

INTRODUCTION TO HOPKINS: ARRIVE AND THRIVE

AS.360.105:15

FALL 2020

MONDAYS, 3:00 PM – 3:50 PM

COURSE DESCRIPTION: Explore the University. Engage with people. Empower yourself. Chart your expedition at Hopkins. In this freshman-only course, students will explore Hopkins' academic resources and opportunities to integrate their academic, career, and personal goals for college and beyond. Students will be exposed to topics including learning strategies, academic planning, and campus culture. Students will develop a personalized plan for success and make some new friends.

COURSE EXPECTATIONS: Students are expected to be present at all class meetings. In our virtual format, this means joining the Zoom meeting at the scheduled time, with camera and microphone active, fully prepared to engage in the assigned activities and discussions. Note that many activities and assignments throughout the semester will require you to engage with and then discuss many personal matters. To ensure a safe and productive classroom space, all activities should be kept personal (not universal), respectful, confidential, and generative. This applies not only to our class meetings and discussions with fellow participants, but also to any conversations that take place outside of class meetings with peers, faculty and staff.

CLASS READINGS: There are several short reading assignments throughout the semester. All required readings are available on our course Blackboard site, either as links or in PDF format. Readings should be completed by the date indicated on the syllabus as we will be discussing them in that week's class meeting.

CLASS ASSIGNMENTS: Throughout the course there will be short assignments on an almost weekly basis that either require you to reflect on your life, values, goals, and experiences – or that require you to go out into the virtual campus of Johns Hopkins and connect with people, office and resources that will help you explore your interests, thrive academically and personally, and find your community on and off campus. These assignments will either be checked in class or will be turned in via our Blackboard site. These assignments will not only serve as the foundation for the final Capstone assignment, but they will also inform our weekly class discussions. As such assignments need to be done on time – LATE ASSIGNMENTS WILL NOT BE ACCEPTED.

GRADE BREAKDOWN: This course is graded Satisfactory/Unsatisfactory (S/U). Students must earn a minimum of 80% in order to receive a Satisfactory grade.

Short Assignments: 50%

Class Participation: 20%

Capstone Assignment: 30%

ATTENDANCE POLICY: The Health and Wellness Center does not provide documentation for students who miss individual classes. In these cases, students should communicate directly with their instructors.

If a student experiences an extended illness or hospitalization that causes the student to miss a significant number of classes or major academic assignments, including mid-term examinations, the student can provide a physician's documentation of illness to the student's instructors.

Students who have prolonged illnesses that interfere with their ability to meet their academic obligations are encouraged to seek treatment at the Student Health and Wellness Center and to confer with a Case Manager in the Student Life Office for assistance. Students should also notify faculty when they are not able to complete work due to illness. Faculty who see a pattern of absences or late work are encouraged to confer with the student's advising office.

Falsely reporting an illness or injury is a violation of the code of student conduct and is subject to disciplinary action.

ETHICS: The strength of the university depends on academic and personal integrity. In this course, you must be honest and truthful. Ethical violations include cheating on exams, plagiarism, reuse of assignments, improper use of the Internet and electronic devices, unauthorized collaboration, alteration of graded assignments, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition.

You can find more information about university misconduct policies on the web at <http://e-catalog.jhu.edu/undergrad-students/student-life-policies/>

MENTAL HEALTH: If you are struggling with anxiety, stress, depression or other mental health related concerns, please consider visiting the JHU Counseling Center. If you are concerned about a friend, please encourage that person to seek out their services. The Counseling Center is located at 3003 North Charles Street in Suite S-200 and can be reached at 410-516-8278 and online at <http://studentaffairs.jhu.edu/counselingcenter/>

STUDENTS WITH DISABILITIES: Any student with a disability who may need accommodations in this class must obtain an accommodation letter from Student Disability Services, Shaffer Hall, (410) 516-4720 or studentdisabilityservices@ju.edu.

PART I:
UNDERSTANDING WHO YOU ARE
&
WHY YOU ARE HERE

- AUGUST 31** **INTRODUCTIONS (TO HOPKINS, THIS COURSE, AND EACH OTHER)**
Reviewing course syllabus and expectations, Reframing the fall semester at Hopkins, creating a space for reflection, imagination, inspiration, experimentation, and support
Homework: Start Journal Assignment
Attend a group meeting with your Peer Leader
Attend the [Student Involvement Fair](#)
- SEPTEMBER 7** **LABOR DAY (No Class)**
- SEPTEMBER 14** **WHAT IS THE PURPOSE OF COLLEGE?**
Discuss college archetypes, approaches to college, and the Collegeview Review Journals
Readings: Johann Neem, “What’s the Point of College?”
Danielle Allen, “[Aims of Education](#)”
Homework: Revise Your Collegeview
Continue with your journals
- SEPTEMBER 21** **UNDERSTANDING AND ARTICULATING YOUR VALUES**
Online values card sort, Worldview, Common Question
Readings: Johns Hopkins history and mission
Homework: Complete your Worldview
Select two readings from the Common Question readings (<https://studentaffairs.jhu.edu/common-question/>) and in 6-8 sentences discuss how these readings inform, contradict, support, or relate to your Worldview
If you haven’t done so already, join a faculty discussion of the CQ
- SEPTEMBER 28** **DEFINING SUCCESS IN COLLEGE**
Defining what success means to you, understanding the difference between college and high school level learning, identifying and making use of learning support resources
Campus Resources: Study Consultants, Learning Den
Readings: John Bader, “Focus on Learning, Not Grades” *Dean’s List*
Homework: Complete your journal assignment
Incorporate your definition of success into your Collegeview
Attend at least 1 event from this week’s Fall Future Festival

PART II:
IMAGINING & CONNECTING
WITH
YOUR FUTURE SELVES

- OCTOBER 5** **IMAGINING THREE VERSIONS OF YOUR FUTURE SELF**
Using Life Design to Imagine 3 versions of you at your graduation, translating those imaginings into concrete 4-year academic plans
Campus Resources: Academic Advising, Degree Progress
Readings: John Bader, “Approach the Curriculum Like a Great Feast” and “Understand that Majors and Careers Are Not the Same Thing” in *Dean’s List*
Homework: Complete your 4-year plan for Life #1
Sketch out all three future lives
- OCTOBER 12** **MAKING CONNECTIONS: WHO TO ASK, HOW TO ASK, WHAT TO ASK**
Identifying potential individuals and offices to connect with as a way to explore your interests and prototype your Hopkins experiences
Homework: Complete Stakeholder Maps for one area in each of your three lives
Complete “How Might I” Statements for each of your three lives
Schedule an individual meeting with Justin (Instructor)
- OCTOBER 19** **CONNECTING WITH FACULTY & RESEARCH**
Understanding the role of faculty, identifying areas of research interest, utilizing resources to connect to research opportunities
Campus Resource: Office of Undergraduate Research, ForagerOne
Homework: Connect to one faculty member during office hours
Identify one research opportunity of interest on [ForagerOne](#)
- OCTOBER 26** **CONNECTING ON & OFF CAMPUS**
Identify opportunities to get involved on campus and in the city of Baltimore, understanding the importance of the Hopkins alumni network
Campus Resource: Life Design Lab, Student Leadership and Involvement
Homework: Connect to one new student organization (attend a meeting, etc.)
Connect to one new campus office
Log onto [OneHop](#) and set up your profile

**PART III:
EMBRACING & NARRATING
YOUR
HOPKINS STORY**

NOVEMBER 2 ACCEPTING AND LEARNING FROM FAILURE

Developing a Growth Mindset and building Grit, embracing failure as a necessary component of success and personal development

Readings: Carol Dweck, [*The Power of Believing You Can Improve*](#)

Carol Dweck, "What Having a Growth Mindset Actually Means"

Angela Duckworth, selections from *Grit: The Power of Passion and Perseverance*

Homework: Write your resume of failures

NOVEMBER 9 TAKING STOCK, CHANGING COURSE, & FOCUSING ON THE FUTURE

Homework: Use this opportunity to continue to connect with campus resources and begin your Capstone projects

NOVEMBER 16 HIGHLIGHTING YOUR ACCOMPLISHMENTS AND SKILLS

Crafting a resume/CV to highlight your strengths, accomplishments, and experiences; understanding how your Hopkins experiences can inform your professional pursuits

Homework: Complete Step 1 of *Life Design Narratives: (re)Designing Your Personal Brand in Resumes* on OneHop and submit your updated resume to [VMock](#)

NOVEMBER 23 THANKSGIVING BREAK (NO CLASS)

Homework: Finish your Capstone assignments and presentation
What are three things for which you are grateful?

NOVEMBER 30 CAPSTONE PRESENTATIONS

DECEMBER 7 CAPSTONE PRESENTATIONS