

Freshman Seminar Syllabus

2017-2018

Welcome to Freshman Seminar! I'm so excited that you have enrolled in this course, and am ready to explore and develop our personal strengths, weaknesses, areas of interest and passions together this year! Those of you who participate, work hard, and behave accordingly will enjoy both positive recognition and truly great success!!

1. Course Description/ Objectives:

This class is essential to freshman transition, and includes units of study including: mental and emotional health, family health and relationships, personal health including diseases and disorders, use and misuse of substances, ethical decision making, accident prevention and emergency health services, community health, and global/environmental exposure to culture, religion and other health related issues. It also includes life/ study skills essential to a successful future including: organization and time management, stress management, school culture/ getting involved, future college/career pathways and goal setting strategies.

By the end of the year, students will be able to...

- develop and articulate a better understanding of themselves as individuals in a local, community, and global setting.
- demonstrate the ability to address complex, real-world problems logically and with an open-mind.
- demonstrate the ability to communicate ideas to peers and adults in an effective manner through speech, writing and technology.
- develop moral and civic responsibilities and know how to become contributing members in local and global communities.
- discuss, explain, understand and empathize with issues of mental, physical and emotional health amongst themselves and their peers.
- create habits and implement strategies of organization, time- and stress-management, prioritization, and coping skills into their career as a high school student and upon entering the real-world thereafter.

2. Materials:

ALL SUPPLIES MUST BE OBTAINED BY MONDAY, AUGUST 28TH!

Mandatory:

- Freshman Seminar Binder **1-1.5" is perfect!*
- Composition Notebook **college ruled*
- Loose-leaf notebook paper (spare, in your binder)
- Writing utensils (Multi-colored pens, #2 pencils, highlighters recommended)
- *7 Habits of Highly Effective Teens* and *Switch: How to Change Things When Change is Hard*

3. Classroom Policies

**Attendance/ Late and Missing Work*

It is in your best interest to be present in class whenever possible. We will be covering lot of interesting, useful information that you don't want to miss! If you cut class (meaning that your absence is denoted *unexcused*) you will not receive credit for work due, completed, or assigned that day. School policy dictates that absences must be cleared within 72 hours. Don't cut class!

If you are absent, it is your responsibility to find out what you missed and make-up the work. You must make arrangements for making up missed work the day you return to school; otherwise a zero will be given for missed assignments. It is best to make arrangements during support periods, or before or after school. If that is not possible you may set up an appointment for another time if I am given advanced notice. Late work will be counted for **partial credit**. If you are unable to come see me, you may check the course website, class Instagram or ask your classmates for missed material. (Extra copies of assignments will be located in the Freshman Seminar Absent Work Binder filed in order of the day they took place).

**Be Prepared*

Always come to class prepared! Whether this means having assignments printed or feeling ready for a major project; it is your responsibility to be prepared. I will always give plenty of notice and reminders for assignments/assessments, but I also expect you to be ready to go!

4. Student Responsibilities and Expectations

My expectations of you are very high, and I hope that you expect the same out of me. I am really looking forward to working, growing and learning together this year. In order to achieve our goals, I have a few basic classroom rules that you *must* follow.

*Always show respect to yourself, your classmates, me, and the rest of the CHS community.

*Work hard so that we all can get the most out of this course together.

*Participate frequently and ask questions!

*Get permission from me before using your cell phone or other electronic devices, leaving the classroom, etc.

*Do not use vulgar or offensive language. Be inclusive, friendly, and respectful!

5. Grading Policy

Your grade will be updated weekly on Aeries. You should continually track your grade online to ensure that you do not fall behind. Grades are calculated based on points earned – I do not use weighted categories for grading. Your grade in this class will be based off of participation, classwork, and projects.

**Cheating*

I have a zero-tolerance policy for cheating. If you are caught cheating, you will receive a zero for that assignment. You will also be referred for a cheating contract. Cheating includes, but is not limited to, using a cell phone or other electronic device during assessments, copying someone else's work, texting questions or answers, turning in identical work as another student or project partner, and passing information between classes.

6. Additional Information About the Class

**Extra Help*

If you are struggling with the course, or having trouble meeting our objectives, please see me as soon as possible! I am here to help you learn! Please come see me before or after school, during support or during office hours; or just let me know when you can come in and we'll set up a time to meet. *This way, I can devote my full attention to the problem and make our time together more productive.*

7. Topics Covered

- **Unit 1 - Self Empowerment - Who am I now!?**

Summary of Topics: In this unit, we will cover topics including self-empowerment and self-identity, time management, goal setting skills and organizational strategies. We will continue into an introduction to mental and physical health including issues a high school student faces with stress anxiety and depression. We will end the unit with an introduction to school community and campus culture. An outline of the unit is provided below:

- **Section 1.1:** Getting to know each other
- **Section 1.2:** Self-Empowerment - Finding the real “you”
- **Section 1.3:** Your Health and Wellbeing (and why they’re important!)
- **Section 1.4:** Dealing with failure
- **Section 1.5:** Introduction to School community and culture

- **Unit 2 - School/ Local Community - Who am I interacting with?!**

Summary of Topics: In this unit, we will cover topics including bullying, sexual health and relationships, ethics and decision-making, and understanding empathy. This will really help to get students feeling comfortable in uncomfortable situations they’re presented with as a high school student. We will bring in guest speakers, members of the community, and school alumni to help lead into our third unit that prepares students for becoming part of a greater community outside of the school. An outline of the unit is provided below:

- **Section 2.1:** Bullying - interactions our with peers
- **Section 2.2:** Sexual health and interactions with others
- **Section 2.3:** Ethics/ decision-making
- **Section 2.4:** Understanding Empathy

- **Unit 3 - Global Citizenship - cultural understanding/ literacy... Who do I want to be?!**

Summary of Topics: In this unit, we will cover topics surrounding a young adult’s role as a member of our greater global community. Students will develop public speaking skills, study current events happening around the world, and be exposed to cultural lenses and geographical regions outside of their hometown. We will continue to discuss ethical issues and begin explore career pathways and opportunities available to them globally.

- **Section 3.1:** Who am I as a participating member of this greater community?
- **Section 3.2:** Geography and Cultural lenses
- **Section 3.3:** Public Speaking practice
- **Section 3.4:** How do you find a job and become a member of this real world?

- **Unit 4** - Sum it all up - **Who am I now, really?!**

Summary of Topics: In this unit, we will revisit topics addressed throughout the course of the year in a more meaningful, conclusive way. We will revisit short and long-term goals, we will practice more meaningful public speaking skills after our introduction in Unit 3. Finally, we will discuss who these students want to be upon entering the 'real-world' including possible school and career options and pathways. An outline of the unit is provided below:

- **Section 4.1:** Who am I, really? (knowing what I know now)
- **Section 4.2:** Entering the real world, what's next?
- **Section 4.3:** Public speaking on meaningful topics
- **Section 4.4:** Debunk the myth of college vs. trade school and other career pathways (what can you do with a college degree?)