

**SECOND YEAR EXPERIENCE
FALL 2017**

Instructor:
Office:
Phone:
Email:
Office Hours:

Credits toward graduation: 1 hour out of the 122 needed for graduation

Scope and objectives of the course: The purpose of the Second Year Experience is to provide deeply engaged learning experiences for students in their second year at the University of Utah with a goal of developing a sense of purpose. Through participation in the course and its learning experiences, four objectives will be met.

- I. *Students will develop a sense of purpose.*
 - A. Students will be able to relate their experiences at the university to their educational and career goals. They will grow in understanding the connectedness between their identity, values, experiences and their goals.
 - B. Student will develop an understanding of how various forms of feedback can contribute to attaining the goals they seek.
 - C. Students will identify the skills necessary to move toward their goals.
 - D. Students will identify the advantages of a bachelor's degree even though career paths may diverge from a specific degree.

- II. *Students will develop plans to finish their bachelor's degrees.*
 - A. Students will create plans to finish their degrees by paying particular attention to the speed bumps and road blocks that may materialize. Developing ways to work around and maneuver these difficulties will be emphasized.
 - B. Students will recognize the value of learning as it relates to a variety of situations. They will comprehend how learning provides adaptability and agility of thinking and practice to a multitude of situations.

- III. *Student will develop an understanding and appreciation of intercultural humility.*
 - A. Students will develop a sense of respect and consideration for people who are different from them.
 - B. Students will develop person-centered listening skills and understand the need to listen in all conversations.
 - C. Students will develop a desire to understand the perspectives of others.

- IV. *Students will develop critical thinking skills and apply those skills to various forms of engagement.*
 - A. Students will develop decision-making skills through a critical thinking lens.
 - B. Students will utilize decision-making and critical thinking skills while mapping out possible career paths.
 - C. Students will gain competence and confidence in their written and verbal communication as they apply critical thinking skills.

D. Students will understand and practice information literacy.

Readings and other course materials: All readings, podcasts, videos, etc. will be posted in CANVAS.

COURSE REQUIREMENTS:

Attendance: Attendance is a very important component of this class. Much of what we will do involves active learning and class participation. You must be present order to contribute to and benefit from our work together. **Each absence past 3 explained or unexplained) will result in earning no credit for this course.** The only exception is if absences are the result of significant and documented extenuating circumstances such as medical emergency, illness, or family emergency. If you cannot make it to class, please let me know in advance. Because of the discussion-based nature of our class, it will not be possible to complete work to make up for any absences.

Online Discussion Board: Each student will participate in weekly structured discussions in Canvas. Prompts will typically take the form of a short video or podcast with a brief set of instructions. You will be expected to 1) share your response to the prompt in a substantive and detailed post that demonstrates curiosity and thoughtful reflection, and 2) respond respectfully and thoughtfully to at least three of your classmates' posts. Discussion posts might reflect what you took away from the class period that week and how this knowledge might facilitate your future growth. Did the class period spark new questions that you may want to investigate? Was the activity and discussion helpful? Do you feel as though you are achieving some of the objectives of the course? Did the activity and discussion help set in motion any goals you have set for yourself? Subsequent posts might describe activities or thought processes you have engaged in as a result of questions and new interests.

OR

Reflection Journal: Each student will maintain a reflective journal in which they will reflect at least once a week. While journal entries will not be shared with the class, they are essential to the development of the final Capstone Plan to Finish. You are encouraged to think about how your participation in the class is aiding you in reflecting on your education journey, developing a sense of purpose, applying new skills to your college experience, and growing in the area of intercultural humility. Entries might also involve asking and responding to "the big questions." What is the meaning of life? What activities bring me joy and purpose to my life? How do my values help foster a career? What is the difference between what you do and what you love to do? Entries that describe your activities and interests here at the university are also encouraged. Are you involved in any groups, clubs, or programs and how does that participation affect you and your relationship to the university? Did you attend a special symposium, lecture, or performance and did you find the experience worthwhile? Entries might also describe your personal attempts to become more mindful and observant especially while at the university. Can you be observant to the present moment and non-judgmental of what you are observing? What are you noticing about classmates, professors, and staff that you have not noticed before? What are you learning from these observations and your attempts at mindfulness?

Journal entries are meant to be very open-ended and the personal creation of each student. The format of the journal may be paper, virtual, or video. Unlike other journals, this journal is meant to be reflections and reactions to your experiences in this course and at the university.

ASSIGNMENTS: There will be four major assignments.

My Life as a Journey

Due Week of 9/11

Write your personal story as if it were a fairy tale. Begin with “Once upon a time...” In the course of telling your personal story focus on those experiences that have helped to connect your experiences to your education and career choices. In other words, what events and experiences have occurred in your life and what people have had an impact on your educational and career choices. As with any good fairy tale, have your story end with a description of what you see yourself doing in 10 years. (End with your favorite daydream of your future.)

OR

Create a timeline of your life marking the positive educational experiences you have experienced thus far. Briefly note why each experience was important to you. Continue your timeline into the future with the self-made positive educational experiences you hope to encounter or accomplish.

Evaluating Evidence and Sources

Due Week of 11/6

Google “The Moon Hoax of 1835.” Read about the series of articles printed in *The New York Sun* and supposedly in *The Edinburgh Journal of Science*. Do a bit more research and explain why so many people, even some scientists, failed to recognize the articles and pictures as satire. What was happening at that time that would cause people to believe in this hoax? Now, choose a heated current topic upon which you have a firm opinion. Examples might include, climate change, gay marriage, HPV vaccinations for young girls, affirmative action, physician assisted suicide, building a wall along the Mexican border, the travel ban from certain predominantly Muslim countries, reenergizing the coal industry, revoking the Bears Ears National Monument, etc. Briefly state why you hold such a strong opinion. Then, do some research to find opposing arguments. It is not important to explain the opposing arguments, but rather, your assignment is to try to explain or try to understand what causes people to disagree with you. What societal forces do you believe are at play that cause those who disagree with you to think the way they do?

“Who Ya Gonna Call?” Scavenger Hunt

Due Week of 11/20

Plan to Finish Capstone Project

Due Week of 12/4

The purpose of this assignment is two-fold:

First, it provides you with an opportunity to consider the trajectory of your experience this semester, to review the work you’ve produced for this course, and to identify that which has been especially valuable for your educational, professional, and personal discovery and development. Second, it provides you with an opportunity to demonstrate productive engagement with course learning objectives and, therefore, to provide guidance for your instructor’s assessment.

The assignment includes two main components to be submitted:

A Cache/Portfolio (paper or digital or some combination)

Include work you did this semester (assignments, worksheets, exercises, discussions, etc.) that you found particularly valuable and/or that demonstrate your productive engagement with course learning objectives.

A Narrative (written, audio recording, video, power point or prezi, etc.)

Craft a narrative that thoughtfully describes your experience this semester, including insights, next steps, and open questions. The cache/portfolio you submit will provide evidence for and further illustrate your narrative.

Use the following to guide you in developing your cache/portfolio and your narrative. While you needn't respond to all of these directly in your submissions, use them to help you identify what you have found to be particularly motivating and useful, what your experience has been with course learning objectives, and where you find yourself, perhaps, avoiding deeper engagement. Tuning into these may yield important insights.

- Reflect on where you were at the beginning of the semester and how your sense of yourself or your sense of direction and purpose has evolved or changed. What has been especially influential for you this semester?
- Consider your next few years at the University of Utah. How do you see yourself completing your degree? What do you see yourself doing after? What specific steps have you taken this semester or plan to take in order to successfully complete your degree?
- What specific skills do you need to develop or strengthen in order to complete your degree, given your particular professional and career goals? What steps have you taken or do you plan to take to develop or strengthen these skills?
- Consider potential roadblocks to successfully completing your degree and the resources available to you for negotiating these. What steps have you begun to take to make use of these resources? What is your plan going forward for making use of these resources?
- What is the value of developing intercultural humility as you understand it? How do you tend to engage people who are very different from yourself? How do you see this changing or not changing? What are the biggest challenges for you?
- What is the value of developing effective critical thinking skills? What does this have to do with decision-making? Achieving your goals? Living well and purposefully?

Course Schedule

Date	Topic (Activity)	Assignments Due
Wed 8/23	Introductions	
	Discussion 1 (see Canvas)	Initial Post (8/25) Response to Classmates (8/29)
Wed 8/30	Self-awareness, feedback, and listening (Johari Window) <i>Introduce "My Life as a Journey" assignment (Due 9/13)</i>	
	Discussion 2 (see Canvas)	Initial Post (9/1)

		Response to Classmates (9/5)
Wed 9/6	How personal identity is formed (Noticing the messages & experiences that have shaped me) <i>Continue introduction of "My Life as a Journey" assignment</i>	
	Discussion 3 (see Canvas)	Initial Post (9/8) Response to Classmates (9/12)
Wed 9/13	Student presentations	My Life as a Journey
	Discussion 4 (see Canvas)	Initial Post (9/15) Response to Classmates (9/19)
Wed 9/20	Tuning in to what matters to me/how I want to be in the world (Values Auction) <i>Introduce Plan to Finish Capstone Project (Due 12/6)</i>	
	Discussion 5 (see Canvas)	Initial Post (9/22) Response to Classmates (9/26)
Wed 9/27	Privilege and Interrupting it (Privilege Line Reimagined)	
	Discussion 6 (see Canvas)	Initial Post (9/29) Response to Classmates (10/3)
Wed 10/4	Macro and micro aggressions (Four Corners or Silent Conversation)	
	Discussion 7 (see Canvas)	Initial Post (10/5) Response to Classmates (10/17)
Wed 10/11	Fall Break – NO CLASS	
Wed 10/18	Goal setting, action planning, and assessment (Create a plan to finish strong)	
	Discussion 8 (see Canvas)	Initial Post (10/20) Response to Classmates (10/24)

Wed 10/25	Decision making (???)	
	Discussion 9 (see Canvas)	Initial Post (10/27) Response to Classmates (10/31)
Wed 11/1	Navigating a world of facts, opinions, beliefs, and fake news (???) <i>Introduce "Evaluating Evidence and Sources" assignment (Due 11/8)</i>	
	Discussion 10 (see Canvas)	Initial Post (11/3) Response to Classmates (11/7)
Wed 11/8	Mindset & Resilience (Panel discussion of peers, seniors, or recent graduates)	Evaluating Evidence and Sources
	Discussion 11 (see Canvas)	Initial Post (11/10) Response to Classmates (11/14)
Wed 11/15	Pathways (Obstacles & Ladders) <i>Introduce "Who Ya Gonna 'Call'?" Scavenger Hunt activity due November 22</i>	
	Discussion 12 (see Canvas)	Initial Post (11/17) Response to Classmates (11/21)
Wed 11/22	Campus Resources	Who Ya Gonna 'Call'?
	Discussion 13 (see Canvas)	Initial Post (11/24) Response to Classmates (11/28)
Wed 11/29	Workshop Plan to Finish (Group workshops)	
	Discussion 14 (see Canvas)	Initial Post (12/1) Response to Classmates (12/5)
Wed 12/6	Student Presentations	Plan to Finish Capstone Project