ENR 1100
AUTUMN SEMESTER 2019

CFAES SCHOOL OF ENVIRONMENT & NATURAL
RESOURCES

http://senr.osu.edu/undergraduate (Links to an external site.)

INSTRUCTOR: Esther DeBusk, M.A.
210A Kottman Hall
debusk.5@osu.edu
Office Hours: immediately following class

For appointments with Esther, call 614-292-2265.

LECTURES: Mondays, 4:10 – 5:05 p.m., Kottman Hall 103
RECITATIONS: Wednesdays, 4:10 – 5:05 p.m., Kottman Hall 103 (unless otherwise noted)

Peer Mentors: See List on Carmen

Tophat Join Code: 596521

LEARNING OBJECTIVES: In this course, students will:

• Academics:
  o Clarify major choice and course of study
  o Understand pertinent academic and degree requirements and develop long-term degree planning resources
  o Become familiar with the academic policies and procedures governing University life
  o Learn about and utilize various resources and services available in SENR and the University
• Career:
  o Explore both career and advanced study opportunities in environment and natural resources areas
  o Begin career development planning
• Deepen understanding of wellness, resilience, and thriving in the college environment
• Develop “core human skills” (see last page) for lifelong learning and engagement

Course Materials: Provided on Carmen, no purchased materials necessary
Policies and Important Information

Learning Environment*

All individuals participating in this course have a responsibility to create and maintain an environment conducive to learning. A learning-friendly environment is one that is free of distractions, engages all participants in the learning process, and does not demean or dehumanize an individual or group. Participants therefore will:

- Arrive on time and remain for the duration of class
- Refrain from conducting private conversations in class
- Refrain from using laptops, cell phones, tablets, or other electronic devices unless otherwise directed by the instructor
- Use appropriate language and behavior that does not demean or dehumanize any person or group of persons, whether or not such persons are present
- Show respect of others in the course through listening effectively and responding thoughtfully and sensitively
- Contribute to the learning of one another in the course by being prepared for class and engaging in and contributing to the learning in the course

This class has been designed with the intention to serve students from all diverse backgrounds and perspectives, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. The course materials and activities are designed to be respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, culture, and political affiliation. Suggestions are encouraged and appreciated. Please let Esther know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any class meetings conflict with religious events, please let Esther know so that we can make arrangements for you.

[* Adapted from Holley Belch, Michael C. Young, and Susan R. Jones]

Attendance Policy

Similar to other University courses, attendance is expected. Therefore, students are responsible for knowing any changes to the syllabus, for all information presented and discussed in class, for announcements made in class, for materials distributed in class, and for classroom exercises and assignments. Students are allowed one unexcused absence for the semester. Any additional unexcused absences will result in the decrease of one letter grade in the course. Excused absences include illnesses with doctors notes, accommodations set up through the Office of Disability Services, serious family emergencies, or other situations discussed with the instructors.

Attendance is collected through the Tophat app or web platform (https://app.tophat.com/login)

At the beginning of the semester, use the code below to enroll in our tophat course attendance, then at the beginning of each class session you will need to submit the daily attendance code to either the app or the web platform.

COURSE TOPHAT JOIN CODE: 596521
OHIO STATE’S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University’s Code of Student Conduct and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages (COAM Home)
- Ten Suggestions for Preserving Academic Integrity (Ten Suggestions)
- Eight Cardinal Rules of Academic Integrity (www.northwestern.edu/uacc/8cards.htm)

Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.

Your mental health

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the semester are encouraged to contact OSU Counseling and Consultation Services (614-292-5766) for assistance, support and advocacy. This service is free and confidential. CFAES has an embedded CCS mental health counselor, located in the Agricultural Administration building. Mention that you are a CFAES student when scheduling appointments with CCS.

Late Work Policy

Students may submit assignments after their due date, but they will incur a penalty. For assignments turned in late, but within one week of the due date, students will receive a 10% grade reduction for the assignment. Assignments turned in more than one week after the due date will incur a 20% penalty. Students should submit late work to the assignment’s drop-box on Carmen.
REQUESTING ACCOMMODATIONS
The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

COURSE TECHNOLOGY
For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at https://ocio.osu.edu/help/hours, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** [http://ocio.osu.edu/selfservice](http://ocio.osu.edu/selfservice)
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

Required software
- **Microsoft Office 365:** All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft’s Student Advantage program. Full instructions for downloading and installation can be found [https://ocio.osu.edu/kb04733](https://ocio.osu.edu/kb04733).

Late Work Policy
Students may submit assignments after their due date, but they will incur a penalty. For assignments turned in late, but within one week of the due date, students will receive a 10% grade reduction for the assignment. Assignments turned in more than one week after the due date will incur a 20% penalty. Students should submit late work to the assignment's drop-box on Carmen and send an email to Esther (debusk.5@osu.edu) notifying that the assignment has been submitted. *This policy does not apply to the Internship Forum Review assignment or to the mid-term.*
**ASSIGNMENTS:**

*Note: This is a summary. Assignments are due **before class**, unless otherwise stated. Please see the description of assignments for full details on how to complete the items below!

## Assignments

### Academics:
- Two-year Academic Plan: 30
- Mid-Term: 25

### Career Development:
- RIASEC: 5
- Career Development Plan: 15
- Internship Forum Reviews: 10
- Career Vision Summary: 25

### Experiential Assignments:
- Upperclass Interviews (up to 2): 15
- FYSS: 5
- Stone Lab: 30
- Wetlands, Waterman, & Chadwick Tours: 10
- EPN Breakfasts (up to 4): 20/10

### Course Engagement:
- Autobiography: 10
- Participation and Attendance: 40

### Total:
- 200 points

## Grading Scale

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>186-200</td>
<td>A</td>
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<tr>
<td>180-185</td>
<td>A-</td>
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<tr>
<td>174-179</td>
<td>B+</td>
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<td>166-173</td>
<td>B</td>
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<td>160-165</td>
<td>B-</td>
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<td>154-159</td>
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<td>146-153</td>
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<td>140-145</td>
<td>C-</td>
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<td>134-139</td>
<td>D+</td>
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<tr>
<td>126-133</td>
<td>D</td>
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<td>&lt; 126</td>
<td>E</td>
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DESCRIPTION OF ASSIGNMENTS

A note about papers: All papers are to be double-spaced, and in 12-point Times New Roman font, and one-inch margins. All must be submitted as either Microsoft Word documents or PDF files. **NO documents in “.pages” format will be accepted**, as they cannot be opened by your instructors; please convert them to/save them as “.doc” or “.docx” files or PDFs before submitting them! Page expectations/limits will be stated below.

**Autobiography Survey**

Available on Carmen. Due August 26th at 4pm

**RIASEC Assessment**

Link and instructions posted on Carmen. Due August 28th at 4pm, bring your code to class.

**Two-Year Academic Plan**

SENR Academic Advisors will be in class on 9/11 to talk through the process of building your plan. While you are welcome to work on it before the 11th, it will likely be most helpful to begin this assignment after they give an overview of degree planning.

The goal of the two-year academic plan is to familiarize you with the degree requirements of your chosen major, including the rationale or category for the courses in your program of study (both General Education and major courses), and the sequencing and availability of required courses, so you can plan out your degree to graduation.

For this assignment, you will complete a plan of the courses you propose to take in your first two years (four semesters) at OSU. This plan should include courses you are enrolled in for Autumn Semester and the following four semesters. Other special opportunities may be included in the margins (i.e., internships or studying abroad in May term or Summer term) but should not be used to replace a regular semester of courses in your plan. If you have questions, you may confer with Susie, Cheryl, or Amanda about your plan. **Please pay attention to the terms courses are offered, prerequisite courses and the sequencing of required courses, as well as the categories they belong in on your curriculum sheet, as all of these factors will be considered in the grading!**

A complete submission will include both your 2-year plan and an advising report. This can be submitted as one or two attachments. Due on September 30th by 4pm.

**Resume Development**

You will submit a resume to Handshake and Carmen based upon the resume workshop in class on October 21st and the resume review in class on October 28th.

You will need to activate your account on Handshake (accessible through the SENR website) to upload your resume. CFAES Career Development staff will offer feedback on your resume within a week of your submission. For additional assistance, examples, or a (recommended) critique of your resume before posting, arrange an appointment with Esther or Lucia Hadella (SENR Career Development Coordinator).

Due on November 4th at 4:00pm.
Mid-term Exam

Complete the online exam, available in Carmen on October 28th. Due November 1st at 11:59pm.

Internship Forum Reviews

Attend the SENR Internship Forum on October 30th. Please speak with a total of four (4) presenters about their internship experience. You should talk to the presenters as well as explore potential opportunities for your own future internships. Your review should include a summary of each poster as well what you learned from the presenters themselves. Please use complete sentences! More details will be shared in class and on Carmen. Due in class on October 30th

Career Vision Summary Paper

The purpose of this assignment is to prepare a summary of your personal career vision, now that you have had the opportunity to learn about yourself through the RIASEC Assessment, exploring your major, the ENR curriculum in general, and have heard from faculty and students on a similar path.

As additional research for your career exploration process, investigate employment websites related to your career field (Handshake or elsewhere), for at least two job postings in your chosen field. Do they match your expectations? Are the goals and mission of the agency, organization or company in line with your own? How do they align with your RIASEC code?

Also discuss what you learned during your small-group interactions with faculty mentors for your major. Did your view of your major change as a result of what you heard from the faculty, as well as our other presenters this semester? Is your understanding of your chosen career field different now from when you first arrived on campus? Have your career and professional goals changed? If so, how, and why?

Utilizing the Career Expedition Guide, SENR Career Development (Links to an external site.), Certification and Professional Skills discussed on September 25th, Buckeye OnPace (Links to an external site.), and other resources of your choice, begin to develop a personalized career development plan. For the next 5 semesters (through Spring 22), determine 2-3 career related activities or actions you plan to pursue in each semester. This part can be formatted as a list or bullet points.

This paper should be 2.5–3 pages in length. Due November 18th.

Experiential Assignments:

Please note: you do no need to complete all of these assignments! You will need to build 40 points out of this section. Additional points (up to +10) will serve as extra credit for the course.

All credit will be earned by completing a reflection. Reflections for the First Year Success Series sessions will be submitted through the FYSS website, all the rest will be submitted through Carmen. Due dates for each assignment are included below.
Stone Lab Trip, September 14th-15th (30 points)

To complete this assignment, students will need to complete the following:

- Sign up for the trip and attend the pre-trip meeting immediately following class on September 9th
  - [Sign up here](#)
- Attend the Stone Lab Trip on September 14th-15th
- Complete the trip reflection on Carmen. The reflection is due by 5pm on Friday, September 20th.

Please note: students who sign up to attend the trip and confirm by Aug 28th, or those who sign up after Aug 28th and fail to attend will lose the ability to earn these 30 points via other assignments in this course.

The reflection is due by 5pm on Friday, September 20th.

Upperclass Interview

The purpose of this assignment is to build connections and gain resources and advice from upperclass students in SENR. First year students will receive a list of third and fourth year students who have offered to be “interviewed” with information about their involvements, majors, interests, and experiences. This list will be available in the beginning of October and students have until November 28th to complete their interviews and submit their interview summaries. Along with the list, a set of questions will be provided on Carmen as a helpful framework for the discussion. Your interview should be one on one and take place in a public location. Students should make sure to contact their interviewee with ample time to set up an appointment, understanding that their contact has a busy schedule and is generously offering their time for this project. The interview summary should be 1.5-2 pages long and will answer a list of questions posted on Carmen. A list of uppercases students with bios is also posted on Carmen.

You're also welcome to interview an upperclass (3rd or 4th Year) student who is not on this list. Feel free to find them however you like and see if they're ok with giving an interview like this. If you're an SENR major, please interview someone in SENR, if you've changed your major, you're welcome to find someone in your new program.

**Due no later than November 25th.**

First Year Success Series

The FYE First-Year Success Series addresses important life issues such as finances, diversity, leadership and civic engagement, academic engagement & career exploration, and health and wellness. After each session, you must complete the reflection paper online as directed by the First Year Success Series within 7 days of the event in order to receive credit for the assignments (5 points each). Your reflection should show thought and insight, and serve as a review of what you learned in the session. **Due no later than November 25th**

*NOTE: While not a specific assignment for this class, please remember that ALL students are REQUIRED by the University to attend the following FYSS Session: Buck-I-CARE About Consent.*
EPN Events

The Environmental Professionals Network (https://epn.osu.edu) is a state-wide resource based out of the School of Environment and Natural Resources that holds a monthly event focused on a specific environmental topic. There are four EPN breakfasts this semester:

- Friday, September 13th 8am-4pm Ohio Public Interest Environmental Law Conference (20 points)
- Tuesday, October 8th 8-9:30am Controlling Nutrient Runoff and Protecting Water Quality (10 points)
- Tuesday, November 19th 8-9:30am Wildlife Conservation and Funding Strategies (10 points)
- Wednesday, December 4th 8-9:30am World Soils Day with Dr. Rattan Lal, Climate Smart Agriculture (10 points)

Students can attend any of the dates listed and will receive points when they attend and complete the reflection for the specific event they attended.

To complete this assignment, students will need to complete the following for each event they attend:

- Sign up online for each EPN event you hope to attend
- Attend the events
- Complete the EPN event reflection on Carmen for each event. Reflections will be available immediately following the event and will close 7 days later.

Reflections are due within 7 days after the EPN event. Exact dates and times are posted on the reflections on Carmen.

Wetlands Tour

A wetlands tour will be offered on October 9th in place of class. This class session is optional and serves as an experiential assignment. In the case of inclement weather, this tour will be rescheduled. To complete this assignment, students will need to complete the following:

- Attend class on October 9th, meeting at the Olentangy Wetlands classroom building
- Complete the reflection on Carmen following the tour
  - The reflection includes a photo from the tour, so make sure to take one while we’re out!

The reflection will be available on Carmen immediately following the event and will close 7 days later on October 16th at 4pm.
Chadwick Tour

A tour of Chadwick Arboretum will be offered on October 16th in place of class. This class session is optional and serves as an experiential assignment. In the case of inclement weather, this tour will be rescheduled. To complete this assignment, students will need to complete the following:

- Attend class on October 16th, meeting in Kottman 103
- Complete the reflection on Carmen following the tour.
  - The reflection includes a photo from the tour, so make sure to take one while we’re out!

*The reflection will be available on Carmen immediately following the event and will close 7 days later on October 23rd at 4pm.*
A word or two on the Core Human Skills

Important Questions:

What is the purpose of a university education? Why are you here at Ohio State? What do you hope to gain from your experiences – both in and outside of the classroom? How will you grow as a person? What are the hallmarks of an educated mind? Is college an investment or an end in and of itself? Or both?

These and many other questions can be asked as you embark on your academic journey here at Ohio State and more specifically as a student within the College of Food, Agricultural, and Environmental Sciences. We promise that your learning opportunities will be built on “student-centered learning initiatives” and “real world” experiences. You will have faculty, staff, and student mentors who will help shape your experiences. Your education will be “value added” as you learn more than just knowledge and application but also master transferable skills that will benefit you for a lifetime.

As a lifelong learner, you are responsible for all aspects of your education. It is critical to cultivate an area of expertise, grow in your personal leadership and develop strong interpersonal skills. The knowledge, skills and abilities you develop are important for your career and to your future employers. A recent survey asked employers of students from food, agricultural and natural resources majors what they seek in new graduates? What skills will help new graduates perform well on the job and foster career advancement? Based on an August 2011 joint study with the Association of Public and Land-Grant Universities (APLU) \(^{[1]}\) and the University Industry Consortium (UIC), these “Core Human Skills” essential for long-term success are as follows:

**CORE HUMAN SKILLS**

- Communication Skills
- Decision Making/Problem Solving Skills
- Self-Management Skills
- Teamwork Skills
- Professionalism Skills
- Experiential Learning
- Leadership Skills

To this end, your assignments and classroom experiences in this very first, foundational course have been chosen and developed to begin you on this path towards excellence and will assure that you get the most of your investment – lifelong opportunity. This is just a starting point – you have years in front of you to hone these skills, but we hope that you examine all of your Ohio State experiences as ways to further develop these critical skills. Although not all of these skills are expected to be encountered at once or developed through a finite number of assignments linked to this single course, integration of these ideals is at the forefront of our thinking in developing not just this course but your entire experience as a student in our College.\(^{[1]}\)
### Course Outline

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Due</th>
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<tbody>
<tr>
<td>8/21 (W)</td>
<td>Welcome to the School of Environment and Natural Resources</td>
<td><a href="#">Autobiography Survey due at 4pm</a></td>
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<tr>
<td></td>
<td>Dr. Jeff Sharp, Director of SENR and Associate Dean, CFAES</td>
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<tr>
<td>8/26 (M)</td>
<td>Syllabus and Class Expectations, Essential Policies, Dates &amp; Deadlines, Mentor Group Discussion</td>
<td><a href="#">Take the RIASEC assessment (link on Carmen), upload your results to Carmen by 4pm and bring your results to class</a></td>
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<tr>
<td>8/28 (W)</td>
<td>Career Exploration (Why are you here?)</td>
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<td>8/29 (TH)</td>
<td>Extra Credit: Back to School Bash, 5pm at Fred Beekman Park</td>
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<td>Bonus: SENR-t-shirt if you can dunk Esther, 6:30-7p in the Dunk Tank</td>
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<tr>
<td>9/2 (M)</td>
<td>No Class: Labor Day</td>
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<tr>
<td>9/4 (W)</td>
<td>Peer Mentor Group Field Trip, meeting location determined by your group</td>
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<td>9/9 (M)</td>
<td>Forestry, Fisheries, and Wildlife Major Overview, FFW Student Panel</td>
<td><a href="#">Review Degree Planning Tools &amp; other resources on Carmen</a></td>
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<tr>
<td>9/11 (W)</td>
<td>Building your Two-Year Academic Plan</td>
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<td>Bring a device with you (iPad or laptop) for in-class workshop</td>
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<td>ENR Curriculum Overview</td>
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<td>9/16 (M)</td>
<td>Environmental Policy and Decision Making Overview, EPDM Student Panel</td>
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<tr>
<td>9/18 (W)</td>
<td>Making the Most of Campus Involvement, SENR Mini-Involvement Fair</td>
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<tr>
<td>9/23 (M)</td>
<td>Environment, Economy, Development, and Sustainability Major Overview, EEDS Student Panel</td>
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<td>Notes</td>
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<tr>
<td>9/25</td>
<td>Minors, Certifications, Double-Majors, Schedule Planner, Course Registration &amp; Scheduling; Grading; GFR; Review 2-Year Plans; Additional Resources</td>
<td>2-Year Academic Plan due at 4pm</td>
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<tr>
<td>9/30</td>
<td>Environmental Science Major Overview, ES Student Panel</td>
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<td>10/2</td>
<td>Environmental Ethics and Values, a Conversation with Dr. Greg Hitzhusen</td>
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<td>10/7</td>
<td>Natural Resource Management Major Overview, NRM Student Panel</td>
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<td>10/9</td>
<td>Optional: Wetlands Tour (Experiential Assignment)</td>
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<td>10/14</td>
<td>Undergraduate Research &amp; Honors</td>
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<tr>
<td>10/16</td>
<td>Optional: Chadwick Tour (Experiential Assignment)</td>
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<tr>
<td>10/21</td>
<td>SENR Career Development, Resume Workshop</td>
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<tr>
<td>10/23</td>
<td>Education Abroad: Cheryl Walter &amp; Amanda Laser</td>
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<tr>
<td>10/28</td>
<td>Resume Review, Scholarships &amp; Financial Aid</td>
<td>Midterm available on Carmen</td>
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<tr>
<td>10/30</td>
<td>SENR Student Internship Forum, 4-6pm, <a href="https://example.com">Agricultural Administration Building (Links to an external site.</a>, Auditorium (1st floor by the cafe and library)</td>
<td>Internship Forum reviews due (in-class activity) Career Development Plan due at 4pm</td>
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<td>11/1</td>
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<td>Mid-term Exam due</td>
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<tr>
<td>11/4</td>
<td>Faculty: Group meetings by major (Locations TBA)</td>
<td>Resume Development Assignment due by 4pm</td>
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<tr>
<td>11/6</td>
<td>ENR in Columbus</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
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<tr>
<td>11/11 (M)</td>
<td>No class-Holiday</td>
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<tr>
<td>11/13 (W)</td>
<td>Growth Mindset, Resilience, and Academic Success</td>
<td>Watch Growth Mindset Ted Talk (linked on Carmen, in-class quiz)</td>
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<tr>
<td>11/18 (M)</td>
<td>Course Wrap-Up, Career Next Steps</td>
<td>Career Vision Summary paper due at 4pm</td>
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<tr>
<td>11/20 (W)</td>
<td>No class, General Section, Honors Meeting, Honors Section</td>
<td>Upperclass Interview due at 11:59pm (Extra Credit Only)</td>
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<tr>
<td>11/25 (M)</td>
<td>Honors Meeting, Honors Section</td>
<td>FYSS Sessions Complete</td>
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</tbody>
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GOOD LUCK ON YOUR FINAL EXAMS!!