

<b>Syllabus for: First Year Experience</b>	
<b>Semester &amp; Year:</b>	Spring 2015
<b>Course ID and Section Number:</b>	GS 6: First Year Experience E7155
<b>Number of Credits/Units:</b>	3.0 units
<b>Day/Time:</b>	<b>MW 4:30PM-5:55PM</b>
<b>Location:</b>	LRC 104
<b>Instructor's Name:</b>	April Garwin
<b>Contact Information:</b>	Office location and hours: HU127A MW 3:00- 4:30, and by appointment Phone: 707/443-9813 Email: april-garwin@redwoods.edu
<b>Course Description (catalog description as described in course outline):</b> A first year experience course focusing on the development of academic and personal skills necessary to succeed in college and beyond. Topics include time management, classroom dynamics, effective collection and organization of course-related materials, inter- and intrapersonal skill development, successful navigation of institutional resources, and efficient use of educational technology. Students will learn to identify educational goals and develop a comprehensive student education plan.	
<b>Student Learning Outcomes (as described in course outline) :</b> <ol style="list-style-type: none"> <li>1. Assess individual learning preferences which can be applied towards improving lifelong learning skills.</li> <li>2. Identify college expectations and demonstrate successful navigation within the college system.</li> <li>3. Develop and complete a formal student education plan.</li> <li>4. Analyze self-management systems and persistence practices to increase self-motivation and success.</li> </ol>	
<b>Special accommodations:</b> College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test/assignment so that necessary arrangements can be made. No last-minute arrangements will be made. If you have a disability or believe you might benefit from disability related services and may need accommodations, please contact Disabled Students Programs and Services. Students may make requests for alternative media by contacting DSPS.	
<b>Academic Misconduct:</b> Cheating, plagiarism, collusion, abuse of resource materials, computer misuse, fabrication or falsification, multiple submissions, complicity in academic misconduct, and/ or bearing false witness will not be tolerated. Violations will be dealt with according to the procedures and sanctions proscribed by the College of the Redwoods. Students caught plagiarizing or cheating on exams will receive an "F" in the course. The student code of conduct is available on the College of the Redwoods website at: <a href="http://www.redwoods.edu/District/Board/New/Chapter5/Ap5500.pdf">http://www.redwoods.edu/District/Board/New/Chapter5/Ap5500.pdf</a>	
College of the Redwoods is committed to equal opportunity in employment, admission to the college, and in the conduct of all of its programs and activities.	

## **GS 6: FIRST YEAR EXPERIENCE**

### CLASS SYLLABUS

#### **What is a Syllabus?**

The course syllabus is a “master document” for your classes. It typically includes: a) a summary of the course outcomes (what you’ll be learning to do); b) a list of required materials; c) a description of activities and how you will earn your grade; d) instructor-specific policies and procedures; e) a schedule of reading and writing assignments and their due dates; and f) scheduled exam dates. When you have questions about the course, you can refer to the syllabus and often find the answer there.

**Textbooks:** The textbook for this class is *On Course: Strategies for Creating Success in College and Life*, 7<sup>th</sup> edition (ISBN#1-133-60683), by Skip Downing. Bring your textbook and journal to each class.

**Reading:** Readings will provide the basis for understanding the lectures and should be completed before coming to class. The “Road Map” page of this syllabus contains the assignments for each week.

#### **Emergency Procedures**

Please review the campus evacuation sites, including the closest site to this classroom (posted by the exit of each room) and review [www.redwoods.edu/safety.asp](http://www.redwoods.edu/safety.asp) for information on campus Emergency Procedures.

During an evacuation:

- Be aware of all marked exits from your area and building.
- Once outside, move to the nearest evacuation point outside your building.
- Keep streets and walkways clear for emergency vehicles and personnel.
- Do not leave campus, unless it has been deemed safe by the Incident Commander or campus authorities. (Be aware CR’s lower parking lot and 101 frontage are within the Tsunami Zone).

**RAVE** – College of the Redwoods has implemented an emergency alert system. Everyone is entered already to receive a message at their CR email address. In the event of an emergency on campus, you can also elect to receive an alert through your personal email, and/or phones at your home, office, and cell. This emergency alert system will be available to all students, staff, and other interested parties.

Registration is necessary in order to receive emergency alerts. Please go to <https://www.GetRave.com/login/Redwoods> and use the “Register” button to create an account. During the registration process you can elect to add additional information, such as office phone, home phone, cell phone, and personal email. Please use your CR email address as your primary Registration Email. Your CR email address ends with “[redwoods.edu](http://redwoods.edu).”

We will test the system each semester to be sure that you are getting alerts at all of your destinations. Please contact Public Safety, [707-476-4112](tel:707-476-4112), [security@redwoods.edu](mailto:security@redwoods.edu), if you have any questions.

#### **Calculating Your Final Score**

Attendance/Roll Call	5 points per class
4 take-home assignments	100 points each
20 Journal entries	200 points total
Two Exams	100 points each
Classroom Presentation	100 points
<u>Student Education Plan</u>	500 points! WOW! Important!

NOTE: Bonus Points and Extra Credit WILL be available through the semester. These opportunities are granted during class time. I will give specific instructions during class on how to gain points for these opportunities.

Letter grades for the course will be assigned according to the following:

<b>90-100%</b>	<b>A</b>
<b>80-89.9%</b>	<b>B</b>
<b>70-79.9%</b>	<b>C</b>
<b>60-69.9%</b>	<b>D</b>
<b>below 59.9%</b>	<b>F</b>

**Class Attendance and Assignments: This class is writing-intensive. You are expected to create a journal. I expect you to DIVE DEEP. I will NEVER discuss or disclose ANYTHING you write in your journal. I will respect your PRIVACY!**

In order to excel in this course, you will need well-organized notes, completed assignments, and regular participation in classroom activities. While the readings will help to flesh out concepts covered in the lectures, they do not provide a substitution for class attendance. If you miss a class, it is your responsibility to get notes from a classmate; the instructor does not provide notes for absent students. There will be no makeups for any assignments. Papers/ assignments/ exams must be submitted on the due date.

Sign-In roll sheets are mandatory. I will track your attendance. Students who have been absent for more than five classes and/or failed to turn in a take-home assignment, journal entries and/or an exam **RISKS BEING** dropped by Instructors on or by the last student withdraw date. You risk an F by neglecting to drop your classes! Do NOT count on your instructors to drop you! This will affect your GPA.

**Policy on Anticipated Absences:** If you anticipate having to miss class at some point during the term, you are still responsible to get assignments in on the due date. Have your classmate, sibling, parent, or neighbor bring your assignment. Give them cookies!

**Classroom Etiquette:** If we all adhere to the following common sense guidelines our class time together should be a pleasant experience for everyone:

- Be on time. Avoid leaving class unless you need to take a break, in which case you do not need my permission to leave the classroom.
- Doff your headgear. If you don't know hat etiquette stone cold, you are NOT entitled to wear one!
- Do not begin packing your belongings until the end of the class session and after I have dismissed the class for the day.
- Avoid interrupting people when they are talking, and do not hold side conversations. Those who continue to violate this norm will be asked to leave the classroom for the remainder of the session and will forfeit any credit for in-class work on that day.
- Address your fellow classmates respectfully, whether or not you agree with their particular viewpoints. I DO NOT and shall not and will not tolerate a "bully"!
- Electronic equipment (laptops, notebooks, smart pads, smart phones, etc.) can only be used after gaining your instructor's permission and then, only after agreeing to my Rules of Conduct. If you are pre-authorized by Disabled Students Programs & Services (DSPS) to use such devices in class, you may have certain rights of use, but you still must adhere to my Rules of Conduct regarding such use.

## **Rules of Conduct for the Use of Electronic Learning Equipment:**

- The default status for all students is that all electronic devices (including cell phones) are to be turned off or muted during class. Do not call, chat, or read or send text messages or email during class for any reason. You will be asked to leave until you can give the class your undivided attention. Plus, it's just plain rude.
- Use of electronic learning equipment in class is allowed only at your instructor's discretion and only with my express permission. Pre-authorization by DSPS to use such devices in class must be presented to me in writing.
- When authorized, the use of electronic learning equipment is limited to a) note-taking (including software that transcribes voice lectures to written notes, but excluding software that records voice files), b) referring to an electronic copy of the course textbook (not some other reading), and c) vision or hearing augmentation.
- Making or receiving phone calls in class is expressly forbidden. If you are on call or anticipate needing take a call, please get approval from me first at the beginning of class and then make sure to set your phone to vibrate. If a call does come through, please leave quietly and take the call outside of the classroom. This allowance only applies if you get permission from me ahead of time. If I see you checking your phone during class and you have not made arrangements with me to have your phone on during class I will ask you to leave class for the remainder of the session.
- No one is allowed to wear earbuds or earphones during class, unless required under DSPS accommodations.
- Voice recording: you may record lecture and discussion during the class only if you have notified me ahead of time; ***do not record me or your classmates without prior consent.***
- Failure to adhere to these Rules of Conduct will result in removal of all in-class electronic privileges and will result in dismissal from the class session.

**Journal:** You are required to maintain a journal for this course. You will need a journal with blank pages; this could be a blank bound book or spiral notebook. Be aware of journal check dates listed on the "Reading List" table of the syllabus. You are responsible for knowing due dates! I expect Journals to be handwritten. Use your best penmanship. If I can't read it, I won't grade it!

**Special accommodations:** College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request by the end of the second week of the semester. No last-minute arrangements or post-grading adjustments will be made. If you have a disability or believe you might benefit from disability related services and may need accommodations, please contact Disabled Student Programs and Services.

**Academic Misconduct:** Cheating, plagiarism, collusion, abuse of resource materials, computer misuse, fabrication or falsification, multiple submissions, complicity in academic misconduct, and/ or bearing false witness will not be tolerated. Violations will be dealt with according to the procedures and sanctions proscribed by the College of the Redwoods. Students caught plagiarizing written work or cheating on exams will receive an "F" in the course.

The student code of conduct is available on the College of the Redwoods website at:  
<http://www.redwoods.edu/District/Board/New/Chapter5/Ap5500.pdf>

\*The instructor reserves the right to add, delete, or revise sections of this course or syllabus at any time. Changes will be announced in class. It is your responsibility to know what is announced in class, whether or not you are present when it is announced.\*

GS 6 – First Year Experience Class Calendar  
 “The Road Map-Where we’re going and how we get there...”

WEEK	MONDAY	WEDNESDAY
1 Jan 18-24	<b>No classes</b>	Start Chapter 1
2 Jan 25-31	<b>Bring syllabi for ALL of your classes</b> Journal 1 assigned	<b>Journal check</b> Journal 2 assigned
3 Feb 1-7	Start Chapter 2 Journal 4 assigned	Journal 6 assigned
4 Feb 8-14	Journal 7 assigned <b>Take-Home Assignment #1 due</b>	Start Chapter 3 <b>1<sup>st</sup> set - 5 Journal Entries due (1, 2, 4, 6, 7)</b> Journal 10 assigned
5 Feb 15-21	<b>No classes</b>	<b>Take-Home Assignment #2 due</b> Journal 11 assigned
6 Feb 22-28	Journal 12 assigned	Start Chapter 4 Journal 14 assigned
7 Mar 1-7	Journal 15 assigned	<b>2<sup>nd</sup> set - 5 Journal Entries due (10, 11, 12, 14, 15)</b>
8 Mar 8-14	Start Chapter 5 Journal 17 assigned	<b>Exam 1 (Scan-Tron) can buy at Bookstore.</b>
Mar 15-21	<b>SPRING BREAK</b>	Get Caught Up and Enjoy!!
9 Mar 22-28	Journal 19 assigned	<b>Take-Home Assignment #3 due</b>
10 Mar 29- Apr 4	Start Chapter 6 Journals 21 & 22 assigned	<b>Library Orientation</b>
11 Apr 5-11	Journal 24 assigned	Start Chapter 7; <b>3<sup>rd</sup> set - 5 Journal Entries due (17, 19, 21, 22, 24)</b>
12 Apr 12-18	Journal 25 assigned	<b>Take-Home Assignment #4 due</b> Journal 26 assigned
13 Apr 19-25	Journal 28 assigned	Start Chapter 8
14 Apr 26- May 2	Journal 29 assigned	Journal 33 assigned
15 May 3-9	<b>Student Presentations;</b> <b>4<sup>th</sup> set - 5 Journal Entries due (25, 26, 28, 29, 33)</b>	<b>Student Presentations</b>
16 May 10-16	<b>Final (Scan-Tron) can buy at Bookstore.</b> <b>To Be announced</b>	<b>Relax!</b>

Note: I intend to promote an environment in this class in which all people are treated with dignity and respect. During the course of the semester, we may consider subjects with political and/ or ethical implications. Your tests, assignments, journals, and class participation will not be evaluated based upon the opinion that you express about these issues. Instead, your grade will relate to your ability to analytically approach these issues and bring related information to support your arguments, as well as the degree to which you fulfilled the assignment instructions.

## GS 6 Take-Home Assignment #1: Calendar Use

Keeping track of upcoming deadlines and regular assignments is an essential part of TIME MANAGEMENT; managing your workload, and decreasing stress. Managers, business persons, professionals? Yeah, we all keep a calendar. Rather than being surprised that a test or assignment deadline has arrived, you should make a habit of writing important events in a calendar and checking that calendar regularly. It is YOUR RESPONSIBILITY to know DUE DATES! **I will NOT remind you!**

- First, use a calendar to enter holidays and other important CR events. Be sure to write in relatively small print to leave room for other entries. If you already have a calendar that you use, print or electronic, you can complete this assignment with this instead. However, if your calendar is electronic, you will need to make an appointment or come to office hours on or before the due date to show me your electronic calendar.
- Then, locate the section of each of your syllabi (from all of your classes, including this one) with due dates and assignment deadlines. Enter these on your calendar.
- For classes with regular assignments, such as a weekly reading response, write down the day when each response is due.
- Write down any other scheduled responsibilities or events that you need to attend (work, family events, religious events, social events, etc.).
- Update your calendar each week continuing to block out when you will complete upcoming assignments (including reading and studying for tests). As you do this, pay attention to the dates when upcoming assignments are due. **Do What is Due!** Be sure to allow plenty of time to proofread your work, and even show it to your instructor or classmate/study-buddy for feedback, before the actual due date. Also, remember that studying more frequently for shorter time periods is more effective than studying for a single long session prior to a test.
- If/ when an instructor changes a deadline or adds a new assignment, your work schedule changes, or you find out about events you want to attend, be sure to update your calendar.
- Maintain this calendar over the course of the semester; I will periodically ask to see calendars, so bring them to each class! **There may be Bonus Points awarded!** While your calendar should remain readable for this final grading, don't worry if it looks a bit "used" – it SHOULD be used by you!
- Color-coding is certainly fun and acceptable!

### Grading Rubric

\_\_\_\_\_ Calendar includes CR holidays and events

\_\_\_\_\_ Calendar includes test dates for all classes

\_\_\_\_\_ Calendar includes assignment due dates for all classes

\_\_\_\_\_ Calendar includes personal events

\_\_\_\_\_ Calendar has been updated and maintained (at end of semester)

## GS 6 Take-Home Assignment #2: Using Office Hours

Don't be shy! We actually \*like\* meeting you during our Office Hours!! Hey, we get bored sometimes! (Psst...this can help you with your final grades—shhh...tell everyone! If your professor knows you s/he can write a fantastic Letter of Recommendation later on down the line when you need it most).

Taking the time to meet with your professor outside of class is a good way to get answers to questions that you have about assignments, find out more about the subject, get study tips, or let him or her know about specific interests that you have related to the class. In order to take full advantage of office hours, it's good to prepare a list of questions or topics that you'd like to address, as well as a notebook to write down responses and tips. PS-a phone call or e-mail is NOT enough.

- A) For your second take-home assignment, you are to meet with one of your other professors; if this is your only class, then you'll meet with me! If your professor has regular, posted office hours that you can attend, it's generally fine to just stop in; however, he or she may already know that another student is coming in, so you may want to confirm that he or she will be available on the day you plan to stop by. For this assignment, 30 minutes should be adequate. I, personally, was always prepared to camp out by the office. Bring a lunch.
- B) Prior to the meeting, prepare a list of at least five questions or specific points that you would like to address. These might be items from prior classes, readings, or assignments that you need clarified, questions that you have about the discipline in general, requests for tips about preparing for exams, or anything else that relates to that course. TYPE them, leaving room to take notes on responses, allowing about half a page for your notes on each response.
- C) Meet with your instructor and take notes on the responses to each of your questions. After the meeting, TYPE up your questions and summarize the responses, organizing the responses into complete sentences composing at least a paragraph (at least 3 complete sentences for each response) of text for each.
- D) After this, TYPE up one additional paragraph summarizing if/ how this experience changed how you feel about approaching faculty for help and what you might do differently in the future. What was the most helpful thing that you learned through this experience?

### Grading Rubric

- \_\_\_\_\_ The five questions or points were specific and clear in the information they request (vs. general complaints or observations).
- \_\_\_\_\_ Questions/ points, response summaries, and the final summary paragraph were organized as paragraphs of complete sentences, using proper grammar, spelling, and punctuation.
- \_\_\_\_\_ Response summaries directly pertained to the question/ point being addressed.
- \_\_\_\_\_ Additional summary paragraph included some constructive observations about how you might improve future interactions with faculty.
- \_\_\_\_\_ Additional summary paragraph included the most helpful thing learned through experience.

### GS 6 Take-Home Assignment #3: Improving Test-Taking

One of the best ways to deal with test-taking anxiety is by being very prepared for a test, as well as by learning from your past mistakes so that you don't keep repeating them. **Remember! F is for Feedback, not Failure!** Review p.205-214 of your *On Course* book. Complete the exercises on p. 213 and 214 for another class that you are taking or, if this is your only class, complete it for GS 6. Also? Get some sleep and do not over-do caffeine! TYPE your submitted assignment. Neatness counts!!

- A) Prior to a test in one of your classes, create the 25-question practice test described on p. 213. You should create 25 questions or problems that will be like those on your test, not necessarily the types described on p.213.
- B) Request meeting with your instructor in person or, if this is not possible, ask him or her to provide you with written feedback on a hard copy or electronic version (email printout is fine).
- C) Revise your practice test based upon feedback.
- D) Once you have taken the test that you practiced for, complete the "test debrief" exercise on p.214. You do not need to re-write the "solution" text in each area, but you should include the number of points lost in each problem area and a total of lost points.
- E) Write a full paragraph summarizing what you learned from the "debrief" and what you will do differently in the future to prepare to take tests.

You will turn in your original TYPED draft (A), the feedback from your instructor (B), your revised test (C), the completed "test debrief" exercise (D), and summary paragraph (E).

#### Grading Rubric

\_\_\_\_\_An original 25-question (or equivalent) practice test draft was created.

\_\_\_\_\_Feedback was sought from the course instructor.

\_\_\_\_\_The practice test was revised based upon this feedback.

\_\_\_\_\_The "debrief" exercise contained point totals in one or more problem areas (unless you received 100%).

\_\_\_\_\_The summary paragraph included concrete solutions to prepare for future tests (unless you received 100%).

## GS 6 Take-Home Assignment #4: Library Resources

A critical part of being a successful student is being able to find GOOD information. While Googling information can answer many questions, it won't necessarily provide you with technical details or the wide range of voices available in "primary" (written by those collecting or generating the data or ideas) source like a book or journal article. This exercise is intended to familiarize you with both the CR library's online resources and the hard-copy resources that must be accessed in person. Knowing where and how to find these resources will be essential for writing papers and completing other research-related assignments in your future classes.

The CR library website is: <http://www.redwoods.edu/eureka/Library/> (or click on "library" from the CR main page).

For this assignment, write your answers on a separate sheet of paper, using the number/ letter given below to indicate the portion of the assignment to which your answer pertains.

### **A) Accessing online library resources:**

**A1)** Go to the library web page. Locate the search box in the center of the library home page; it reads "Search the Library Catalog (Find Books and More)". Without changing the pull-down menu, type in the word "maya" in the blank and hit enter. How many results were given? (total provided at upper left) Although this may have seemed like one topic, how many topics were actually covered in the first page of references alone? What topics were included?

**A2)** Go back to the search box to this same search box. This time, with "maya" in the blank, use the pull-down menu to select "author" instead of the default "library catalog." How did this change your search results?

**A3)** Go back again to the search box. Now, type "maya archaeology" and select "subject" from the pull-down menu. How did this change your results? Write the title of the English-language print book that our library has in its collection on this subject.

**A4)** Go back to the main library page again, this time selecting "articles and databases" from the menu. Select the "Country Watch" database. NOTE – this will require you to enter your student ID barcode number. In the "quick links" box, select "Phillipines" from the pull-down menu. According to this site, what is the current total population for the entire country? What are its official languages?

**A5)** Go back to the main research database page. Now, click on "EBSCO: Academic Search Premier" and enter "radiocarbon dating" in the search box. In what journal was the article on this subject by M.W. Dee (and others) published? Click on the "pdf full text" link under this listing to see the entire article. According to this article, why are archaeologists concerned about discrepancies between radiocarbon and historical dates?

**A6)** Go back to the main research database page. Now, click on "Science Online" and type "Ardipithecus" in the "enter keyword" search box. Leave "full text" on the pull-down menu. Locate "The Ardipithecus ramidus Skull and Its Implications for Hominid Origins" by Gen Suwa and others and select "author summary". Why do the authors say that the "Ardipithecus ramidus skull is of particular interest"?

**A7)** Go back to the home page for the library. Click on "Citation Help" on the left-hand menu. Select "MLA Citation Guide" from the choices. If you are not familiar with any citation method, this is a good one to become familiar with since it is what CR's English classes and many other courses use. Print or save this citation guide so that you can easily locate it to use, even without an internet connection. According to this guide, what information must be included for the complete citation of a book?

What free citation tool software does this sheet describe? How do students access this tool?

**B) Using hard copy resources in the CR library:**

**B1)** Libraries use a system of “call numbers” to help facilitate access to books on a particular subject and allow any book to be quickly located by those familiar with the system. Our CR library uses the common “Library of Congress” (LOC) classification system (<http://www.loc.gov/catdir/cpsol/lcco/> to learn more details). Use the call number “F1435.3.K55 S34 1992” to locate a book, starting by locating the books that start with the letter “F” and then, within the Fs, note the numbers on the books until you locate “F1435.3”. Then, look at the remainder of the LOC number system “...K55 S34 1992” to locate this exact book because there could be multiple books listed under “F1435.3”. What is the title of the book with this exact call number? According to the text, what is “Yaxuna”? (Use the book’s index to look up this word, then look at the page numbers in the index, starting with the first page listed until you understand enough to define/ describe what this word means.) Be sure to either place the book back EXACTLY where you got it or leave it on an official reshelving cart if you are at all unsure where it should go.

**B2)** Find the shelves that are located near the transparent plastic wall that separates the library from the Academic Support Center. What kinds of things are stored on those shelves? In what order are the items organized?

**B3)** Next, go to the rows of shelves behind the Reference Desk (semi-circular desk that you walk past to get to student computers); for the future, remember that the reference librarian who often sits here can help you find resources for assignments. Walk down the center aisle. Look at the labels on the sides of the shelves; look for the shelves with the blue labels marked OVERSIZE on the left side of the aisle. What subjects do these books cover? How many rows of shelves are marked OVERSIZE? Why do you think these books are filed separately from the general collection? What other collections exist in this area?

**Generate a one-page typed summary of your results. Turn this in. Provide copies of your research.**

Grading Rubric

\_\_\_\_\_ A search result page was created and a print out was provided. \_\_\_\_\_

\_\_\_\_\_ *Ardipithecus* was researched. \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ Maya archaeology was researched. \_\_\_\_\_

\_\_\_\_\_ Call numbers are discussed. \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ Oversized items were located. \_\_\_\_\_  
\_\_\_\_\_

## General Studies 6 #5: Student Presentation

You are expected to make exactly a ten-minute presentation to the class. No one else may present for you (yes, this actually happened, and s/he failed). The presentation should be focused upon a career path that you are considering. It should include information about the education and other formal training required to work in that career, as well as the hard and soft skills necessary to get hired, succeed, and advance. Be sure to include why each hard and soft skill is needed.

You should be able to find all of the information necessary to complete this assignment on the "Career Café" page (<http://www.cacareercafe.com/>) which we will have explored with Student Services staff at some point during the semester. You're welcome to use other resources, however.

### Grading Rubric

Your presentation will be graded according to the following five categories. Your success in each category will be evaluated relative to your classmates.

_____	Flow, organization, and evidence of preparation specific to presentation (addl. comments)	_____
_____	Eye contact, volume, and pace	_____
_____	Detailed content about education and training needed for career	_____
_____	Detailed content about the hard skills needed in career	_____
_____	Detailed content about the soft skills needed in career	_____