EL 50A-1:

“We Are The Future!”: Skills For College and Career Success

Semester: Fall 2017

Instructor: Ashlee Moser
Email: amoser@brandeis.edu

Class Meeting Time and Location: Tuesdays 12:30-1:50pm @ Olin-Sang American Civilization Center, Room 201
Office Hours: Tues. 2:00-3:00pm, Wed. 1:00-2:00pm, and by appointment
Location of Office Hours: SSSP Computer Lab

Course Description
“We Are The Future!”: Skills for College and Career Success is the experiential 2-credit learning community course for the Student Support Services Program (SSSP) at Brandeis University. This course is designed to support incoming students in achieving their college and career goals. Students will participate in weekly lectures and complete activities which develop skills necessary for success. Examples of topics covered include: time management, coping with stress, career exploration, and exploring identity. Over the course of the semester, students will complete a portfolio of assignments intended to engage students in self-reflection, skill acquisition and goal formation. Students will also develop networks of support among peers within the learning community as well as with campus staff and faculty.

Course Learning Goals
1. Students in this course will learn about and acquire academic and non-cognitive skills (i.e. resilience, growth mindset) necessary for college and career success.
2. Students will participate and engage in a peer intellectual and leadership community.
3. Students will reflect on their personal, academic and professional development, and develop action steps and goals in these life domains.
4. Students will engage with and make connections to relevant campus and community resources to develop a support network for success.

Course Materials
Course reading materials, videos and assignment guidelines will be available on LATTE. Reading and assignments are to be completed by the start of class on the date listed on the syllabus for each week.

Course Requirements
This course is graded on a credit/no credit basis. In order to earn credit for the class, you will need to show satisfactory performance in the following areas.

Attendance—Attendance in every class for its full duration is mandatory. The Learning
Community is experiential and depends on everyone’s participation. If you must miss class for any reason, make every effort to inform the instructor no later than the night before the class you are to miss (on Monday night). If you are absent, it is your responsibility to make up what you missed which may include meeting with the instructor during office hours. While attendance at every class is required, if extenuating circumstances arise, the instructor will evaluate the absence on a case-by-case basis. In order to earn credit and pass the Learning Community all absences must be excused (i.e. approved by the instructor).

Mid-semester check-in—Each Learning Community student will be required to have a 10-15 minute check-in in the month of October with the instructor, either during posted office hours or by appointment. This check-in will be for the purpose of getting to know students better, soliciting feedback on the course and learning more about students’ personal transition to college. It will also help students practice visiting their instructors during office hours.

Class participation—This course is meant to be interactive and engaging. At least half of the class time each week will be reserved for discussion and activities. It is expected that you will share your ideas and opinions with the class in small and large group settings, listen and consider the ideas of others with respect, remain present during the class period and approach each activity with a willingness to learn and grow. If you are having any difficulty participating in class, please speak to the course instructor.

Pre- and Post- Self-Evaluation—You will be asked to complete a pre-evaluation on the first day of class and a post-evaluation on the last day of class to assess your skill level and progress in a variety of domains. These evaluations also serve as an opportunity to provide feedback for the instructor and SSSP staff on your experience with the course. Please answer honestly and thoroughly, your feedback will be kept internal to the program staff.

Journaling—Journaling free-writes may be assigned around the readings and weekly theme. It is expected that you will participate fully and use these prompts as a launching point for discussion.

Weekly in-class activities—Weekly, over the semester, the instructor will ask you to complete in-class activities as a way to engage with the skills covered in the course. These may include: group discussion, group presentations, online assessments, skills worksheets, etc.

Out-of-class assignments—in order to earn credit and pass the course, you must complete all assignments by the assigned due date. If extenuating circumstances arise, please be in touch and the instructor will respond on a case-by-case basis. Failure to complete all assignments will result in earning a “no credit” grade for the course, which will place you on advising alert.

Assignments
Note: Please bring a hard copy of all assignments to class AND upload a copy to LATTE

- **“This I Believe” Narrative**—This assignment asks you to write about a personal experience that has impacted your values and beliefs about the world. Please review the assignment instructions on LATTE. **DUE Tuesday, December 5**

- **Personal Portfolio**—Your efforts this semester will culminate in the completion of a
personal portfolio. Your portfolio will contain the assignments you complete throughout the semester. Guidelines for each assignment will be posted on LATTE. Your portfolio will be comprised of the following assignments, see specific due dates for each one.

- **Development Activity**—Proposal **DUE Tuesday, October 10** and Reflection **DUE Tuesday, October 31**
- **Academic Interview**— **DUE Tuesday, October 17**
- **Wellness Photo Essay**— **DUE Tuesday, November 7**
- **Professional Resume**— **DUE Tuesday, November 28**
- **Final Course Reflection**— **DUE Tuesday, December 19**

**Course Expectations**
This syllabus is a contract for what you can expect from the course, as well as what the course is expecting from you. All due dates and times are included in this syllabus. It is recommended that you put your assignments from all of your courses into a print or online calendar (Google Calendar is a great resource and can be created with either your Brandeis email or your personal Gmail account). When inputting the assignments into your calendar, remember to set a reminder for yourself to get the assignment done before the due date.

**Expectations of Learning Community Scholars**

- Attend every class on-time.
- Read the syllabus prior to the 2nd class meeting.
- Complete every assignment by the due date.
- Prepare for every class—this includes having completed the readings/videos, and/or completed assignments.
- Contact the instructor if concerns or questions arise at any time during the semester.
- Respect for others in the class—this includes their ideas, beliefs, opinions, and various orientations to particular topics.
- Keep cell phones on silent and out of plain sight.
- Keep laptops closed and put away (unless otherwise given permission to use them in class).
- Bring a hard copy of all assignments to class AND upload a copy to LATTE.
- Be an engaged member of the SSSP community—this means attending SSSP events and activities when you can, and meeting with your advisor, peer mentor and/or peer tutor regularly.
- Complete at least one individual check-in with the instructor.

**Expectations for the Instructor**

- Sincere respect for students and their thoughts.
- Response to correspondences within 24-36 hours.
- Constructive feedback on assignments.
- Opportunities to meet about the course and strategies for success.
- A safe and welcoming learning environment.
- Specific strategies to promote personal, academic and career success.
**Academic Honesty**
Learning Community participants are expected to be familiar with, and to follow, the University’s policies on academic integrity. Please consult Brandeis University *Rights and Responsibilities* for all policies and procedures. All policies related to academic integrity apply to in-class and take home projects, assignments, exams, and quizzes. Students may only collaborate on assignments with permission from the instructor. Allegations of alleged academic dishonesty will be forwarded to the Director of Academic Integrity. Sanctions for academic dishonesty can include failing grades and/or suspension from the university.

**Academic Accommodation Policy**
If you are a student who has academic accommodations because of a documented disability, please contact the instructor and give them a copy of your letter of accommodation within the first 2 weeks of the semester. If you have any questions about documenting a disability, please contact Beth Rodgers-Kay at 781-736-3470 or brodgers@brandeis.edu. Accommodations cannot be granted retroactively and thus it is important to submit the appropriate documentation.

**Course Assignments & Schedule**

<table>
<thead>
<tr>
<th>Week and Topic</th>
<th>Date of Class Meeting</th>
<th>Reading/s Due</th>
<th>Assignment/s Due</th>
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<tbody>
<tr>
<td><strong>Week 1: Course Introduction and Overview</strong></td>
<td><strong>September 5, 2017</strong></td>
<td><strong>September 5, 2017</strong></td>
<td><strong>Course Assignments &amp; Schedule</strong></td>
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<td><em>Pre-Self-Evaluation to be completed in class</em></td>
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| Week 2: Liberal Arts Education and the Research University | **September 12, 2017** | - *Navigating the Research University*, pgs. 12-19  
- *Thriving in College and Beyond*, pgs. 41-48  
- “Liberal Arts Is the Foundation for Professional Success in the 21st Century”  
  *HuffPost* |
|---|---|---|
| **Week 3: Time Management and Study Skills** | **September 19, 2017** | - *Navigating the Research University*, pgs. 51-67  
- *Thriving in College and Beyond*, pgs. 2-9, 320-326 |
| **Week 4: Financial Literacy**  
**Guest Speaker:** Tim Brown, Assistant Director of Student Services, Brandeis Office of Student Financial Services | **September 26, 2017** | - *Thriving in College and Beyond*, pgs. 332-347 |
| | | - Create a Financial Avenue account and complete at least one course. Come to class prepared to share what you learned.  
- Bring at least one question to ask our speaker from Student Financial Services. |
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<th><strong>Week 5:</strong> NO CLASS - Brandeis Thursday</th>
<th>October 3, 2017</th>
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<td>Mid-semester check-ins begin</td>
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<th><strong>Week 6:</strong> Library Research and Academic Integrity</th>
<th>October 10, 2017</th>
<th>Development Activity Proposal</th>
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<tr>
<td><strong>Guest Speaker:</strong> Laura Hibbler, Manager of Library Instruction, Brandeis Library &amp; Technology Services</td>
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<tr>
<td>✔️ <em>Thriving in College and Beyond</em>, pgs. 216-223</td>
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<td>✔️ “Colleges turn ‘fake news’ epidemic into a teachable moment” <em>The Washington Post</em></td>
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<tr>
<td>✔️ Review the “Academic Integrity at Brandeis” website, paying close attention to the “Resources for Students” tab</td>
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<tr>
<td>✔️ Brandeis Library &amp; Technology Services “How to Guides:” “Search Basics,” “Citing Sources,” and “Evaluating Online Information”</td>
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| | | “The danger of a single story” *TED*  
| | | Chapter 4: “In Their Own Words,” read the introduction to this chapter and at least one narrative from *First Generation Student Experience: Implications for Campus Practice, and Strategies for Improving Persistence and Success*.  
| | | Academic Interview  
| Week 8: Campus Climate and Inclusion | October 24, 2015 | “A Professor Crowdsources a Syllabus on the Charleston Shootings” *Chronicle of Higher Education*  
| | | “Students reject the ‘Model Minority Myth’” *USA Today*  
| | | Brandeis University Mission and Diversity Statements  
| | | Take one of the Implicit Association Tests created by Project Implicit. Note your results and how they compare to the general population.  
| Week 9: Stress Management and Mindfulness | October 31, 2017 | *Thriving in College and Beyond*, pgs. 428-434  
| | | “How to Defeat Imposter Syndrome” *Center for Communication*  
| | | Development Activity Reflection  

*Identity Chart exercise to be completed in class*  
*Guest Speaker: Brandeis Intercultural Center*  
*Final week of mid-semester check-ins*
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<th>Week 10: Resilience, Grit and Growth Mindset</th>
<th>November 7, 2017</th>
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<td><strong>Guest Speaker:</strong> Sandra Sylvestre, Assistant Director of Career Development, Hiatt Career Center</td>
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<td>“All it takes is 10 mindful minutes” TED Talk</td>
<td>Throwing in College and Beyond, pgs. 438-443</td>
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<td>“The Road to Resilience” American Psychological Association</td>
<td>Wellness Photo Essay</td>
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<td>“Grit: The power of passion and perseverance” TED</td>
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<th>Week 11: Career Exploration: Skills, Interests and Values</th>
<th>November 14, 2017</th>
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<td><strong>Guest Speaker:</strong> Sandra Sylvestre</td>
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<td>Throwing in College and Beyond, pgs. 286-302</td>
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<td>“Job Outlook 2016: The Attributes Employers Want to See on New College Graduates’ Resumes” National Association of Colleges and Employers (NACE)</td>
<td>Complete the TypeFocus Careers Assessment by setting up your Brandeis Handshake account and accessing the assessment via the Resources Library link on the Handshake homepage. Bring report to class to discuss.</td>
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<th>Week 12: Exploring Majors and Working with Faculty</th>
<th>November 21, 2017</th>
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<tr>
<td><strong>Guest Speaker:</strong> Faculty Panel</td>
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<td>Throwing in College and Beyond, pgs. 74-84</td>
<td>Look up each of your professors in the Brandeis “Faculty Guide” and write down one interesting/surprising fact about each to share with the class.</td>
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<tr>
<td>“Role of Student-Faculty Interactions in Developing College Students’ Academic Self-Concept, Motivation, and Achievement” Journal of College Student Development, pgs.</td>
<td>Bring at least one question to ask our faculty panel. These</td>
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**Week 13: Resume Writing, Cover Letter Writing and Networking**  
*Post-Self-Evaluation to be completed in class*

**November 28, 2017**

- [ ] *A Foot in the Door: Networking Your Way Into the Hidden Job Market*, pgs. 10-15
- “Resume Development Guide”  
  *Hiatt Career Center*
- “Write a Cover Letter”  
  *Hiatt Career Center*
- Watch the “Hiatt Career Center Networking Video” at the bottom of the “Networking + Interviews” webpage  
  *Hiatt Career Center*

**Week 14: Class Wrap-up**  
**December 5, 2017**

- [ ] “This I Believe” Essay and Final Presentation