**SLS 1411: The Jump Start Experience: FALL Success Course**

*Ends just before Thanksgiving*

**Class will meet on Tuesdays or Thursdays from 5-5:50pm**

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| **SLS Instructor Name:** | **E-mail:** |
| **Office Hours & Location:** | |
| **Peer Educator Name:** **Peer Educator Email:** | |
| **About Your Peer Educator:** | |

**Course Description:**

In fall, your SLS Jump Start success course continues! The learning objectives are similar, but the format will look a little different. We hope you developed some strong ties with students in your Jump Start community this summer and we want you to work together with these same students to help continue your success in fall. In addition to reuniting with your summer instructor and peers, a new addition to your class will be a peer educator! The peer educator for your class is listed above. This course is valuable to you because research demonstrates that students who have taken courses and participate in programs similar to this have higher grades, higher success rates, and higher satisfaction with their college experience. We want ***you*** to succeed! The classroom activities and out-of-classroom experiences we provide will give you opportunities to think critically about what you need to do to meet that goal of success at FAU.

**Credit Hours:** 0 **Pre-requisite:** Must have completed the Summer Jump Start Success course.

**Course Objectives:** Upon completion, students will:

* Reflect upon a variety of experiences and how they impact your college experience and the experiences of others
* Develop a deeper sense of connection to your university community through involvement and advocacy and understanding of others
* Learn from networking opportunities within the community
* Enhance oral, written, or other communication skills through participation in a variety of opportunities for presentation and dialogue.
* Gain experience in developing analytical, critical and/or practical skills through a variety of experiences inside and outside of the classroom.

**Learning Outcomes**: (our goals for your experience in this class)

1. You will be able to identify at least three techniques which you are utilizing that are helping you to gain success in your FAU experience this fall.
2. You will discover and utilize two academic and/or co-curricular opportunities available to you on campus.
3. You will be able to identify people on campus who will support you in your success.
4. You will be able to identify 3 negotiable fall activities and 3 non-negotiable fall activities as you learn how to manage your time during the rigor of a fall semester.

**Required Text:** Sufka KJ (2011) The A Game: Nine Steps to Better Grades. The Nautilus Publishing Company; Oxford, MS.

**Course Requirements:**

* Students will be required to participate in out-of-class programs, workshops and/or study groups as offered.
* Students will reflect on class content by answering the reflection questions in the course outline. Answers may be used in class discussion.

**Assessment:**

Students will be graded on a Satisfactory/Unsatisfactory (Pass/Fail) basis. The grade will be determined by ***participation and attendance*** (see attendance policy) at class meetings and other programs/events/study groups as well as successful completion of weekly reflections and assignments. **Students must earn a minimum of 70/100 points to get the “S” grade.**

**Attendance (50% of grade; 50 points maximum)**

Students are required to attend all meetings of this class. As this class only meets ten times, attendance is very important. Each class meeting (including the 1-on-1 meeting) is worth up to 5 points. Students who arrive late to class, come unprepared, or fail to participate may not earn attendance points for the day. Students should contact their instructor if they will miss any scheduled course meeting and may be asked to provide documentation.

**Homework Assignments (7) and Out-of-Class Reflections (8) (30% of grade; 30 points maximum):**

This class requires weekly reflections, writing or other out-of-class short assignments. No late work will be accepted unless due to an excused absence and prearranged with your instructor. Reflections must be thoughtful, in complete sentences, with appropriate spelling and grammar. As homework is discussed during class, it is important to come prepared every day. Students who fail to complete the reflection or assignment due each week will be considered unprepared and may lose attendance points as well. Each reflection and homework is worth up to 2 points.

**Culminating Project (20% of grade; 20 points maximum):**

See the assignment explanation and grading rubric that follows.

**Participation:**

Students are expected to actively participate in class. Participation includes completing class exercises and group activities; coming to class on-time with the supplies you need for the day; listening, taking notes, participating in activities; responding to questions, asking your own questions; and joining in on class discussions. Students who fail to participate may receive a reduced attendance grade for the day.

**Code of Academic Integrity policy statement:**

*Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see the Code of Academic Integrity in the University Regulations at* [*http://www.fau.edu/regulations/chapter4/4.001\_Code\_of\_Academic\_Integrity.pdf*](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)*.*

**Americans with Disabilities Act Amendments Act (ADAAA):**

In compliance with the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with the Student Accessibility Services (SAS) -- in Boca Raton, SU 133 (561-297-3880); in Davie, LA 131 (954-236-1222) or in Jupiter, SR 110 (561-799-8585) – and follow all SAS procedures.

**Incompletes and makeup, late work:**

No late work will be accepted. However, students will not be penalized for absences due to participation in University-approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities. Reasonable accommodations will also be made for students participating in a religious observance. Grades of Incomplete (“I”) are reserved for students who are passing the course but have not completed all the required work because of exceptional circumstances.

**Religious Accommodations:**

Students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs. If a student is going to miss class due to a religious observance, they must notify the instructor no later than the second week of the term. For more information, go to <http://www.fau.edu/regulations/chapter2/Reg%202.007%208-12.pdf>.

**CULMINATING PROJECT** *(20% of grade; 20 points maximum):*

As a culminating experience for the two semester Jump Start experience, students will be asked to create a 1-minute video providing advice and guidance to an incoming first-year student. The video must be submitted via CANVAS at least 24 hours prior to the presentation during the 12th week of the semester. Below, you will find the rubric that will be used to score your presentation. **IMPORTANT: In order to meet the criteria to pass this course,** you must **earn a minimum score of 14 out of 20** on this project. Students who earn sufficient points to pass the course in other areas but below standard on this assignment will NOT receive the “Satisfactory” grade.

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| **Content** | **Poor** |  | **Average** |  | **Excellent** |
| The presenter clearly identified the audience who this advice targeted *(other students from a similar background, location, major, interest group, etc.)* | 1 | 2 | 3 | 4 | 5 |
| At least three specifics were provided within the advice and advice was important and practical | 1 | 2 | 3 | 4 | 5 |
| **Presentation Skills** | **Poor** |  | **Average** |  | **Excellent** |
| Presenter utilized a clear speaking voice, was easy to understand, and was engaging to the viewer | 1 | 2 | 3 | 4 | 5 |
| Evident that time, effort and practice went into presentation and the presentation was between 55 and 75 seconds in length. | 1 | 2 | 3 | 4 | 5 |

**The Jump Start Experience: FALL Success Course – Topical Outline**

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| **Week** | **TOPIC** |
| Week 1 | Transition from summer to fall learning |
| Week 2 | Engagement as a key to success |
| Week 3 | Time management and changes in how we manage our time between summer and fall |
| Week 4 | (no official class meeting: meet with Peer Educator to discuss progress on academic goals) |
| Week 5 | Defining our dreams and setting goals to make dreams reality |
| Week 6 | Defining success and reflecting on what has made me successful so far |
| Week 7 | 1-on-1 meeting with SLS instructor/Peer Educator to discuss progress on goals |
| Week 8 | FALL HOLIDAY |
| Week 9 | Values and beliefs – how they are formed and how they may be/have been challenged since coming to FAU |
| Week 10 | Student selected topic – based on needs and interests |
| Week 11 | (no official class meeting: meet with Peer Educator to discuss progress on academic goals and work on culminating project) |
| Week 12 | Presentation of culminating project |
| Week 13 | Staying motivated at the end of semester; reflection; celebration of conclusion of the Jump Start Experience |

**FALL Jump Start Experience – week by week:**

Week 1: What will I need to do differently this fall than I did in summer?

(Supports Learning Outcomes 1, 3, 4)

Reconnecting with summer friends and meeting new ones (peer educator – may use the

“speed meeting” activity)

How is this class different from the summer class? (Discussion of outcomes)   
 We are Family – helping each other find success this fall

Write a 1-minute paper: “What I expect to do differently this fall than I did this summer”

and share in small clusters

**Introduction to requirements for Fall SLS Success course**

**HOMEWORK for week 2:** Participate in an on-campus event/program or do something related to academic success such as get academic support in the CTL or go to your professor’s office hours.

**Question for Reflection:** Based on the book “The A Game”, which rule is working so far this fall semester and which rule have you already broken in the first few days of the semester (or expect to break!)?

Week 2: How will I stay engaged?

(Supports Learning Outcome 1, 2, 3, 4)

As a large group, share one thing you did in the past week related to campus engagement and/or academic success. What did you like about it and would you do it or something similar again? What other things are worth trying at FAU?

Online scavenger hunt – find different opportunities to get engaged.

**Homework for week 3**: bring your calendar/planner that has specific tasks for a large paper/project/assignment/reading assignment broken down into smaller chunks on specific dates

**Question for Reflection:** How can I break a large assignment into smaller, manageable tasks?

Week 3: How am I managing my time?

(Supports Learning Outcomes 2, 4)

Refresher: Managing tasks for success

Negotiable vs. non-negotiable

Quick Tips for Organizing Your Academic Life  
 Breaking down tasks

***\*\*\*For TODAY, BRING some form of a daily planner/calendar to class and your syllabus for one course you are taking***

**Homework for week 5:** develop a 1-page plan for a change you would like to make (about yourself or your behavior) and take the first step in that plan OR develop a vision board *(instructor choice)*

**Question for Reflection:** What is something important about myself I would like to change and why?

Week 4: No official class meeting – visit your Peer Educator in the classroom during class-time

“office hours” to discuss progress toward your academic goals.

Week 5: What are my dreams and how do I turn them into reality?

(Supports Learning Outcomes 1, 2, 3, 4)

In groups of 4-5, have students share their dreams. What would you do if you couldn’t fail and why?

How do we act/what do we do when we feel we are losing our dreams?

Have your dreams changed or been challenged this fall?

(Tie to goal setting)

*[Can share vision boards if they created them]*

**Homework for Week 6:** Take a “selfie” or draw a picture of yourself doing something that leads to your academic success.

**Question for Reflection:** What is your definition of success? What does success look like to you?

Week 6: What have I done that has led to my successes so far this semester?

(Supports Learning Outcomes 1-4)

As a large group, celebrate your successes so far by sharing one accomplishment for this semester and 1-2 things you did that led you to that success.

**Homework for Week 7:** Participate in an on-campus event/program or do something related to academic success such as get academic support in the CTL or go to your professor’s office hours.

**Question for Reflection:** What is 1 rule in “The A Game” you are continuing to follow successfully and one you still have not yet mastered?

Week 7: Out-of-Class meeting: This week you will meet outside of class with your SLS instructor or peer educator. Be sure to schedule your appointment in advance and arrive on time for your meeting.

(Supports Learning Outcomes 1, 3, 4)

**Question for Reflection:** What did you learn about your instructor/peer educator from this meeting?

Week 8: **NO MEETING** due to fall holiday (complete 1-on-1 meetings if needed)

Week 9: How have my values and beliefs been challenged since coming to FAU?

(Supports Learning Outcomes 1, 3)

Values activity. Discuss as a group how we respond to people who have different political, cultural and religious beliefs and values as us. How do we think our beliefs are formed? What influences these? Which of your beliefs (political, social, cultural, religious, etc.) have been challenged while you have been at FAU?

**Homework for Week 10:** Start to work on culminating project (prepare outline).

**Question for Reflection:** If you knew you could do ANYTHING and not fail, what would you do and why?

Week 10: STUDENT CHOICE WEEK – instructor will work with students to select a topic or activity based on the needs and interests of the class.

**Homework for Week 12:** COMPLETE culminating project (get help next week from your Peer Educator as needed)

**Question for Reflection:** How was the topic/activity this week relevant to your success?

Week 11: **No official class meeting** – visit your Peer Educator in the classroom during class-time “office hours” to discuss progress toward your academic goals.

Week 12: **Present culminating project –** 1 minute video with advice to a new FAU student who shares some characteristic as you (can be another out-of-state student, local student, LGBTQA student, student from a similar racial or ethnic background, student of a similar major, etc.)

**Homework for Week 13**: Write a letter (email) to yourself for spring. What do you want to remember as you start the spring semester to keep yourself motivated?

**Final Reflection:** What would I like to tell my future self (does not need to be turned in separately – will be part of the “letter to self” for homework)?

Week 13: **FINAL JUMP START EXPERIENCE** – closure activity; Jump Start survey; celebration

How do I motivate myself to do things that are “good for me”?

(Supports Learning Outcomes 1, 2, 3, 4)

How do I stay motivated – especially toward the end of the semester?

What promises do I need to make to myself moving forward?