

FORMAT 1

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).
See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

Department	General Studies	College/School	General Studies
Prepared by	Alexandra Fitts	Phone	X6253
Email Contact	affitts@alaska.edu	Faculty Contact	A. Fitts

1. ACTION DESIRED (CHECK ONE):	Trial Course	<input type="checkbox"/>	New Course	<input checked="" type="checkbox"/>
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2. COURSE IDENTIFICATION:	Dept	GENR	Course #	201	No. of Credits	3
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Justify upper/lower division status & number of credits:

The course will meet for 42 classroom contact hours, justifying 3 credits. It is at the 200-level because it is intended for students who have already entered UAF and then encountered academic difficulty. The course is not just a "study skills" course, but presents significant reading, research, project development, and presentations.

3. PROPOSED COURSE TITLE:	Academic Recovery
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4. To be CROSS LISTED? YES/NO	no	If yes, Dept:		Course #	
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NOTE: Cross-listing requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.

5. To be STACKED? YES/NO	no	If yes, Dept.		Course #	
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How will the two course levels differ from each other? How will each be taught at the appropriate level?:

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online – see URL at top of this page.

6. FREQUENCY OF OFFERING:	Every semester
	Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (AY2013-14 if approved by 3/1/2013; otherwise AY2014-15)	Fall 2016 or earliest possible
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8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, **any core course compressed to less than six weeks must be approved by the Core Review Committee.**

COURSE FORMAT: (check all that apply)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6 weeks to full semester
OTHER FORMAT (specify)						
Mode of delivery (specify lecture, field trips, labs, etc)						

9. CONTACT HOURS PER WEEK:**3**LECTURE
hours/weeksLAB
hours /weekPRACTICUM
hours /week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing-/> for more information on number of credits.

OTHER HOURS (specify type)

10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):*Example of a complete description:***FISH F487 W, O Fisheries Management****3 Credits Offered Spring**

Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. *Prerequisites:* COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor. Cross-listed with NRM F487. (3+0)

GENR F201**3 Credits Offered Fall and Spring**

This course helps students who are facing academic challenges to identify strengths, weaknesses, and goals through self-exploration and the creation of a project that involves building campus relationships and the development of research and presentation skills. Enrollment is highly encouraged for students placed on academic probation or disqualification.

11. COURSE CLASSIFICATIONS: Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities

S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? **If YES, attach form.**

YES:**NO:****x**

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, **Format 6**W = Writing Intensive, **Format 7**

X = Baccalaureate Core

11.A Is course content related to northern, arctic or circumpolar studies? If yes, a**"snowflake" symbol will be added in the printed Catalog, and flagged in Banner.****YES****NO****x****12. COURSE REPEATABILITY:**

Is this course repeatable for credit?

YES**NO****x**

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?

TIMES

If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS**13. GRADING SYSTEM: Specify only one. Note: Changing the grading system for a course later on constitutes a Major Course Change – Format 2 form.****LETTER:****x****PASS/FAIL:**

RESTRICTIONS ON ENROLLMENT (if any)**14. PREREQUISITES**

Enrollment is encouraged for (but not limited to) students placed on academic probation or academic disqualification.

These will be required before the student is allowed to enroll in the course.

15. SPECIAL RESTRICTIONS, CONDITIONS**16. PROPOSED COURSE FEES**

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Has a memo been submitted through your dean to the Provost for fee approval?

Yes/No

17. PREVIOUS HISTORY

Has the course been offered as special topics or trial course previously?

yes

Yes/No

If yes, give semester, year, course #, etc.:

Spring 2015, Fall 2015, Spring 2016

18. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

Funding for an instructor will be provided by the Vice Provost. The course will require classroom space.

19. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No

Yes

☒

1/14/14- okayed by Karen Jensen

20. IMPACTS ON PROGRAMS/DEPTS

What programs/departments will be affected by this proposed action?

Include information on the Programs/Departments contacted (e.g., email, memo)

There should be little impact on other programs. This course addresses a different audience and needs than existing college success skills courses.

21. POSITIVE AND NEGATIVE IMPACTS

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

Impacts should be positive. The goal is to allow students in academic difficulty to identify roadblocks to their success, explore their strengths and skills, and gain a better understanding of the university system and its requirements. The success of these students is a benefit to the programs and departments where they study and the university as a whole.

JUSTIFICATION FOR ACTION REQUESTED


The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

Students who have been placed on academic probation or disqualification are at great risk for not continuing their education. A recent PAIR study showed 23% of UAF first and second-year students falling into this category. UAF needs to have a more systematic support system for these students or they are likely to discontinue their studies. This course is modeled on courses that have been successful at other institutions as an intervention strategy to guide those students through the factors that have lead to their difficulty and the relationships, habits, strategies and skills that will help them recover.


APPROVALS: Add additional signature lines as needed.

	Date	3.31.14
Signature, Chair, Program/Department of:		

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	3.31.14
Signature, Dean, College/School of:		

Offerings above the level of approved programs must be approved in advance by the Provost.

	Date	3/31/16
Signature of Provost (if above level of approved programs)		

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

	Date	
Signature, Chair Faculty Senate Review Committee: <input type="checkbox"/> Curriculum Review <input type="checkbox"/> GAAC <input type="checkbox"/> Core Review <input type="checkbox"/> SADAC		

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

	Date	
Signature, Chair, Program/Department of:		

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	
Signature, Dean, College/School of:		

ATTACH COMPLETE SYLLABUS (as part of this application). This list is online at:

<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:

☒ Title, ☒ number, ☒ credits, ☒ prerequisites, ☒ location, ☒ meeting time
(make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:

☒ Name, ☒ office location, ☒ office hours, ☒ telephone, ☒ email address.

3. Course readings/materials:

☐ Course textbook title, ☐ author, ☐ edition/publisher.

☒ Supplementary readings (indicate whether ☐ required or ☐ recommended) and

☒ any supplies required.

4. Course description:

☒ Content of the course and how it fits into the broader curriculum;

☒ Expected proficiencies required to undertake the course, if applicable.

☒ Inclusion of catalog description is *strongly* recommended, and

☒ Description in syllabus must be consistent with catalog course description.

5. ☒ Course Goals (general), and (see #6)

6. ☒ Student Learning Outcomes (more specific)

7. Instructional methods:

☒ Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. Course calendar:

☒ A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. Course policies:

☒ Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

10. Evaluation:

☒ Specify how students will be evaluated, ☒ what factors will be included, ☒ their relative value, and ☒ how they will be tabulated into grades (on a curve, absolute scores, etc.) ☒ Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

[http://www.uaf.edu/files/uafgov/Info-to-Publicize-C Grading-Policy-UPDATED-May-2013.pdf](http://www.uaf.edu/files/uafgov/Info-to-Publicize-C%20Grading-Policy-UPDATED-May-2013.pdf)

11. Support Services:

☒ Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services: Note that the phone# and location have been **updated**. <http://www.uaf.edu/disability/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

☒ State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

5/21/2013

ACADEMIC RECOVERY

GENR 201

3 CR.- LETTER GRADED

M/W 5:00-7:00 pm plus individual meetings with instructor

INSTRUCTOR: Dr. Sarah Stanley

OFFICE HOURS: Thursdays 2-4pm

CONTACT INFORMATION: sarah.stanley@alaska.edu; 907-750-8978 (cell); 474-7335 (office)

RESOURCES: book of your choice from the list below; customized deck of cards (provided); readings provided electronically on Blackboard

This late start, cohort-based course, assumes students who enroll are people who have had a history of academic difficulty or struggle in school. The course also assumes that students who enroll have not had a chance to systematically inquire into their struggle with school or academics. Based on these two assumptions, the course philosophy believes that meeting students where they are translates to examining their moments of struggle in school.

Up until now, students may not have been asked to confront experiences of academic struggle because to do this kind of work and self-reflection is risky. What if students become defensive? Or the course makes students feel ashamed? How does defensiveness and shame lead to change? For these reasons, this course is future-directed. And yet, the course will ask students to share their experiences in a manner that will keep us focused not on the past, but where we are headed.

What is it you desire from UAF? What is your goal?

This course helps student face these challenges discovered through writing about their experiences by asking them to identify strengths, weaknesses, and goals through self-exploration in daily assignments. Capstone assignments include students drafting, revising, and editing their own failing-noticing literacy school narrative and sharing it with the Vice Provost. In addition, students will read a book, design five-year life plans with an academic advisor, and invent resumes for dream jobs. To help student accomplish these goals, each student will meet six times with the instructor. These conferences are to ensure an interpersonal connection to a faculty member who is invested in their success. The course culminates in a class-action research project where students apply research and presentation skills to advocate for a success initiative on this campus. **Enrollment is highly encouraged for students placed on academic probation or disqualification.**

The course is organized around two values

1. Multiplicity: Put an -s on it!
2. Affirmation: Build each other up!

STUDENT LEARNING OUTCOMES:

- Identify personal strengths and describe strategies for further developing them
- Align strengths and interests with academic and career goals
- Analyze barriers to success and develop strategies for overcoming them
- Demonstrate leadership skills and abilities
- Describe awareness and growth in regard to self-efficacy and identity
- Display the development of interdependent relationships within the campus community
- Develop skills and awareness for navigating the university system, including communication with professors
- Define strategies for narrating personal success and failure

READINGS

- Articles as assigned by instructor.
- Students choose from the following books:
 - o Mike Rose *Lives on the Boundary*
 - o Ta-Nehisi Coates *Between the World and Me*
 - o Ernestine Hayes *Blonde Indian*
 - o Richard Rodriguez *Hunger for Memory*
 - o Amy Tan *Joy Luck Club*
 - o Student choice--must be approved.

CAPSTONE ASSIGNMENTS

- **DEGREE PLAN WITH AN ADVISOR:** You will need to make an appointment with an academic advisor to plan out the steps of your academic degree completion.
- **FAKE RESUME FOR A DREAM JOB PROJECT:** After reflecting on your strengths and weaknesses, you will make some choices about where you see yourself in the future. First you will research a job ad that appeals to you. You will create a "fake resume" or "cover letter" for this "dream job." To do so, you will have to imagine yourself having more qualifications and experiences than you currently have.
- **SELF-DRIVEN READING PROJECT:** You will choose a book among provided options to read on your own, outside of class. You should have a reason for choosing this book that you wouldn't otherwise read. After reading it, you will

have to come up with three questions that you understand the book to be asking.

- **CAMPUS REFORM PROJECT:** As a class, you will make a recommendation to UAF students, faculty, staff, or administration about how to help struggling students (or how to help students stay out of academic difficulties). This project will have several components for which you will have individual requirements:
 - Each student will identify a possible reform
 - You will present your ideas to the group
 - The group will discuss and decide which reform to pursue (
 - As a group, you will do research and conduct interviews to form the foundation for your recommendation.
 - As a group, you will prepare a written report and an oral presentation (or video, or website- work with your instructor to focus on the most appropriate medium) of your recommendation for a public audience
 - As a group, you will prepare an assessment of the initiative- how will you know it works and what are the strategies for improvement?

COURSE ASSIGNMENTS

Life is a card game. You can only play the cards in your hand. Sometimes, you get a bad deal. Well, in this class, you get the opportunity to earn the whole deck of cards. Each card is a specific strategy that will lead you toward more and more success in school and in fulfilling your dreams.

The deck of cards is organized so that each suit has a set of specific strategies that build on each other.

- **SPADES**

Spade cards are tool cards. For academic tools, think of them as collecting resources, like hammers and shovels. Like the hammer or the shovel, a tool card is straightforward in terms of how you get them. Basically, go to a hardware store. Is there an academic hardware store? What tools do I need to collect to be successful in school?

For some people, spades may be the hardest suit of all. Attending class, showing up on time, taking advantage of an office hour, making an appointment with an advisor, participating in a campus event, turning in your homework on time, all of it seems pretty basic, but club cards can be challenging. They are challenging because collecting these tools requires persistence and hard work.

- **DIAMONDS**

Diamonds are gem cards. They are valuable, but to mine diamonds you need to apply a tool. Compare the deuce of spades to the deuce of diamonds. For the diamond to be earned, you have to go to class. But, more than just showing up, you have to participate. The diamonds are gems because they ask you to apply your tools so that you feel more engaged in your learning.

For some players, the diamonds will seem automatic. However, look at the ten of diamonds. Discovering the diamond here will take a lot of work. It will necessitate listening and thinking in different ways in order to mine what it is you want to say about your experience in school. Once you get a diamond, you should recognize its value. It is my goal that diamonds are valuable not because they represent a grade, but because they represent you learning and applying what you learned in order to do something meaningful to you.

- **HEARTS**

Hearts are the life cards. These cards are all about what makes us tick as people--we have an inner drive; we have heart! These are cards that challenge you to think outside the box or deep inside yourself to find the extra push that makes life worthwhile. For example, to earn the three of hearts, you must create a profile picture for Google +. This achievement is a heart card because a profile picture is not required, and yet, having an image provides the people you are communicating with a glimpse into your personality.

Hearts are exciting to collect. Many heart cards involve activities and challenges which happen outside the classroom, even outside UAF. My general advice is to go after a given kind's heart only after you have earned the tool and gem of that kind. Playing the game by starting with the heart card can be risky--you may find you lose your motivation to persist. Some players can put themselves in a situation in which while they have gone above and beyond the expectations of school, they haven't grounded themselves with tools and gems to the extent that they understand and can demonstrate academic success strategies. These players may have heart, but they lack discipline.

- **CLUBS**

The club cards are community cards. All players collaborate as a community to accomplish a campus reform project goal. The suit has been broken down so that players know what they have to do to contribute to the community's goal. As we earn club cards, we will have to imagine, propose, debate, vote, assess, and design as a team.

GRADING

A+ 97-100 (All cards are earned)	B+ 87-89 (missing 6 cards in deck)	C+ 77-79 (missing up to 12 cards)	D+ 67-69 Aces were not earned	
A 93-96 (Missing up to 3 cards in the deck)	B 83-86 (missing 7 cards in deck)	C 73-76 (All aces)	D 63-66 Majority of cards were earned.	F 59 or below Not enough cards.
A- 90-92 (missing up to 5 cards in deck)	B- 80-82 (missing 8 cards in deck)	C- 70-72 (All aces)	D- 60-62 Half the cards were earned.	

CARD	SPADES/ Tools	DIAMONDS/ Gem	HEART/ Life	CLUBS/ Community
2 Practices	Attend AR on time for one week consecutively.	Participate in class with (or without) your homework done and make a connection (anyway).	Connect with a fellow student. Provide affirmation of a comment, point of view.(students give students cards)	Meet initial deadline for problem proposals to campus reform project.
3 Tech	Access DRIVE and appear on the activity window because you've shared, created, edited, or commented in the contents of our folder.	Comment on someone else's writing to the person's interest in writing more/saying more/working harder. (students give students cards)	Create a profile picture for Google+	Cast your vote and share your reasoning on our Google Form.
4 Learning	Post on Drive your learning style.	Explain why you learn that way and what it is connected to. (to AR class)	Redesign one of your textbooks/tools to better fit your learning style.	Design two survey questions that takes into account what we can learn from students.
5 Support	Ask 3 co-workers, family members or friends, not at UAF, about what makes them happy in their life. (ask for card)	Create a table on Drive that presents the data. Include how what you learned is useful to you.	Schedule an interview with someone you hope to emulate in the next five years.	Collect responses to survey.
6 Time	Share six online resources to address time management/ procrastination.	Break down one large project over the course of 3 weeks.	Commit and sustain one success strategy for 10 days in a row.	Analyze data and plan with class future deadlines for project.
7 Reading	Read the excerpt from class about "limit situation." (ask for card)	Write a scene where you are encountering a limit situation.	Re-imagine that scene so that the limit situation is not as limiting.	Draft a case study of the problem as you see it

8 Resources	Go to the library. Visit the reference desk and ask for information about something you're interested in.	Visit the writing center or math lab. Revise your writing or teach the concept you learned to someone else.	What is a resource on campus you wish we had? Write a proposal for this resource.	Contribute 2 resources to class annotated bibliography for project
9 Health	Eat whole foods while studying, 9 times.	Go to the campus rec center 9 times.	Make an appointment to use free counselling at UAF.	Invite campus resource personnel to advise project.
10 Critical Thinking	Draft your failing-noticing narrative.	Discover your message, and rework three sentences to better get that message across.	Share your AR narratives outside of class with another.(ask for card)	Propose a 100 word solution to the problem.
JACK Fun	Attend a campus event and meet someone new. Take a selfie.	Set up a social study group session with snacks for you and 3 classmates. (ask for card)	Volunteer off-campus.	Bring a friend to a planning session for the project.
QUEEN Authority	Go to the office to meet your most intimidating professor. Provide evidence of the visit.	Ask for an exception. Parking violation, late fee, missed deadline.	Choose a mentor. Ask this person to coffee/tea. Set up a regular visit.	Draft one paragraph of a memo to the appropriate campus leader for the reform.
KING Confidence	Ask a question at an on campus event—share the question and answer with us in class.	Write a 300 word reflection about the experience and your plan for applying what you learned.	Design your own Academic Success workshop based on your own experience of struggle.	Generate one way that you will be able to know that the project was successful.
ACE Action	Set up an appointment with an advisor. Create a degree completion plan.	Create a fake resume for a dream job.	Read a book from a provided list. Distill the contents down to 3 open-ended questions.	Campus Reform Project implemented.

COURSE POLICIES

Students are expected to attend all class sessions and in-class participation is a part of the final grade. Students will meet individually with the instructor at least 6 times as part of their responsibility in earning and receiving cards. Attending these meetings are built-in aspects of the course. Work is due on the schedule set by the syllabus- late or make-up work will be allowed only with instructor permission.

SERVICES

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. Your instructor will work with the Office of Disabilities Services (203 WHIT, 474-5655 <http://www.uaf.edu/disability/>) to provide reasonable accommodation to students with disabilities.

There are a number of support services, labs, and tutoring opportunities available on campus. Your instructor will provide you with a complete list and part of your Individualized Growth Project will consist of determining what resources will be most helpful to you.

COURSE SCHEDULE

	Class Focus	Out-of Class Expectations
First week	<ul style="list-style-type: none"> ● Introductions; What's recovery? ● How do the cards work? ● First conference scheduled. ● Proposal for change project assigned 	<ul style="list-style-type: none"> ● kind card 2 and 3 ● Select book and begin reading ● Write proposal for campus reform ● Meet with instructor
Second Week	<ul style="list-style-type: none"> ● Share experiences with kind 2 and 3 ● Submit/discuss possible institutional reform based on proposal. ● Design vote survey as a class ● Preview 4 and 5 cards 	<ul style="list-style-type: none"> ● kind card 4 and 5 ● Vote on project using Google survey ● Read first 50 pages of book ● Meet with instructor
Third Week	<ul style="list-style-type: none"> ● Share experiences with kind card 4 and 5 ● Select institutional reform. Decide on scope of survey. ● Design survey. Assign tasks ● Preview 6 and 7 card 	<ul style="list-style-type: none"> ● Kind card 6 and 7 ● Survey for reform project launched ● Book complete--distill contents to three questions ● Meet with instructor
Fourth Week	<ul style="list-style-type: none"> ● Share experiences with kind card 6 and 7 ● Analyze survey results as a class. ● Plan future deadlines and assign tasks. ● Preview queen and 10 cards 	<ul style="list-style-type: none"> ● Kind card Queen ● Draft narrative ● Draft problem statements ● Meet with instructor
Fifth Week	<ul style="list-style-type: none"> ● Discuss queen and 10 cards ● Workshop student writing ● Review annotated bibliography genre ● Preview king and jack cards 	<ul style="list-style-type: none"> ● Kind card King ● Kind card Jack ● Revise narrative ● Meet with Academic Advisor to develop degree plan
Sixth Week	<ul style="list-style-type: none"> ● Discuss king and jack cards ● Guest speaker advice ● Workshop student writing ● Preview 8 and 9 cards 	<ul style="list-style-type: none"> ● Kind card 8 and 9 ● Revise narrative ● Meet with instructor--bring degree plan ● Begin work on dream job resume
Seventh Week	<ul style="list-style-type: none"> ● Discuss 8 and 9 cards ● Guest speaker 	<ul style="list-style-type: none"> ● Ace card preparation ● Reflect on what is

	<ul style="list-style-type: none"> • Workshop student writing • Reform project progress 	<p>success to you for the project</p> <ul style="list-style-type: none"> • Meet with instructor-bring resume
Eighth Week	<ul style="list-style-type: none"> • Discussion of cards • Launch reform project • Assess and reflect on course 	Keep in touch!