COURSE DESCRIPTION:
This course will focus on making smooth transitions—whether from one year of college to the next, from one set of skills to another, from an interest to a major, or from a major to a career direction—and will help you move purposefully toward your goals.

COURSE OBJECTIVES:
“Sophomore Segue” will help you develop and practice skills at transitioning through college and beyond. Some items we will emphasize are:

- Defining your personal and academic goals
- Describing your academic strengths and weaknesses
- Using resources that will further develop academic skills
- Exploring strategies for finding a minor or major
- Developing a graduation plan
- Working on a personal action plan addressing academic, community, and post-college prep
- Engaging with the college as a whole and exploring how this engagement can change you

COURSE MATERIALS:
Readings will be from Katherine Brooks: You Majored in What? Mapping Your Path from Chaos to Career. Plume, 2009. Journals and other online resources will be available on our Canvas course site (go to https://canvas.uoregon.edu/ and log on with your Duck ID and password).

GRADING AND REQUIREMENTS:
This is a one-credit, pass/no pass course. You must complete all requirements fully and satisfactorily in order to earn course credit. Examples and details will be provided throughout the course.

Attendance—Your presence and participation are necessary in order to make this course successful for you and your learning community. If you miss more than one class meeting (of seven total), you will not receive credit for the course. Remember that you are responsible for any missed work and information.

Conference—Plan to meet with me at the Teaching and Learning Center for an individual conference to discuss questions and feedback about TLC 199, your progress in and approach to your other writing, or other questions related to your writing and university work. To schedule a conference, you can either:

- come to my TLC drop-in hours (Tuesdays/Thursdays 10am-12pm)
- make an appointment with me through the main TLC office (68 PLC, 541-346-3226)
Journal Entries—Reading chapters (posted on Canvas) will offer us material for in-class discussion and serve as models of our course objectives. Carefully read each essay and write a two-paragraph analysis and response (see Canvas for details). Submit your work in your Canvas journal prior to each class.

Assignments—Throughout the course, you will learn, practice, and reflect on the transitions you’re facing, and after the first class you’ll turning in an assignment each day reflecting the topic we’re exploring in class. Assignments are listed below on the schedule. Additional details, practice activities, and examples will be provided during class time or on Canvas.

ADDITIONAL STANDARDS:

Diversity—Open inquiry, freedom of expression, and respect for difference are fundamental to a comprehensive and dynamic education. The University Teaching and Learning Center is committed to upholding these ideals by encouraging the exploration, engagement, and expression of divergent perspectives and diverse identities.

Academic Integrity—All students are expected to complete assignments in a manner consistent with academic integrity. Students must produce their own work and properly acknowledge and document all sources (ideas, quotations, paraphrases). Students can find more complete information about the University of Oregon’s Policy on Academic Dishonesty in the University of Oregon Student Handbook.

Accommodations—The University of Oregon works to create inclusive learning environments. If aspects of the instruction or design of this course limit your participation, I encourage you to talk with me as soon as possible so that we can strategize how you can get the most out of this course. If you have a disability, you are also welcome to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or uoaecl@uoregon.edu for more information.

**CLASS SCHEDULE:**

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<tr>
<th>Date</th>
<th>Reading Due on Canvas</th>
<th>Assignment Due in class</th>
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<tr>
<td>Weds., Apr. 12</td>
<td>None</td>
<td>Syllabus Review and Q &amp; A</td>
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<td>Weds., Apr. 19</td>
<td>Chap. 2: Connecting the Dots</td>
<td>Co-Curricular Activity</td>
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<td>Chap. 3: Mental Wandering</td>
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<td>Weds., Apr. 26</td>
<td>Chap. 4: Wandering Beyond Majors &amp; Minors</td>
<td>Wandering Map</td>
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<tr>
<td>Weds., May 3</td>
<td>Chap. 5: Why Settle for One Career...</td>
<td>Possible Lives Map</td>
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<td>Weds., May 10</td>
<td>Chap. 6: Even Wanderers Make Plans</td>
<td>Academic Activity</td>
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<td>Weds., May 17</td>
<td>Chap. 7: Paging Dr. Frankenstein &amp; Portfolio</td>
<td>Career Activity</td>
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<tr>
<td>Weds., May 24</td>
<td>Review</td>
<td>Graduation Plan</td>
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(Note: Course Schedule and Requirements subject to change. Any work delivered electronically is considered to be permitted for explanatory use in future courses unless expressly prohibited.)
ASSIGNMENT INSTRUCTIONS:

1. Co-Curricular Activity: engage in one of the following options and write a 1+ page essay that describes and reflects on the experience and what you gained from it. You may submit this in class or online:
   - Visit an office on campus and learn about the services available to students (Career Center, Counseling Center, OMAS, TLC, Student Life, Study Abroad, Office of Academic Advising, etc.).
   - Learn about a student organization and attend a meeting.
   - Visit a community organization and learn about volunteer opportunities.
   - Join a group related to a hobby you would like to pursue.
   - Attend a guest lecture, performance, or other event on campus.
   - Interview three or more successful juniors, seniors, or graduate students about their co-curricular experiences and advice.
   - Propose your own co-curricular engagement activity.

2. Wandering Map: MATERIALS NEEDED: Large piece of paper and pens, pencils (feel free to use color and be creative. It’s your map!)
   - Think about the interesting and significant things you’ve done or that have happened to you. You can go back as far as you want in your history. (See page 24 for an example beginning stage wandering map.) Don’t censor yourself!
   - Start writing down your thoughts. Write what comes to mind, not just what seems career-related (important experiences, summer jobs, whatever makes sense to you). You can put down as many items as you wish. (Remember, it’s your map!) If you’re stuck, look at p. 25-26 for some ideas.
   - Find Your Categories and Analyze Your Themes and Threads:
     - Identify the basic categories and write them in a list on the back of your map. Try to determine at least five categories. On your map, draw lines to connect each category (for instance, draw a line that connects all of your jobs). Label your categories.
     - Ignore the more obvious categories and see if you can identify some themes and threads (examples: leadership, teamwork, etc.) On the back of your map, list your themes and threads. Draw a line in a different color to connect your themes and threads on your map. Label your themes and threads. If you need help indentifying themes and threads, visit p. 33-34 for some ideas.
   - Share your map with someone who knows you well and ask for their feedback. Are you missing any threads?
3. **Possible Lives Map**: MATERIALS NEEDED: Large piece of paper and pens, pencils (feel free to use color and be creative. It’s your map!)

- In the center of the paper briefly write your current status: “Sophomore: Psychology Major,” for example, or “Theme: Wanting to move into a supervisory position at my retail job,” etc.
- Start your brainstorming, writing down “Possible Lives” all over the paper in any order; write down everything you’ve ever thought about or imagined or wondered about or thought would be interesting to try out. Circle each one of these individual elements and draw a line that connects each back to you at the center point.
  - List 2-10 possible lives (you can keep going, too, if you want!)
  - Always include one blank circle for something you haven’t found yet.
  - Don’t censor your ideas—just write!
    - No limits other than the laws of physics/physiology.
    - Don’t consider whether you currently have the education/talent for it
    - Don’t consider the salary.
    - Put ideas down even if you know they aren’t realistic.
    - See example in Chap. 5 for inspiration.

4. **Academic Engagement Activity**: engage in one of the following options and write a 1+ page essay that describes and reflects on the experience and what you gained from it:

- Meet with a TLC study skills instructor to develop your academic tool kit.
- Make a visit to the TLC Writing or Math Lab.
- Attend office hours of a professor, instructor, or TA.
- Track & document your time use in half-hour increments for five consecutive days.
- Explore two or more resources in the Study Skills folder on Blackboard.
- Interview three or more successful juniors, seniors, or graduate students about their academic approaches.
- Propose your own academic engagement activity.
5. **Career Engagement Activity**—engage in **one** of the following options and write a 1+ page essay that describes and reflects on the experience and what you gained from it:

- Use a Career Center service (career counseling, skills assessment tests, career library, mock interview, resume assistance, etc.).
- Write a draft of a cover letter and get feedback from an adviser or the Career Center.
- Make contact with an organization where you would like to intern.
- Research the environment of a career that interests you (p 191-193).
- Read chapter 8, 9, or 10 in *You Majored in What?*
- Interview a professional in a careers that interest you to learn about what he or she does on a daily basis, what they would consider the advantages and disadvantages of their work, and what experiences and choices led them to their careers.
- Propose your own career engagement activity.

6. **Graduation Plan**: Complete a graduation plan (these will be handed out in class) that maps out your academic direction from now until graduation. Your plan will look something like this, and will cover all your terms until graduation, based on your knowledge of and research into current and future course offerings

- **Some guidelines**: use these abbreviations and additional information from Canvas or the University of Oregon registration information to complete your plan; here are some useful abbreviations to note:

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