

FIIT Badge: Refined and commented FSEM syllabus

FSEM 1111: Charting Your Path: College as an Authentic Learning Journey



Fall 2025
Tuesdays and Fridays 12-1:50pm
Sturm Hall XXX

Instructor: Paula Adamo

Office hours: Thursdays 2-3pm and by appointment (via Zoom or in person)

Office: Sturm Hall 457 (inside the Dean's suite. Actual office 459)

Email: paula.adamo@du.edu (*best way to contact me*)

Zoom: <https://udenver.zoom.us/my/paulaadamo>

Purpose of Office Hours: You can come to me as frequently as you would like to discuss any topics related to college navigation, career/major/class choices, material in class, study support, and more. I am here to help you learn and navigate your college journey.

4D Peer Mentor: Sydney Hertel is our peer mento for the quarter. She'll be working with us closely during orientation and regularly during the quarter. Her email is: Sydney.Hertel@du.edu

Table of Contents

1. [Course Description](#)
2. [Advising and Mentoring](#)
3. [Class Learning Goals](#)
4. [Career Readiness Competencies](#)
5. [Required Texts](#)
6. [Assignments](#)

Commented [PA1]: The word "authentic" is very intentional versus successful. It makes sure that students see themselves and their agency from the title.

Commented [PA2]: Being available by appointment to make sure students can always find a time that works for them, and not just in person, but also in Zoom, as an inclusive practice for access.

Commented [PA3]: Note to make the purpose of office hours explicit to all and all the support and frequency of attendance they can have.

7. [Attendance / Participation](#)
8. [Weekly “Awe” and “Wonder” Class Contribution](#)
9. [Weekly Reflections \(readings/class discussions/presentations\)](#)
10. [Campus & Community Resource Sharing](#)
11. [Page Group Contribution to our Resource Class Handbook](#)
12. [Your Map: Creative Final Project \(Artifact & Oral Sharing\)](#)
13. [Your Map: Creative Final Project \(Essay\)](#)
14. [Classroom Policies](#)
15. [Schedule of Readings, Assignments and Activities](#)

Commented [PA4]: Searchable table of content for Accessibility

Course Description

College offers students the unique opportunity and privilege to dedicate time to self-exploration. This exploration starts from within—understanding first who we are, then moving outwards towards different majors and disciplines, and eventually choosing careers and diverse life paths. Through a variety of readings and activities, this class will create space for deep exploration. Informed by research from various fields such as education and psychology, we will reflect on who we are as individual human learners and as a community. We will interrogate concepts such as success, passion, and talent, and explore the crucial role of mindsets, joy, play, purpose, failure, and perseverance in our lives as authentic learners.

Honoring our diversity as learners, this FSEM will employ an array of active learning and teaching approaches to stimulate your curiosity about yourself and the broader world—thus deepening your learning experience. Students will engage in individual and team work, and we will use readings, audiovisual materials, dialogue, oral sharings, presentations, and creative projects as tools to support learning.

Commented [PA5]: Making sure students know that different learning styles and ways of being in the classroom will not only be embraced but also celebrated.

Advising and Mentoring

Throughout your first year, I will serve as your mentor and advisor. We will meet regularly for one-on-one conferences, and I will help you plan for registration each quarter. While I may not have answers to all of your questions, part of my role is to help you find the answers. Please feel welcome to reach out at any point during the year with questions or concerns.

Class Learning Goals

In addition to the FSEM program goals, this course has been designed in alignment with the career readiness competencies established by the National Association of Colleges and Employers (NACE) which aim to help prepare college students for lifelong career organization and success in the workplace. Next to each of the seven main class goals, the specific career competencies touched upon have been highlighted, even though all competencies will be intentionally waved in through the course. A brief description of each competency is below, but for further reference and to get familiarized with NACE please go to <https://www.nacweb.org/career-readiness/competencies/career-readiness-defined/>.

Career Readiness Competencies



CAREER & SELF-DEVELOPMENT: Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and without one's organization.



COMMUNICATION: Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization.



CRITICAL THINKING: Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.



EQUITY & INCLUSION: Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global cultures. Engage in anti-racist practices that actively challenge the systems, structures, and policies of racism.



LEADERSHIP

Recognize and capitalize on personal and team strengths to achieve organizational goals.



PROFESSIONALISM: Knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the

larger community and workplace.  **TEAMWORK:** Build and maintain

Commented [PA6]: This competency is an actual part of the learning objectives in the class (LO #1, 2 & 3)

collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.



TECHNOLOGY: Understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals.

In our class, students will:

1. Students will know how to engage in critical inquiry in the examination of concepts, texts, and artifacts as they apply to self, others and the world (*Equity & Inclusion; Critical Thinking; Technology; Career & Self-Development*)
2. Students will be able to effectively communicate in a variety of forms (written, oral, and non-verbal) the results of such critical inquiry (*Communication; Equity & Inclusion; Professionalism; Technology; Career & Self-Development*)
3. Students will develop the ability to carry out (and model) active and inclusive listening and sharing (*Equity & Inclusion; Critical Thinking; Professionalism; Career & Self-Development; Communication; Leadership*)
4. Students will have an increased awareness and understanding of self and others. (*Equity & Inclusion; Critical Thinking; Career & Self-Development; Professionalism; Leadership*)
5. Students will be able to identify and advocate for what promotes, supports and also hinders their learning (*Critical Thinking; Career & Self-Development; Professionalism, Leadership; Communication*)
6. Students will see themselves as agents in their learning and development at DU and will learn to understand and tend to their own needs as learners, developing their competency to seek out and secure support and resources (on campus and beyond) to help themselves and others thrive. (*Critical Thinking; Communication; Teamwork; Leadership; Career & Self-Development*)

Required Texts

All our books can be purchased through the DU Bookstore, in any format (paper or digital) or through a vendor of your choice, like Amazon. These texts can also be accessed in audible format. If you choose this format, I will ask you to also get a printed version of the book (paper or digital) to bring to class so that you have concrete quotes, passages and page numbers to help inform our class discussions. Having a non-audible only copy will also be very crucial to complete weekly assignments.

Commented [PA7]: All materials in my class are in a printed and audible format, for accessibility purposes

- *How Humans Learn: The Science and Stories behind Effective College Teaching* by Joshua R. Eyler
- *Atlas of the Heart: Mapping Meaningful Connection and the Language of the Human Experience* by Brené Brown
- *Grit: The Power of Passion and Perseverance* by Angela Duckworth
- *Let Your Life Speak: Listening to the Voice of Vocation* by Parker Palmer
- Other digital readings including excerpts of *Mindset: The New Psychology of Success* by Carol Dweck and poetry on Canvas

Assignments

Assignments	Percentage of Grade
Participation	20%
Weekly Reflections (readings/class discussions/presentations)	20%
Weekly Awe and Wonder Class Contribution	20%
Campus and Community Resource Sharing	10%
Page Group Contribution to our Resource Handbook	10%
Creative Final Project (Artifact & Oral Sharing)	10%
Creative Final Project (Essay)	10%

Grading Scale

	A: 92.5-100	A-: 89.5-92.4
	B+: 86.5-89.4	B: 82.5-
86.4	B-: 79.5-82.4	
	C+: 76.5-79.4	C: 72.5-
76.4	C-: 69.5-72.4	

66.4 D+ 66.5-69.4
D-: 59.5-62

D: 62.5-

Attendance & Participation

Students are required to attend all classes and participate actively in class and in all activities assigned for the course. MANDATORY ATTENDANCE POLICY: *excused* (having contacted and explained the reason for not being able to attend such as illness, quarantining, emergency, family duties, etc) without having made up the work within the timeframe pre-arranged with the instructor or *unexcused* (no explanation or valid reason) absences will result in a 0 for that day. A weekly participation grade will be assigned, consequently, please be aware that each absence (receiving a *zero* for the day missed) affects participation grade. In case of excused absences, please contact the instructor *within 24 hours* of the missed day to see about make up options. Students won't be allowed to make up work once the make-up scheduled agreed with the instructor has passed. More than two absences (unexcused or excused) will result in lowering of the final grade unless student has SDS accommodations for modified attendance.

Commented [PA8]: Students are allowed to have excused absences and make up the work in arrangement with instructor

Daily evaluation of class participation will be based on the following:

Content: degree of complexity, depth, and originality that show a critical vision and interaction with the text and/or class.

Frequency: voluntary participation in the form of questions, comments, reactions, expression of opinions, observations, etc.

Attendance: if the student is absent, they will not receive credit for that day since the instructor is not able to evaluate the student's work. If the absence is excused students must reach out to the instructor within 24hs to see about the possibility of making up the work. Participation grades will be assigned per class.

I will use a 100-point scale per week (50 pts per class).

1. Student actively participates in class weekly by being a collaborative member of small group and big group discussions.
2. Student listens and responds to others.
3. Student is not multitasking (students are encouraged to use fidgets and doodling if helpful to focus).
4. Student does not leave the classroom or engages in side conversations.

5. Student does not use their phone or device for non-class purposes.
6. Student does not do homework for other classes.
7. Student makes thoughtful comments and questions that demonstrates having paid attention to material and having been following the class discussion thread.

For each category and day: Meets / Partially meets / Not there yet

COVID-19 / Illness information

It is the expectation that you attend class in person as required unless you have made alternative arrangements with me prior to the start of class or within 24hrs to having missed it due to illness, medical reasons, emergencies, or the need to isolate or quarantine due to COVID-19. As in any in-person course, attendance and participation are crucial for a complete understanding of course material. In choosing to attend the University of Denver, you've chosen to join a larger Community of Care, which means you've chosen specific responsibilities—including in this class. By enrolling in the University of Denver and in this course, you have agreed:

- Not to attend class when you're sick.
- Not to attend class when you've been exposed to people who have or may have COVID-19.

Weekly “Awe” and “Wonder” Class Contribution

Each Monday night by 11:59pm, students will submit on Canvas an “awe” and a “wonder” that the readings for that upcoming Tuesday have evoked in them. An “awe” is an “aha,” realization or sudden insight that the reading/s inspired and a “wonder” is something specific that you'd like to further explore or know more about that emerged after engaging with the materials. Students must state which specific passage (page number included) inspired their “awe” and their “wonder” and share how they believe each item has contributed to the deepening of their understanding or curiosity.

Our class is designed with students at the center, so these “awes” and “wonders” will help guide our class discussions each week. Because of this, no late submissions will be accepted unless the student had an excused absence that following Tuesday. In that case, the submission is due by the next time student comes class (12pm on that day).

Rubric

Student included:

1. One full quote for the Awe and one full quote for the Wonder.
2. Student provided thoughtful explanation of how EACH quote contributed to the deepening of their understanding (awe) and curiosity (wonder)
3. Writing is comprehensible, free of grammatical, spelling, capitalization and punctuation errors.
4. Writing and citation follows MLA, APA or any other style appropriate to the discipline of interest of the student.

For each category:

Meets expectations; Partially meets expectations; Does not meet expectations yet
Total points: 100

Weekly Reflections (readings/class discussions/presentations)

Each Sunday night at 11:59pm, students will submit a reflection that illustrates the impact of the past week's readings, discussions, presentation and general engagement on their increasing awareness and understanding of self, others, and the world (minimum three concepts/ideas). At the end for the reflection, student will share a concrete step they'll take or tweak they'll make to their life and habits, informed by the class work they did that week to further deepen their learning journey that very same week. Each entry will be assessed mainly for content (depth and quality of reflection), but also attention will be paid to language conventions such as titles, punctuation and spelling as they affect the ability to effectively communicate. Reflections must be half a page to a page long (minimum 350 words, maximum 700). Late submissions will be immediately deducted 10 pts per day late and assignments won't be accepted more than 3 days late (unless the student had an excused absence and/or arrangements have been previously made with the instructor).

Commented [PA9]: Added specific clear instructions for this assignment so that students can follow them without any guess work.

Rubric

Student included:

1. Three specific ideas or concepts discussed during the week.
2. Student provided thoughtful explanation of each concept and how each concept has deepened their understanding and perspective of self, others and the world.

3. Student shared one concrete step that they will take starting this week to make sure they can get the support they need in choices and connections to others to enhance their learning journey.
4. Writing is comprehensible, free of grammatical, spelling, capitalization and punctuation errors.
5. Writing and citations follows MLA, APA or any other style appropriate to the discipline of interest of the student.

For each category:

Meets expectations; Partially meets expectations; Does not meet expectations yet

Total points: 100

ALTERNATIVE to Weekly Reflections

Instead of submitting a written reflection, students may choose to do a video, song, drawing with explanation, or other form that allows me observe 1-3 from rubric:

1. Three specific ideas or concepts discussed during the week.
2. Student provided thoughtful explanation of each concept and how each concept has deepened their understanding and perspective of self, others and the world.
3. Student shared one concrete step that they will take starting this week to make sure they can get the support they need in choices and connections to others to enhance their learning journey.

In addition:

4. Sharing is coherent, comprehensible and well-articulated/communicated.
5. Artifact demonstrates thoughtful representation of concepts and careful (professional) presentation.

Rubric

Student included:

1. Three specific ideas or concepts discussed during the week.
2. Student provided thoughtful explanation of each concept and how each concept has deepened their understanding and perspective of self, others and the world.
3. Student shared one concrete step that they will take starting this week to make sure they can get the support they need in choices and connections to others to enhance their learning journey.

4. Sharing is coherent, comprehensible and well-articulated/communicated.
5. Artifact demonstrates thoughtful representation of concepts and careful (professional) presentation.

Commented [PA10]: Added Alternative assignment option for every weekly reflection to make sure all learners are included.

For each category:

Meets expectations; Partially meets expectations; Does not meet expectations yet

Total points: 100

Campus & Community Resource Sharing

Guided by the class topics of each week and starting in week 2 and through week 8 students in groups of 3 or 4 will do a 20-minute sharing of the resources that they've found on campus and the surrounding community that might help our class community thrive. In consultation with the instructor, students will work on presenting resources that will support classmates in building social connections, exploring areas of studies and degrees, locating tutoring, writing, library support, as well as learning effectiveness, counseling and career services and so on.

The sharing cannot be just exposition of information, but it must be done in an interactive and engaging manner (group discussion, games, searches, questions/answers, etc.). This is a great opportunity to apply what we are learning in class!

Commented [PA11]: Putting students' in the driver seat so that they can decide what is relevant for them to share, and in an inclusive manner, is part of an inclusive learning environment.

The results of these findings and main content of the presentation will be the basis for the next assignment (Page Group Contribution to our Resource Class Handbook).

Rubric for instructor and self-assessment resource sharing (the instructor will fill one out for each student **AND** each student will fill one out for themselves, due via Canvas within 24 hours of the presentation)

1. Ideas and activities are expressed clearly, easy to comprehend and demonstrate thoughtful preparation, practice and organization.
2. Appropriate amount of speaking/leadership time during sharing for each team member (approximately 5-7 minutes per student)
3. Students shared an appropriate amount of resources for the week (at least 3)
4. Type of resources shared were relevant to the week's topic.

5. Presentation is inclusive and engaging for students with different learning styles. Presentation included at least 3 different forms of conveying information: oral, written, music, visual, movement, drawings, art, images, poetry, objects, activity, etc.
6. Students in the class were asked to participate and actively engage at least twice (reflection, being in groups, being in teams for games, answering questions, drawing, etc)
7. Presentation demonstrated thoughtful creativity.
8. At least one tangible object was brought into the class (piece of art, flyer, game, ball, markers, etc).

Commented [PA12]: Added this to make sure students' class sharing/presentations are inclusive as well

Meets expectations; Partially meets expectations; Does not meet expectations yet

Total points: 100

Page Group Contribution to our Resource Class Handbook

The content of the presentation on campus and community resources that each group shared must be conveyed in single page visually attractive "flyer" that will be added to our own Resource Class Handbook. The goal of this is that well after fall quarter and throughout your time at DU and beyond, you can use this handbook to find resources that are ready available to you to sustain you through your college life and help you thrive. It will also be a good reminder of the importance of community and shared wisdom in our learning journeys and life.

Commented [PA13]: Reminder for students to embrace their agency and idea that they have, many times, the resources in themselves to navigate and advocate and produce roadmaps for self and peers

Rubric

1. Page includes at least 3 relevant identifiable resources and respective appropriate ways for students to find them.
2. Page is visually engaging
3. Document is comprehensible, free of grammatical, spelling, capitalization and punctuation errors.

For each category:

Meets expectations; Partially meets expectations; Does not meet expectations yet

Total points: 100

Your Map: Creative Final Project (Artifact & Oral Sharing)

Create a metaphorical topographic map that will help guide your learning journey. As with any useful map you should include a legend of symbols, true-north, rivers, lakes, significant geographic features, roads, historic sites, etc. The map can show areas you know well and places you are only vaguely aware of. Include safe places and wild places that exude a sense of danger. Your topographic map of learner identity/formation will be presented during week 10 of the class. Be prepared for a 10-minute presentation including responding to questions and observations from your classmates.

Please note that as a community we will honor your personal interpretation of “map.” The main goal is to create an artifact that helps you explore, deepen and convey to you and the class your learning journey and identity as learner.

Commented [PA14]: I wanted to make sure the final project is inclusive and allows students to demonstrate their learning in their preferred way, with guidance.

Rubric

1. At least 10 highlights of their learning journey that demonstrate thoughtful consideration of class knowledge gained. 20 pts
2. Student provided thoughtful explanation of each concept and how each concept has deepened their understanding and perspective of self, others and the world. 20 pts
3. Student explained how materials studied in class have deepened their understanding of their learning journey (use quotes or paragraphing to explain highlights. 20 pts
4. Oral sharing is coherent, comprehensible and well-articulated/communicated. It's evident student has practiced their sharing. 20 pts
5. Artifact demonstrates thoughtful representation of concepts and careful (professional) presentation. 20 pts

For each category:

Meets expectations; Partially meets expectations; Does not meet expectations yet

Total points: 100

Your Map: Creative Final Project (Essay)

In this essay, you will have the opportunity to share in written form the highlights of your learning journey. You can think of this as the essay-form companion to your map or artifact. It is meant to help you further

elaborate on some of the main learnings and understandings that you will take with you from the class. As with any essay, please make sure you illustrate some of your explorations with quotations from the readings that we've used in class and make sure that those are appropriately cited in text and with a works cited page (bibliography) in MLA style. Visit https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html for reference. The essay should be between five and six pages, double-spaced, in a 12pt font. It must be submitted on Canvas by Sunday 11:59pm of week 10.

Rubric

Student included:

1. At least 10 highlights of their learning journey that demonstrate thoughtful consideration of class knowledge gained. 20 pts
2. Student provided thoughtful explanation of each concept and how each concept has deepened their understanding and perspective of self as learners, others and the world. 20 pts
3. Student included at least 10 quotes from at least 5 different sources studied in class well tied into the concepts highlighted and their learning journey. 20 pts
4. Writing is coherent, cohesive, comprehensible. 20 pts
5. Writing is organized in paragraphs and has a clear introduction, development of ideas and conclusion. 10 pts
6. Writing is free of grammatical, spelling, capitalization and punctuation errors. 10 pts
7. Writing, citations and formatting follows MLA, APA or any other style appropriate to the discipline of interest of the student (includes title appropriately capitalized, header, references page, page numbers, titles, headers, etc) 10 pts

For each category:

Meets expectations; Partially meets expectations; Does not meet expectations yet

Total points: 100

Classroom Policies

Inclusive Learning Environments

In this class, we will work together to develop a learning community that

is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, socioeconomic background, and myriad other social identities and life experiences. The goal of inclusiveness, in a diverse community, encourages and appreciates expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal enrichment. A dedication to inclusiveness requires respecting what others say, their right to say it, and the thoughtful consideration of others' communication. Both speaking up and listening are valuable tools for furthering thoughtful, enlightening dialogue. Respecting one another's individual differences is critical in transforming a collection of diverse individuals into an inclusive, collaborative and excellent learning community. Our core commitment shapes our core expectation for behavior inside and outside of the classroom

Commented [PA15]: Inclusive learning environment statement included

Students with Disabilities/Medical Issues

If you qualify for academic accommodations because of a disability or medical issue please submit a Faculty Letter to me from Students Disability Services (SDS) in a timely manner so that your needs may be addressed. SDS is located in Driscoll Center South, Garden Level, Suite 22; 2050 E. Evans Ave., Denver, CO 80208. Phone: 303.871.3241. Information is also available on line at <https://studentaffairs.du.edu/disability-services-program/students-seeking-accommodations>. You will receive a personal survey to help me understand your needs best before the first day of class. Please let me know if there is anything I can do to help you better access the materials in this course. I am here to support your growth and learning!

Commented [PA16]: Statement about students with disabilities and medical needs included

Title IX

Gender violence can happen to anyone regardless of race, class, age, appearance, gender identity, or sexual orientation. The University of Denver is committed to providing an environment free of discrimination on the basis of sex (gender), including sexual misconduct, sexual assault, relationship violence, and stalking. The Center for Advocacy, Prevention and Empowerment (CAPE) provides programs and resources to help promote healthy relationships, teach non-violence and equality, and foster a respectful and safe environment for all members of the University of Denver community. All services are confidential and free of charge. For assistance during business hours, call 303-871-3853 and ask to speak to the Director of CAPE. After hours, please call the Emergency & Crisis Dispatch Line at

303-871-3000 and ask to speak to the CAPE advocate on call.

Commented [PA17]: Title IX statement

Gender Neutrality

This course supports elective gender pronoun use and self-identification. As the course includes group work and in-class discussion, it is vitally important for us to create an educational environment of inclusion and mutual respect.

Commented [PA18]: Gender neutrality and pronoun statement

Religious Accommodations Policy

University policy grants students excused absences from class or other organized activities or observance of religious holy days, unless the accommodation would create an undue hardship. You must notify me by the end of the first week of classes if you have any conflicts that may require an absence. It is your responsibility to make arrangements with me in advance to make up any missed work or in-class material. The DU Chaplain's website contains interfaith resources and calendars:
<http://www.du.edu/studentlife/religiouslife/>.

Commented [PA19R18]: Focus on inclusivity and respect

Honor Code/Academic Integrity / ChatGPT / Lateness of Assignments

All work submitted in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented.

The use of ChatGPT or any other sort of AI tool is prohibited. All submissions will be automatically checked by Canvas. If the system flags submissions as exhibiting AI usage, the assignment will result in an automatic 0 and students will be reported to Students Rights & Responsibilities Office. It is truly not worth undergoing conduct penalties for AI use. If you are struggling to complete assignments for class (or any other!), please talk to me for guidance and help. I am here to support you! It's always better to reach out to an instructor and ask for an extension and support rather than resorting to harmful ways for getting things done or not doing them at all. Again, faculty are here to support you! For the consequences of violating the Academic Misconduct policy, refer to the University of Denver website on the Honor Code (www.du.edu/honorcode). See also <http://www.du.edu/studentconduct> for general information about conduct expectations from the Office of Student Conduct.

Commented [PA20]: Religious accommodation statement

Commented [PA21]: Explicit support for struggling students to make sure I can help them make wise decisions and navigate extensions if need be

Student-Athletes

If you are a student-athlete, you should inform me of any class days to be missed due to DU sponsored varsity athletic events in which you are

participating. Please provide me with an absence policy form by the end of the first week of class. You will need to make up any missed lectures, assignments, and/or exams. Please remind me always right before the period you' ll be missing so we can plan how to best support your progress during that time.

Use of Technology in the Classroom

Access to the Internet can be a valuable aid to the classroom learning environment. You may be encouraged to use a laptop, smart phone, or other device to explore concepts related to course discussions and in-class activity. Keep in mind, however, that these technologies can be distracting — not only for you, but to others in the class. Please avoid the temptation of texting or other off-topic diversions.

Schedule of Readings, Assignments and Activities

Week 1: Introduction (Class and Us)

Tuesday 9/10: Syllabus and community norms

Friday 9/13: Cajitas (10 objects that help share who you are)

Commented [PA22]: This is a very grounding activity that allows students to show who they are in many ways. It sets the tone of inclusiveness because we get to know the layered humanity. We start, for week 1, to see that students are not one-dimensional being.

Week 2: Curiosity and Wonder

Tuesday 9/17: Intro & Ch. 1, *How Humans Learn*

Friday 9/20: Ch. 4, *Atlas (Places we go when it' s beyond us)*

Group sharing: Major, minors, degrees?

Week 3: Sociality and Belonging

Tuesday 9/24: Ch. 2, *How Humans Learn*

Friday 9/27: Ch. 9, *Atlas (Places we go when we search for connection)*

Group sharing: Clubs, affinity groups, First-Gen program?

Week 4: Emotions, the good and the bad

Tuesday 10/1: Ch. 3, *How Humans Learn*

Friday 10/4: Ch. 5, *Atlas (When things aren' t what they seem)*

Group sharing: Counseling Center, Meditation spaces, Gym?

Week 5: Authenticity, Relevance & Access

Tuesday 10/8: Ch. 4, *How Humans Learn*

Friday 10/11: Ch.3, *Atlas (When things don' t go as planned)*

Group sharing: Undergraduate Research Center, Tutors on campus, Writing Center, Library help?

Week 6: Failure...or True Growth?

Tuesday 10/15: Ch. 5, *How Humans Learn*

Friday 10/18: Ch.8, *Atlas (Places we go when we fall short)*

Attention: NEW reflection prompt this week. Read at the Canvas instruction carefully!

Group sharing: Paula invites Student Success Coaches

Week 7: Mindsets, Interest, Practice & Purpose

Tuesday 10/22: Ch.1 & Ch. 2, *Mindsets*

Friday 10/25: Ch. 6, 7 & 8, *Grit*

Group sharing: Center for Community Engagement, Internship and Volunteer opportunities?

Week 8: Your gift, your path

Tuesday 10/29: Ch. 1, 2 & 3, *Let your life speak*

Friday 11/1: Ch. 4, 5 & 6, *Let your life speak*

Group sharing: Paula invites Carolyn Sommers from Career & Professional Development Center

Week 9: Bringing it all together

Tuesday 11/4: Ch. 9 & 13, *Grit*

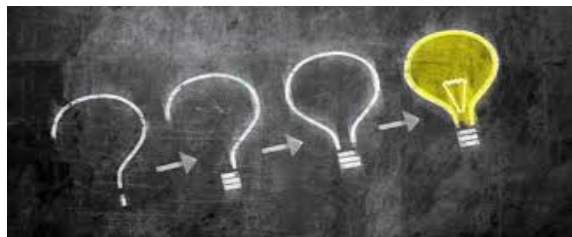
Friday 11/8: Cajitas re-edited: Which artifacts would you add/replace?

Week 10: Your map, your journey

Tuesday 11/11: Final sharings

Friday 11/15: Final sharings & Class celebration

****Final essays on creative project due on Sunday 11/17 at 11: 59pm****



In the future, I will also work on providing the option to change the weekly assignments for week 7-9 to some other iteration so that once students can feel comfortable with the rhythm of the course, can mix things up. They could choose to do a larger project that covers the learnings for those three weeks for reflections or they could choose some sort of reading assessment to make sure that they are up-to-date with their readings and can participate in class accordingly. Incorporating different assessments that vary the pace will be a nice refinement that will support even more learners! I am always truly grateful for feedback!

Commented [PA23]: I will further open up alternatives for weekly assignments, especially for weekly reflections (reflecting more in chunks rather than weekly)