job outlook and salary
  - Work environment and opportunities for advancement
  - Education and other requirements
  - Factors that contribute to success in this field
  - Informational interview data or information gathered via social media

  You will present the information you’ve researched to the class.

- **Career Networking Actions and Reflection (10%)**: One of the most important skills to develop when it comes to careers is networking and it is never too soon to start networking. Complete Networking Action Plan and then engage in at least 3 networking behaviors such as meeting with a professional in the field or attending a professional meeting and then write a summary of your experiences as well as a plan to continue developing your networking skills.

- **Educational and Financial Plan (10%)**: Choose one of the career paths and develop an educational and financial plan. It will be helpful to meet with your advisor as you create your plans. The written plan should include:
- Statement about why the selected major works with your chosen career pathway.
- An Educational Map of courses you need to take and when you plan to take these courses. Indicate how each course counts (general education, major, elective) and outside of class activities on the Academic Plan.
- Transition plan. If you are planning to transfer upon graduation, identify one or two colleges or universities you are considering transferring to after you graduate. Describe why you selected these colleges/universities and investigate transferability of your degree program. If you are not planning to transfer, identify at least two potential entry-level positions in your field of interest and describe how college will help prepare you for these positions. Document your responses using the Transition Plan.
- Financial plan. Determine cost of your education. Explain how you plan to pay for college. If you are planning to take out a loan, use an online loan repayment calculator to determine how much you will need to pay monthly and how long it will take for you to pay off the loan. Complete Financing Your Education Worksheet.

Research Paper and Presentation Assignment (20%)

There are three graded components of the project: an Exploring the Research in Summary Worksheet, creating Power Point slides, and a 10-15-minute group presentation. The same topic will be used for the worksheet and presentation. All members of your group will need to agree on an article and get the topic approved by me. The purpose of this assignment is to help you build skills such as collaboration, communication, critical thinking, and information literacy skills that will serve you well in college and in your career. This will be a combination of independent and collaborative work.

STEP 1- Choose the Article: Each group member should identify at least 4 peer-reviewed journal articles on a student success topic. Please note that all of the articles do not have to be on the same topic. You will share the articles with your group members and decide which research study to present on (needs to be approved by me).

STEP 2- Summarize the Article (Independently Graded, 5%): Complete Exploring the Research in Summary Worksheets for the selected peer-reviewed research article. Note all members of the group will be summarizing the same article but you need to work independently- not together for this part of the project.

STEP 3: Ensure All Member Understand the Study: Group members will discuss the study, making sure all group members understand the major points and findings of the selected article.

STEP 4: Creating a Power Point Presentation (Independently Graded, 5%): Each member needs to create visually effective and informative slides that summarize the study. Mayer’s multi-media principles need to be used to create the slides.
STEP 5: Combine Slides to Create a Master Slide Presentation: After receiving feedback on this assignment, you will then all get together and create one master slide presentation, using the best components of previously designed slides or developing new ones as needed.

STEP 6: Focus on Delivery of Presentation: You will then shift your attention to the best way to deliver the content, using strategies to highlight important points during the presentation. Be sure to review and incorporate effective presentation strategies discussed in the text. Next, practice, practice, practice! All group members need to be able to present the entire presentation. View this as an independent project with a support team.

STEP 7: Present! (Grade- Your Performance 5%; Overall Presentation Quality 5%): Note that you will be randomly assigned a part of the presentation to present on the day of the presentation.

Reflection Paper (5%)

At the end of the semester, you will write a 3-5-page reflection paper that addresses the following questions:

- What did you learn about yourself via the assessments and the course? What are your strengths? What areas can you improve upon? How will this information be helpful to you as a student and in your career?
- How much progress have you made toward your academic and career goals? How has this course helped you develop and work toward your goals? What additional action steps can you take to make further progress and achieve your goals?