

# CORE-P 101 Career and Network Navigation (General Chemistry Sections)

Fall 2022

Goodpaster (your room will be specified directly to you via email)

F 2:10-3:00pm OR 3:10-4:00pm

**Syllabus Website** (provides more detailed information):

<https://sites.google.com/smcm.edu/corep101genchemstudentsite/home>

**Instructor:** Kelly Y. Neiles GH202, [kyneiles@smcm.edu](mailto:kyneiles@smcm.edu)  
she/her/hers

Office Hours:

M 10:30-11:30am

F 8:30-9:30am

No appointments needed for office hours!

All office hours are in-person unless otherwise scheduled via e-mail with Dr. Neiles

Course credits: 1 credit

## **Rationale:**

In order to be ready for the 21<sup>st</sup> century job market students must hone their craft and produce a well-rounded, skilled professional who is highly competitive in today's marketplace. As a liberal arts student, you have copious skills. Skills that when combined with 21<sup>st</sup> century skills produce a highly competitive, articulate person of the workforce.

While the focus of your General Chemistry I course is first on teaching chemistry content, we have come to realize that integrating professional and academic development (by requiring this specific general chemistry section as a co-requisite) supports and more fully enables the learning of chemistry. By helping our students to be more aware of their strengths and how to capitalize on them through professional/academic development activities, our expectation is that genuine learning improves, leading to retention of chemistry knowledge, improved performance in future courses, effective collaborations that are at the heart of modern scientific practice, and improved scores on graduate school entrance exams such as the MCAT.

In the COREP curriculum, students will study the theories of learning and think deeply about who they are as lifelong learners. This type of self-reflection is useful at any stage of academia, leading to the scholarly development of first years, seniors, and even faculty and staff. In addition, the skills and mentoring received through the integration of content and professional/academic development should aid students in the first steps towards finding a fulfilling career after graduation.

## Learning Outcomes:

Upon completion of COREP101, students will:

1. identify various attributes of their own thinking (such as mindset and strengths) and describe actions they can take to develop productive ways of thinking as a STEM student and future professional;
2. identify potential career paths through the reflections described in #1;
3. create a basic working resume;
4. develop a career exploration plan indicating academic and career goals;
5. have taken steps towards using the learning strategies of a STEM professional;
6. develop an effective strategy for establishing healthy professional relationships (including industry professionals to build their career network);
7. reflect on inclusivity and equity and how these topics affect STEM community members.

## Format and Procedures:

This class meets once a week for 50 minutes. We will proceed through 13 modules throughout the semester that will focus on building skill sets necessary to: be a successful STEM student, explore and plan for STEM careers, write a resume, develop healthy professional relationships, and reflect on inclusivity, diversity, equity, access, and accountability (IDEA2) principles relevant to STEM professions. Each module is broken down into three phases:

1. *Exploration Phase:* Students are introduced to a new skill or topic (completed out-of-class).
2. *Personalization Phase:* Students reflect on how the skill/topic applies to their own lives (completed out-of-class and often involves a short assignment).
3. *Application Phase:* Students further their understanding of a skill/topic and apply it to their own lives or come up with a plan to do so (completed in-class and sometimes involves a short assignment).

Students can expect the Engaged Learning element of this course to take place during the Exploration and Personalization weekly assignments. These will include activities like guided readings, watching relevant videos, and writing short reflections.

## Student Conduct:

For the health and safety of our community, within all campus buildings, including classrooms and laboratories, all students are **required to wear snug face coverings over the nose and mouth** and comply with social distancing to the extent possible. The face covering must also be snug in fit and should reach your chin when your nose and mouth are fully covered. Face shields are not considered a face covering replacement for facial masks during classes. Failure to comply will result in your being excused from the class session, subsequent class meetings, and potentially from the residential campus experience.

The faculty and staff of the Department of Chemistry and Biochemistry (of which I am a member) strive for our classes to be inclusive communities in which we learn from the many perspectives that come from having differing backgrounds and beliefs. We support an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. In our class communities, we aim to be respectful to all, regardless of ability, race, ethnicity, religion, gender, sexual orientation, age,

economic circumstances, etc. We expect that all class participants, faculty, staff, and students, will create an environment that facilitates inquiry and self-expression while also understanding and respecting how others' viewpoints may be different from our own.

### **SMCM Land Acknowledgment and Pledge:**

We acknowledge that the land on which we are learning, working and gathering today is the ancestral home of the Yacocomico and Piscataway Peoples. We also acknowledge that St. Mary's City was partly built and sustained by enslaved people of African descent. Through this acknowledgment, we recognize these communities and all those who have been displaced and enslaved through colonization.

Given the unique importance of the land on which we sit and given the unique educational mission of St. Mary's College of Maryland as The National Public Honors College, we pledge to continue to unearth and understand these historic realities so that they inform all of our work. We also pledge to work tirelessly in making our institution more accessible, inclusive and equitable, especially for those populations most affected by societal inequities. We do this with the understanding that by supporting and learning from all of our diverse communities, we build a more sustainable future for all.

### **Course Materials**

- We will use Blackboard to manage course materials (no cost)
- There is no required text (no cost)
- Clifton Strengths Assessment \$20

### **Grading:**

Let's just lay this on the table, there is a global pandemic and it's not over! None of us is really OK. If you tell me you're having trouble, I'm not going to judge you or think less of you. I hope you'll extend me the same grace. So let's set some ground rules:

- You never owe me personal information about your health (mental or physical) or the health of your family members.
- You are always welcome to talk to me about things that you're going through.
- If I can't help you, I usually know someone who can.
- If you need extra help, or you need to miss class, or you need more time with something, just ask. I'll work with you, promise.

This course will be graded using a system called specifications grading. That is, each grade has a "specified" number of things you must do to earn it. Below you will find the specifications for each grade:

To earn an A grade a student must:

- be an engaged member of the classroom community as detailed below.
- complete 90% of the short personalization/application phase assignments.

- complete all three steps towards building a resume and submit a final form of your resume:
  1. Initial creation/formatting
  2. Identification of strengths/skills/experiences
  3. Attend 1 P2P meetings regarding resume building
- complete final COREP reflection.

To earn an B+ grade a student must:

- be an engaged member of the classroom community as detailed below.
- complete 80% of the short personalization/application phase assignments.
- complete all three steps towards building a resume and submit a final form of your resume:
  1. Initial creation/formatting
  2. Identification of strengths/skills/experiences
  3. Attend 1 P2P meetings regarding resume building
- complete final COREP reflection.

To earn an C+ grade a student must:

- be an engaged member of the classroom community as detailed below.
- complete 70% of the short personalization/application phase assignments.
- complete all three steps towards building a resume and submit a final form of your resume:
  1. Initial creation/formatting
  2. Identification of strengths/skills/experiences
  3. Attend 1 P2P meetings regarding resume building
- complete final COREP reflection.

To earn an D+ grade a student must:

- be an engaged member of the classroom community as detailed below.
- complete 60% of the short personalization/application phase assignments.
- complete all three steps towards building a resume and submit a final form of your resume:
  1. Initial creation/formatting
  2. Identification of strengths/skills/experiences
  3. Attend 0 P2P meetings regarding resume building
- complete final COREP reflection.

Anything less than the work specified in the D+ grade status will result in the student failing the course.

### **Assignments:**

*Engaged Member of Course Community:* As a member of our classroom community, you are expected to engage with your instructor, peer mentor, and fellow classmates. Now, engagement can look different for different people but some examples of indicators of classroom engagement would be (this is not an exhaustive list): attending class regularly (class attendance will be taken daily); participating in classroom discussions either in person or through virtual platforms (when the option is provided); developing study groups with classmates to complete course assignments. The instructor will check in with all students during week 5 and 10 to discuss their engagement within the class and meetings will be set to discuss any necessary adjustments. As a college student, attending class is both an expectation and a priority. CORE-P in particular is highly reflective and revolves around in-class engagement through discussions and

reflection. For this reason; **if you miss more than three classes over the course of the semester, you will automatically fail the class.**

*Personalization/Application Phase Assignments:* Each module's personalization and application phase may include short assignments. Personalization assignments are due before the student attends the next class, while application phase assignments will be completed in-class. These assignments will be scored based on completion. To get a score of "completed" a student must have finished all aspects of the assignment and show thoughtful effort in their work. Assignment due dates will be posted weekly in Google Classroom and the course website. You receive full credit for completed, on-time work. However, I recognize that sometimes "life happens." Thus, I will give you two "free passes" to miss an assignment (you do not need to turn the assignment in late, it will just be a pass). If you use a free pass you'll still need to look over the material before you come to class so that you can participate in discussions.

*Resume Building Assignments:* Students will complete three steps towards building a resume during the course: 1) initial creation/formatting, 2) identification of strengths/skills/experiences, and 3) attending P2P meetings regarding resume building. The first two of these steps are built into the modules as a personalization/application phase assignment; more information will be shared about them at relevant points throughout the semester. Attendance at the P2P meeting impact your grade (see above) so pay careful attention to announcements regarding these meetings. A final version of your resume will be submitted as an assignment during the last week of classes.

*Final COREP Reflection:* There is no midterm or final for this course. At the end of the semester students will respond to prompts given on a final reflection assignment. These prompts will help students reflect on what they learned over the semester and also provide feedback to the instructor as to what they did and did not find useful (information we will use to further refine the course in the future).

### **Attendance:**

As a college student, attending class is both an expectation and a priority. CORE-P in particular is highly reflective and revolves around in-class engagement through discussions and reflection. For this reason; **if you miss more than three classes over the course of the semester, you will automatically fail the class.** If illness or other serious matters prevent you from coming to class, I will work with you & the appropriate parties for attendance support.

I am here to support you. If you are absent please notify me, ideally prior to class, so you can keep up with your work. When you miss class, it is your responsibility to stay caught up. That means it is your responsibility to obtain class notes and complete any missed assignments from Google Classroom.

### **Ethics:**

I will follow the university policy on cheating and plagiarism as outlined in the Student Code of Rights and Responsibilities in the "To the Point" student Handbook. Potential outcomes for violating the student code of responsibilities include assignment failure, course failure, and/or expulsion from SMCM.

[Office of Student Support Services: Academic Misconduct Website](#)

### **Accommodations:**

SMCM is committed to providing access to the educational experience to students with disabilities and health conditions that impact learning. If you have received a letter from the Office of Accessibility Services (OAS), which outlines the academic accommodations to which

you are entitled and those accommodations apply to this course, you **MUST** meet with me to review that letter. If you suspect that you have a learning need that could benefit from academic accommodations, you should contact the Office of Accessibility Services, who can help you learn more about how to proceed in this instance as well.

### **Office of Student Support Services (OS3):**

The Office of Student Support Services (OS3) connects students to the resources, activities, services, and programs that can help students be successful, thrive, and persist to graduation. They offer student success videos, one-on-one coaching (both academic and outside-the-class support), advising, transition programs, access to tutoring, etc. and work with students holistically. OS3 staff will reach out to students when faculty members are concerned about a student's welfare (due to absences, poor performance, etc.) to offer assistance. OS3 can notify professors if a student will be absent due to a family or medical emergency. Students needing help with Academic Policy petitions, Academic Probation, incompletes for a semester, etc. can work with a staff member in OS3. Students who are homeless or who do not have a safe place to go during a College break can receive funds to help pay for food when the Great Room is closed. Contact OS3 at 240-895-4388 to schedule an appointment.

### **Wellness Center:**

If you find yourself struggling with your mental or physical health this semester, please let me know. I am one of many people here at SMCM who care about you and your welfare. The Wellness Center (240-895-4289) provides numerous confidential health and counseling services including a 24/7 Counseling Helpline and same day/next day connections to counseling by calling 240-895-4289 or emailing the Director at [lkscherer@smcm.edu](mailto:lkscherer@smcm.edu).

To learn more about Wellness Center Services please go to their webpage at [www.smcm.edu/Wellness](http://www.smcm.edu/Wellness)

### **Title IX:**

The College prohibits sexual or gender-based harassment, discrimination or misconduct, which includes sexual assault, sexual harassment, relationship violence, and stalking. If you or someone you know has experienced sexual harassment, you may contact the Title IX Office ([www.smcm.edu/title-ix](http://www.smcm.edu/title-ix)) or Title IX Coordinator for more information about resources and options. Faculty members are required to share reports of sexual misconduct with the Title IX Office to make sure the College responds appropriately to address the health and safety needs of our community. Confidential support is also available through the Wellness Center (<https://www.smcm.edu/wellness/>).

### **Intended Timeline:**

<b>Date</b>	<b>Topic</b>	<b>IDEA(2) Focus</b>
9/2	Mod 1: Understanding Yourself	What is IDEA(2)?
9/9	Mod 2: Identifying Your Strengths	What strengths are valued?
9/16	Mod 3: Finding Your Community	Who is "allowed" into the community?
9/23	Mod 4: Anyone Can Learn	Is there a "correct" way to

		learn?
9/30	Mod 5: Our Changing Brain	Is anyone neurotypical?
10/7	Mod 6: Strategies for New Learning	Which students are taught these strategies and who is left behind?
10/14	Mod 7: Bumps in the Road	Do I experience stereotype threat?
10/21	Mod 8: Academic Relationships	What are the “hidden rules” of academia?
10/28	Mod 9: Teamwork	How can diverse teams work effectively?
11/4	Mod 10: Planning for the Future	Why is the “STEM pipeline” analogy problematic?
11/11	Mod 11: Structuring Your Goals	What are the “hidden rules” of job applications?
11/18	Mod 12: Marginalization in STEM (Part 1)	What does implicit bias look like in STEM professions?
11/25	NO CLASS	
12/2	Mod 13: Marginalization in STEM (Part 2)	What do microaggressions look like in STEM professions?
12/9	Wrap Up	