

IDS 1107-X

The High School AA Florida State Experience

Graduation Planning & Strategies Office

Florida State University

**Instructor:**

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850-644-2140

MEETING TIME

LOCATION/DELIVERY

OFFICE HOURS

**Peer Leaders:**

NAME

EMAIL

NAME

EMAIL

**Course Description:**

The High School AA Florida State Experience is a structured discussion class designed to bolster student growth, persistence, and academic performance. This one semester course is designed exclusively for first-semester students who earned an Associate of Arts (AA) degree while in high school. This section of The Florida State Experience course is affiliated with the Graduation Planning & Strategies Office.

One of the central goals of this course is to advance the high school AA (HSAA) student experience by expanding opportunities for interpersonal connection and campus engagement to promote retention and academic success in students’ first year and beyond. Students in this course will proactively reflect on how the high school AA degree impacts their identity and plans at Florida State. Moreover, students will explore FSU’s resources and culture and learn from fellow students and HSAA peer leaders by engaging in active dialogue.

**Course Objectives:**

Transitioning to FSU with 60+ credits already earned through dual enrollment in high school can be simultaneously exciting and challenging. This course empowers students in this unique situation to make the most of their time at FSU by ensuring that students:

* Understand the academic and social ways that entering FSU with an AA degree earned in high school may influence their FSU experience
* Acclimate to the social and academic culture of FSU
* Are confident in their ability to take advantage of FSU’s resources and navigate FSU policies
* Connect with fellow students and upperclassmen who have also earned an AA degree in high school

At the end of the course, students will be able to:

* Identify ways their identities and interests intersect with the people and places of the Florida State community
* Recognize how these interests can continue to be developed within the larger Florida State community through engagement activities well beyond their first term of enrollment
* Articulate the different ways in which Florida State calls upon them to demonstrate their personal, social and professional awareness
* Examine and evaluate their in-class and out-of-class experiences to make meaning and find intrinsic value in their overall college experience

**Course Structure, Expectations, & Assignment Descriptions:**

**Attendance and Active Participation**: While the precise structure of the course will change from week to week, attendance and active participation are central to this structured seminar course. Students are expected to come prepared and ready to engage fully in all classroom discussions and activities. Active participation and engagement include participation in large and small group discussion, individual and small group activities, and active listening. Students will earn 4 points for each class that they attend and actively participate in.

**Podcast Reflections:** Students must select and listen to a minimum of three (3) podcasts available from “The More You Nole: A Podcast About FSU,” which is available via a variety of sources (e.g. Apple Podcasts, Google Podcasts, Spotify, and Stitcher) at <https://admissions.fsu.edu/podcast>. Students should select podcasts based on what they have a sincere interest in learning more about at FSU. Students must write a 150- to 300-word (around 2-3 complete paragraphs) reflection on each podcast detailing:

* *How does this podcast relate to your interests or identity?*
* *What did the speakers talk about?*
* *What did you learn?*
* *How can you apply what you learned from the podcasts to your time at FSU?*
* *Where could you go to learn more about the resources or topics discussed?*

The reflections should be typed in Times New Roman 12-point font and double-spaced. Each reflection must be submitted on Canvas by the due date. Plan to discuss these reflections in class.

**Schedule Planner Assignment**:

Students may earn up to 8 points by planning out their next two semesters at FSU using Schedule Planner. You should use what you have learned in this class, FSU’s online resources (e.g. Academic Program Guide or Undergraduate Bulletin), or notes from your academic advisor to plan your future course schedules.

* If you need a refresher on how to use Schedule Planner, watch “Schedule Planner – Degree Progress Functions” at: <https://www.youtube.com/watch?v=OPxSUtvyX5I>

In order to earn credit for this assignment, students must take a screenshot of each of the planned schedules and upload each screenshot as an assignment on the Canvas site by the due date.

**HSAA Reflection & Game Plan Assignment**: Because of the number of credit hours HSAA students bring with them to FSU, it’s imperative that students thoughtfully consider how they want to spend their time at FSU. Students may earn up to 20 points by preparing a 400- to 500-word plan explaining:

* How the AA degree that you earned in high school will influence your time at FSU. Possible topics you may want to consider include:
	+ *When do you hope to graduate? Has your academic advisor affirmed that your plan is realistic?*
	+ *Do you plan to join Degree in Three or More in Four?*
	+ *Do you plan to add a second major or dual degree? When must you do that by at FSU?*
* Your plans for engagement and involvement at FSU
	+ *Discuss both academic and co-curricular involvement opportunities you would like to experience, when you plan to do so, and what you hope to gain from each experience*

You should use what you have learned in this class, FSU’s online resources, or informational interviews with campus partners to research opportunities available. The plan should be typed in Times New Roman 12-point font and double-spaced. The assignment must be submitted Canvas by the due date. Plan to discuss this essay in class.

**Campus Cultural or Enrichment Excursion Assignment:** Students must attend and write a reflection on one (1) campus cultural, involvement, or wellness activity or event at FSU before the deadline noted on the syllabus. Students may choose activities or events that are connected to their interests or plans for involvement at FSU. Students must write a 150- to 300-word (around 2-3 complete paragraphs) reflection focused on what they learned from the excursion. The reflection should be typed in Times New Roman 12-point font and double-spaced. The reflection must be submitted on Canvas by the due date. Plan to discuss this reflection in class.

**Equipment:**

To complete course assignments, students must have access to Microsoft Word and a computer with internet. Assignments must be submitted on the Canvas site. This course will also use the Canvas site to provide important announcements so you will need to check the Canvas site regularly.

**Evaluation and Grading Policy:**

The High School AA Florida State Experience is a zero-credit course, S/U graded. There are no exams.

Emergency absences may be excused, but you must notify the instructor in advance of your absence whenever possible. Clear communication with your instructor when you will be absent is key to success. See the University Attendance Policy for more information.

Attendance and Active Participation = 32 points

Podcast Reflection 1 = 10 points

Podcast Reflection 2 = 10 points

Podcast Reflection 3 = 10 points

Schedule Planner Assignment = 8 points

HSAA Reflection & Game Plan Assignment = 20 points

Campus Cultural or Enrichment Excursion = 10 points

S (satisfactory grade) = ≥75% of all points available

U (unsatisfactory grade) = <75% of all points available

**Overview:**

**Week 1: Introduction to the High School AA Florida State Experience**

* Instructor provides an overview of the objectives, assignments, and expectations of the course. In addition, students are introduced to resources available to high school AA (HSAA) students through the Graduation Planning & Strategies (GPS) Office to include various social opportunities, a one-on-one meeting with a Graduation Specialist in their first term, the HSAA Mentorship Program and the Degree in Three & More in Four programs.
* Peer leaders introduce themselves and lead small group discussions with students asking questions related to dual enrollment, major confidence, the transition to FSU, and plans for campus involvement.

**Week 2: Nuts and Bolts of Being a HSAA Student at FSU**

* Instructor reviews how having earned the AA degree in high school makes students’ degree requirements unique (e.g. excess credit, mapping, drop polices, etc.). Instructor introduces students to MyFSU platform and crucial resources such as Student Central, Campus Connect, the Academic Program Guide, Advisor Search, and Schedule Planner. Special attention is given to Schedule Planner to prepare students to successfully complete the Schedule Planner Assignment.
* Peer leaders present on the academic and social ways that entering with an AA degree earned in high school may impact students’ FSU experience (e.g. diversity of time to degree amongst HSAA students, being in 3/4000 level classes with students who are older than you, etc.). Peer leaders split students into small groups and lead personalized conversations with students regarding their ideal timeline to degree, plans after graduation, how their classes are going, etc.

**Week 3: HSAA Peer Leader Panel**

* Peer leaders serve on HSAA student panel to address questions related to how the high school AA degree impacts their identity and experience at FSU. The instructor moderates the panel. Sample questions may include:
	+ *What’s the best piece of advice you can give a first-year high school AA student?*
	+ *As an AA student, would we be able to change our majors?*
	+ *Did you choose a second major or a minor because you have an AA?*

**Week 4: The Danger of a Single Story**

* Students watch “The Danger of a Single Story” by speaker Chimamanda Ngozi Adichie at: [*https://www.ted.com/talks/chimamanda\_ngozi\_adichie\_the\_danger\_of\_a\_single\_story?referrer=playlist-the\_most\_popular\_talks\_of\_all#t-1138708*](https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?referrer=playlist-the_most_popular_talks_of_all#t-1138708). Students are asked to identify 2-3 themes from the video.
* Peer leaders give short presentations where they share what they struggled with in their first semester at FSU and if what they struggled with changed over the course of the semester. Peer leaders lead small group discussions asking students to share what themes they identified and brainstorm how those themes may apply when considering the high school AA student experience.

**Week 5: Intentionality in Campus Engagement & Involvement**

* Peer leaders share how they are involved on campus and what struggles and successes they have faced related to campus involvement. Peer leaders discuss how students can identify various clubs and organizations (e.g. Nole Central, Market Wednesdays, etc.).
* Students are asked to share and reflect on what they learned from each of the podcasts they chose to listen to for homework in small groups. After all students have presented, students are asked to share one new FSU resource that they learned about as a result of their in-class conversations.
* Instructor and peer leaders transition to discussing prioritization and time management by reading, “How to escape the ‘productivity trap,” by author and journalist David Robson at: (<https://www.bbc.com/worklife/article/20210805-how-to-escape-the-productivity-trap>. Students are asked to identify 2-3 themes/ideas from the article to stand out to them and to consider how those themes may apply when considering their time at FSU. Peer leaders present on the actionable steps that were proposed in the article and lead discussions asking what students think about those actionable steps.

**Week 6: Counseling & Psychological Services Center**

* A guest speaker from FSU’s Counseling & Psychological Services presents to help students learn more about FSU’s mental health resources*.* The Counseling & Psychological Services representative will do a one of the following workshops: Mental Health Boot Camp (1hr) or Resilience (1hr)

**Week 7: Career Exploration**

* A guest speaker from FSU’s Career Center presents to help students learn about their services, programs, events, resources, and more. Topics may include internship search strategies, job shadowing, internship and career counseling, etc.
* Peer leaders lead small group discussions with students asking questions such as:
	+ *What did you learn from the Career Center presentation today?*
	+ *How confident are you feeling about your intended future career path?*
	+ *Do you feel like your personality is a good fit for the career you are interested in? Why?*
* Instructor presents on the Career Center’s Experience Recognition Program (ERP) and guides students on how they can identify career advisors by major. In addition, students are encouraged tocontact academic advisors to inquire about if it is possible to pursue internship for credit in their major.

**Week 8: Potpourri: Registration, Excursion, Reflection, & Game Plan Discussion**

* As registration season is approaching, instructor reviews FSU Academic Calendar, Registration Guide, and Enrollment Appointments guide. Students watch “Schedule Assistant Registration for Continuing Students” video at: <https://www.youtube.com/watch?v=b8ATB1BYVsI&t=10s>.
* Peer leaders present on barriers that students may face when registering for classes and how they can overcome those barriers. Barriers may include reserve caps, classes being full, etc.
* Class transitions to reflecting on the semester by watching, “The time-bending power of your brain” video by neuroscientist David Eagleman at <https://www.youtube.com/watch?v=T1AK8gJRUJo>.Peer leaders lead small group discussions where students reflect on how the themes in the video may apply to their FSU experience.
* Peer leaders lead small group discussions where students are asked to share what they wrote about in their HSAA Reflection and Game Plan Assignment and their Campus Cultural or Enrichment Excursion Assignment.

**University Policies & Information:**

**University Attendance Policy:**

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

**Academic Honor Policy:**

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>)

**Americans With Disabilities Act:**

Florida State University (FSU) values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive, and welcoming. FSU is committed to providing reasonable accommodations for all persons with disabilities in a manner that is consistent with academic standards of the course while empowering the student to meet integral requirements of the course.

To receive academic accommodations, a student:

(1) must register with and provide documentation to the Office of Accessibility Services (OAS);
(2) must provide a letter from OAS to the instructor indicating the need for accommodation and what type; and,
(3) should communicate with the instructor, as needed, to discuss recommended accommodations. A request for a meeting may be initiated by the student or the instructor.

Please note that instructors are not allowed to provide classroom accommodations to a student until appropriate verification from the Office of Accessibility Services has been provided.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

Office of Accessibility Services
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
oas@fsu.edu
<https://dsst.fsu.edu/oas>

**Confidential Campus Resources:**

Various centers and programs are available to assist students with navigating stressors that might impact academic success. These include the following:

Victim Advocate Program
University Center A, Rm. 4100
(850) 644-7161
Available 24/7/365
Office Hours: M-F 8-5
<https://dsst.fsu.edu/vap>

University Counseling Center
Askew Student Life Center, 2nd floor
942 Learning Way
(850) 644-8255
<https://counseling.fsu.edu/>

University Health Services
Health and Wellness Center
(850) 644-6230
<https://uhs.fsu.edu/>

**Free Tutoring from FSU:**

On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options - see <http://ace.fsu.edu/tutoring> or contact tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

**Syllabus Change Policy:**

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

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| **FALL 2022 SCHEUDLE** |
| **Week** | **Date** | **Topic** | **Assignment Due** |
| **1** | **Week of August 22nd** | **Intro to the HSAA Florida State Experience** |  |
| **2** | **Week of August 29th** | **Nuts and Bolts of Being a HSAA Student at FSU** |  |
| **3** | **Week of September 5th** | **HSAA Peer Leader Panel**  | – Podcast Reflection 1 |
| **4** | **Week of September 12th** | **The Danger of a Single Story** | – Podcast Reflection 2 |
| **5** | **Week of September 19th** | **Intentionality in Campus Engagement & Involvement** | – Podcast Reflection 3– Be prepared to discuss all podcast reflections in class |
| **6** | **Week of September 26th** | **Counseling & Psychological Services Center** |  |
| **7** | **Week of October 3rd** | **Career Exploration** | – Schedule Planner Assignment |
| **8** | **Week of October 10th** | **Potpourri** | – HSAA Reflection & Game Plan Assignment – Campus Cultural or Enrichment Excursion Reflection­­– Be prepared to discuss each of the above reflections/assignments in class |