

COMM SCI 146 - GPS Spring Seminar
 Spring 2023
 UWGB Green Bay Campus
 MAC Hall 225, Fridays 1-1:55 (in-person)

Course Resources & Contact Information

<p><u>Instructor</u></p>  <p>Dr. Kaden Paulson-Smith, PhD Office: MAC A317 E-mail: paulsonk@uwgb.edu Open Office Hours: Thursday, 11am-1pm (sign up here)</p>	<p><u>Peer Mentor</u></p> <p>Lexi Morrison E-mail: morrill08@uwgb.edu</p> <p><u>Dean of Students office</u></p> <p>Location: Student Services Room 2000 Hours: M-F 7:45AM-4:30PM Phone: (920) 465-2152 E-mail: dos@uwgb.edu Web: https://www.uwgb.edu/dean-of-students/</p>	<p><u>Student Accessibility Services</u></p> <p>Location: Student Services Building, room 1700 Hours: M-F 8:00AM-4:30PM Phone: 920-465-2841 Web: https://www.uwgb.edu/student-accessibility-services/</p> <p><u>Academic Advising Resources</u></p> <p>Navigate for making appointments with advisors Academic Advising website (how-to resources) College Scheduler</p>
<p><u>Tutoring and Learning Center</u></p> <p>Location: Cofrin Library CL 207 Phone: 920-465-2958 Email: sttutor1@uwgb.edu Web: https://www.uwgb.edu/learning-center/ (Appointments can be scheduled through Navigate App)</p>	<p><u>UWGB Wellness Center</u></p> <p>Location: Student Services Room 1400 Hours: M-F 8AM-4:30PM Phone: (920) 465-2380 Web: https://www.uwgb.edu/wellness-center/</p>	<p><u>Community-Building Resources</u></p> <p>University event calendar: https://calendar.uwgb.edu/</p> <p>Other websites to find events and resources: Multi-Ethnic Student Affairs, Pride Center and social groups, Music, Career Services, Kress Events Center, University Recreation, Career Services</p>

GPS Guiding Principles

Remember that you are part of the GPS community!

- We respectfully support each other, we treat each other with kindness, we learn from each other with an open mind, and we embrace our differences.
- We extend a helping hand, work through problems constructively, and discuss differences respectfully.
- We seek opportunities to develop our skills & understanding of the world, we put full effort into our courses and activities, and we approach all work with an open mind and a desire to grow and learn.

General Course Description

This course, designated a field experience by the university, will serve as a “capstone” to your first-year experience at UW-Green Bay. Using the knowledge, skills, and perspectives you gained during the fall semester, you will develop and implement a service-learning project with your peers over the course of the spring semester. In the process, you will continue to build knowledge and skills critical to your personal and career success. Please note that this is a 3-credit course, although one credit is fulfilled in class, with the rest of your credits fulfilled by work you complete outside of class and satisfies a Social Sciences general education requirement for graduation.

Designing Our Course

Our goal is instead to invite you to take part in *experiences* and *exploration* rather than to learn about a particular subject. We hope these experiences will help you gain practice in skills that will be essential to your success after year one: teamwork, communication, independence, leadership, confidence, and organization, just to name a few.

Common Learning Outcomes for all GPS Learning Communities

This course will provide you with the opportunity to:

1. Use the knowledge/skills gained in your first semester to address a real-world problem through executing a service project, which is the core of this class.
2. Further understand and sharpen the skills that colleges and employers expect all students to have.
3. Further explore and develop your educational path, your place at UWGB, and ways you can engage in the many communities of which you are a part.

As a group, we will agree upon our own learning community’s additional learning outcomes, and I will add them to the syllabus. This experience will start with day one, when we will work together to answer important questions about our course. Learning outcomes are often set by your professor in the syllabus without inviting you into the conversation, because most often classes are vehicles for professors to impart their knowledge and expertise. But this class isn’t about your faculty mentor’s expertise or knowledge. It’s about you. Therefore, your faculty mentor will collaborate *with you* on course design, starting with the learning outcomes. The course will then become a product of your student voices put to shape by the faculty mentor, allowing all of us to have a dynamic and meaningful spring semester. From there, we’ll turn our attention to other important questions that we will answer collectively: What will we do in class on Fridays? What will be the grading criteria for the service project? What are expectations for student behavior in the classroom?

Faculty and Peer Mentor Responsibilities

As mentioned above, I will invite you to share your own learning outcomes in class; however, it is important to me that you know the responsibilities that I have set for myself this semester and the goals I want to meet.

1. Provide guidance and support in the development and execution of an impactful service project.
2. Share information on the skills that colleges and/or employers expect all students and/or graduates to have and help you to be aware of opportunities to build those skills.
3. Share information on ways you can engage in the many communities of which you are a part, including UW Green Bay and the city of Green Bay.
4. Help you continue to foster a growth mindset and develop strategies for personal health and wellness.
5. Be a partner in conversations about your future in college and beyond.

Student Responsibilities

A field experience course may look different than a traditional 3-credit course because of the greater expectation to prepare and participate in the service project outside of the classroom, in addition to weekly in-class meetings. You will be supported and expected to actively show up in every step of the service project. Part of this requires your consistent attendance throughout the semester. If life circumstances prevent you from regularly attending, fully participating, and/or completing the required work to pass, please reach out to the Dean of Students for support as soon as possible: <https://www.uwgb.edu/dean-of-students/contact-us/>

Capstone Activities

Service Project

During the spring semester, our class will develop a Service-Learning Project that meaningfully addresses a community need. The project will connect you with your peers, your faculty mentor, and your peer mentor in a common cause. In this way, the project allows you to engage in community-building, develop purposeful career skills, and consider how you can most meaningfully contribute to our world. After a semester of talking about the birth of the police, I am eager to have our class enact positive change in our community. Together, I think we can create an unstoppable team that will create such meaningful experiences for us and for the community we serve.

We'll begin by spending time planning your semester, utilizing the tools of a semester-at-a-glance and time-blocking to help you manage your other classes, and stay on task with the service project. We'll revisit strategies we practiced last semester to ensure that the project progresses as planned and that you're excelling in your other courses, as well. Throughout the semester, you will be asked to report weekly on your contributions to your group's work by completing a quiz in Canvas. Twice during the semester, you'll be asked to evaluate your peers' work. Through these two tools, your peer mentor and I will be best positioned to support you individually and as small groups.

College Explorations

We're striving to help you make these important activities part of your academic routine and encourage use of important resources available to you on campus. We're asking you to complete **four** total engagements. To verify you completed an engagement, simply post on the Canvas assignment pages for resource engagement:

Mentor Meetings: Two of your engagements will be met by meeting with your mentors. One of these meetings needs to be with me, but you can choose to meet with our peer mentor for the second meeting, either individually or in a small group. We will meet to have a conversation about your progress in your classes and any thoughts or concerns about your academic and professional path. As with the fall, these are vital opportunities for your mentor to point you to valuable resources on campus and help you to cultivate growth mindset as you complete your first year.

Resource Engagement Activity: We want to encourage and reward you for exploring campus activities and resources that will help you build community and skills outside of the classroom throughout your time in college. You will get credit for engaging in two events, activities, or resources, or even more individualized experiences, like meeting with your professional advisor or a Career Services coach on your academic or career plan (see syllabus first page and Canvas for links).

Career Skills Reflection

The National Association of Colleges and Employers (NACE) has compiled a [list of skills](#) it believes every college graduate should possess. Our goal is to help you identify the ways in which your work across your classes this year already helped you begin developing these skills. You will use this activity to acknowledge the skills you've gained so far in your college career and through the GPS service project and help you to look forward to what lies ahead.

End-of-Year Reflection: looking back and looking forward

This reflection will survey your first year at UWGB and asks you to consider your future. You will have the opportunity to reflect on your successes and failures this year, but also to imagine what the future may hold. You will have the opportunity to include information from presentations by your peer mentor and faculty mentor in mapping out your sophomore year and beyond.

Course Policies

Attendance Responsibilities

Every student's ideas and perspectives are essential to a successful and meaningful course. Equally important, the service project will benefit from the contributions of each member of the class. For this reason, it is very important that you regularly attend class on Fridays and your small group meetings during the week. We recognize that life may get in the way of your ability to be in class, in which case we ask that you contact us. If you miss more than two classes or small group meetings, reach out to us to make sure you can contribute to the class and to the project, and reach out to the Dean of Students. The more classes/meetings you miss, the more difficult it will be for me to give you credit for your work and, most importantly, for this course. If you need to get connected to campus resources, I'm here to help with this.

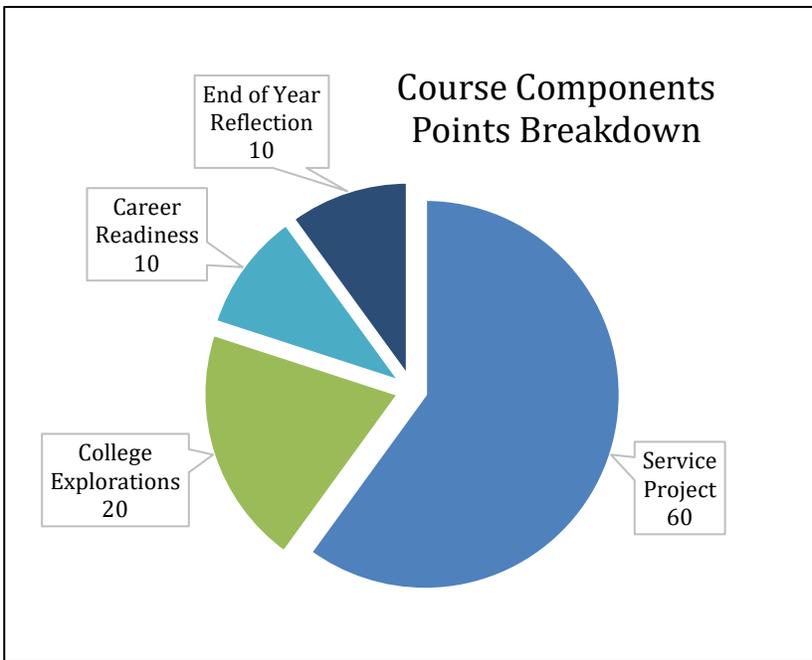
Late Work Policy

Please also note that a significant portion of this course is a collaborative effort with your peers, so it is important that work is completed and turned in promptly. In many cases, completing your work late or not at all will affect not just you, but all the other students in the course as well. If life happens and something outside of your control prevents you from doing your best work on an assignment, reach out to me as soon as possible so we can come up with a plan together. If you need to submit an assignment late for other reasons (remember the "procrastination monkey"?), **10%** will be automatically deducted for each day that the assignment is late. The last opportunity to turn in all assignments for this course is **5/5/23**, after which the late penalty does not apply and no late work can be accepted. In-class, collaborative, and otherwise time-sensitive assignments cannot be made up.

Academic Honesty

Academic integrity usually consists of two parts: completing your own work, and properly citing others' work. Like almost all of the topics we will focus on in the GPS program, academic integrity is a skill that can be developed. To brush up on the skills we discussed last semester on how to use our own words, paraphrase and quote others' ideas, and properly cite sources, check out this guide: <https://libguides.uwgb.edu/plagiarism>. This is another good page to bookmark with an overview of how to cite sources: <https://libguides.uwgb.edu/CiteYourSource>.

For University policies on enrollment and grades, please refer to these links: academic and registration calendars, incomplete grades, pass/no credit enrollment, withdrawal, and course drops.



Grading Scale

GRADE	PERCENT
A	92%-100%
AB	91%-89%
B	88%-82%
BC	81%-79%
C	78%-72%
CD	71%-69%
D	68%-60%
F	<60%

Where to Find Help

Concerns about this course:

Your peer mentor and I are your touchpoints for this class. If you encounter problems, the first step is an email to either or both of us. You are invited to attend office hours or set up an appointment at any time with questions about the course or about how your spring semester is going. I'm here to help! I will respond to questions submitted via email within 24 hours during the week, and within 48 hours on weekends. Of course, please do know that I will take into account the urgency of the question in considering my response and will reply to serious or time-sensitive questions as soon as I am able.

Basic Needs:

Any student having difficulty affording or accessing sufficient daily food, or lacking a safe living place, is urged to contact the Dean of Students for support (465-2152 or dosmail@uwgb.edu).

Student Accessibility: If there are ways I can reduce barriers so that you can access this course, I invite you to share these with me. You may wish to self-identify and register with the Student Accessibility Services (SAS) Office to streamline accessibility services in this course and semester, as well as for other courses and semesters. Once you register, your request will be sent electronically to the SAS Office for review, approval, and forwarding to faculty. Then we will work together to ensure you have access. You can contact the SAS office if you have any questions: (920) 456-2841; sas@uwgb.edu; <https://www.uwgb.edu/student-accessibility-services/>.

Student Bereavement Policy: Life doesn't stop just because you're in college, and that means that many students find themselves dealing with a personal loss while trying to complete their courses. Upon approval from the Dean of Students, students who experience the death of a loved one are allowed one week of excused absence, commencing from the day of notification to the Dean of Students. Students may also take a Bereavement Leave of Absence for the semester in which the death occurs. You can find these forms on the Dean of Students website or by following this link: <http://www.uwgb.edu/sofas/structures/governance/senate/documents/DOCUMENT10-11.pdf>.

Course Schedule

This schedule is subject to change as needed.

Week and Class Meeting Date	Course Content	Assignments (<i>all due Friday, 11:59pm CT</i>)
Wk1: 1/27	<i>Welcome Back!</i> Course Design & Semester Goals	
Wk2: 2/3	Course Design & Semester goals	
Wk3: 2/10	Service-Learning Project Development	Deadline for first Mentor Meeting
Wk4: 2/17	Service-Learning Project Development	
Wk5: 2/24	Service-Learning Project Development	Deadline for completing resource engagement activity #1
Wk6: 3/3	Service-Learning Project Development	
Wk7: 3/10	Capstone Conversation: where you've been and where you want to go NACE Skills discussion	Self/Peer Project Engagement Assessment #1 due
3/17	<i>Spring Break – No Class!</i>	
Wk8: 3/24	Field Work Week 1	NACE Skills Career Readiness Reflection due
Wk9: 3/31	Field Work Week 2	
Wk10: 4/7	Field Work Week 3	Deadline for second Mentor Meeting
Wk11: 4/14	Virtual Peer Mentor panel: high impact practices and finding your major	
Wk12: 4/21	Semester Wrap-Up and Reflection	Deadline for completing resource engagement activity #2
Wk13: 4/28	Semester Wrap-Up and Reflection	Self/Peer Project Engagement Assessment #2 due
Wk14: 5/5	Capstone Conversation: The Year in Review and the Year Ahead!	End of Year Reflection Essay due