Weekly Planning: BIOL 190

# Course Goals (numbers) and Learning Outcomes (letters):

1. To foster a sense of community among biology students and to increase student success within the major and at UWSP.
   1. CLO: Find and participate in activities and events with other Biology majors.
   2. CLO: Recognize similarities and differences between yourself and other members of our UWSP Biology Community and leverage them to enrich your community and strengthen your work.
2. To help students develop greater personal responsibility, self-motivation, self-awareness, and stress-management skills.
   1. CLO: Recognize and apply time management skills and college study skills.
   2. CLO: Define characteristics of fixed and growth mindsets. Uncover self-limiting beliefs that may be sabotaging your success.
3. To introduce students to academic resources to support learning and familiarize students with tools to help improve study skills and engage in the learning process.
   1. CLO: Find resources for academic help.
4. To introduce students to the biology major and what it means to be a “biologist.”
   1. CLO: Create a 4-year academic plan and make changes to it with the help of an advisor.
   2. CLO: Describe career pathways in biology.
5. To acquaint students with biology faculty and staff from different disciplines and with on campus and off campus opportunities in research, internships, student organizations, etc.
   1. CLO: Locate and contact relevant faculty, staff, administrators, and student organizations.
   2. CLO: Find resources for research and other extracurricular opportunities.

# Course Timeline:

| **Week** | **Focus** | **Learning Outcomes (CLOs)** | **At-home Content** | **In-class Content** | **In-class Assignments** | **Assignments**  **(due on Canvas prior to next class, unless otherwise noted)** | **Approx. Time to Complete** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **1**  **(online: No Monday classes)** | Welcome! | CLO 1a  CLO 1b | * Review the Syllabus and course materials * Getting to Know You survey * Belonging Workshop Prep (Transitioning to UWSP assignment) | * NONE | * NONE | * Getting to Know You survey * Belonging Workshop Prep (Transitioning to UWSP assignment) | 2 hours |
| **2**  **SEPT 11** | Getting Connected and Managing Your Time | CLO 1a  CLO 1b | * Review the UWSP Getting Connected Canvas Page | * Assigned groups where you are assigned by common traits (such as being enrolled in the same section of a biology or chemistry course) | * In-class ice-breaker (Venn diagram worksheet: find at least 1 thing you have in common to fit in each part of the diagram) | * Find and participate in at least two different approved activities or events, each **with at least one other person from the class** and write a brief reflection of each (DUE WEEK 14) | 30 min |
| CLO 2a | * How to Balance Your Time handout | * Discussion on time management and college expectations | * Attendance | * Time Management Plan (1st draft) | 2 hours |
| CLO 5a | * Review the UWSP Getting Connected Canvas Page |  |  | * Identify one student organization that relates to your academic or career interests and one student organization that relates to your personal interests. For each, name the organization, describe what they do, and describe how getting involved would help you achieve your own future goals. | 30 min |
| **3**  **SEPT 18** | Growing Your Connections | CLO 2a |  |  | * Attendance |  | 1 hour |
| CLO 3a | * Scavenger hunt worksheet |  |  | * Scavenger hunt for CBB, TNR and other campus resources **with your whole group** | 1 hour |
| CLO 5a | * Review the UWSP Getting Connected Canvas Page (WEEK 1) | * Student club officer panel (clubs and student experiences) |  | * Attend a club meeting **with at least one member of your group** and write a reflection. (DUE WEEK 7) | 1 hour |
| **4**  **SEPT 25** | Study Skills 1 | CLO 2a | * Study Skills Canvas page |  | * Attendance | * Time Management Plan (2nd draft) * Take notes with taught study skills and write a reflection * Study for an exam with taught study skills (maybe with a study buddy) and write a reflection (DUE WEEK 7) | 1 hour |
| CLO 3a |  | * TLC presentation on note taking and studying for exams (Jennifer White) |  |  |  |
| **5**  **(first major round of exams)**  **OCT 2** | Wellness Management | CLO 2a |  | * Health services presentation (Health Services: Director Helen Luce) * Presentation on What to Do When You Get Sick | * Attendance |  | 1 hour |
| **6**  **(Timetable available)**  **OCT 9** | Making a 4-Year Plan | CLO 2a |  |  | * Attendance |  | 1 hour |
| CLO 4a | * Academic Planning Canvas page | * ACAC presentation on DPR and 4-year plans and ACAC office (Kenadi Batchelor) (about 30 minutes) * Brief lecture on 4-year-planning and registration assignments | * Read your DPR and start a 4-year plan draft | * Prepare a 4-year plan draft * Schedule an appointment with your advisor and revise your plan (DUE WEEK 12) | 1 hour |
| **7**  **OCT 16** | Experiential Learning | CLO 2a |  |  | * Attendance |  | 1 hour |
| CLO 5b | * Canvas page on experiential learning | * Office of International Education talk (Katya Leek) |  |  | 1 hour |
| **8**  **OCT 23** | Stress Management | CLO 2a | * Canvas page on stress management | * Counseling Center presentations (Counseling Center: Psychologist Jason Siewert) | * Attendance | Practice one individual and one connection stress reduction skill and write a reflection | 1 hour |
| **9**  **OCT 30** | Study Skills 2 | CLO 2a | * Making the Most of Instructor Feedback Canvas page | * Lecture on study skills (how to: review an exam, ask a professor for help, use the writing center, etc) | * Attendance | * Review an exam (and maybe talk with professor) and write a reflection | 1 hour |
| **10**  **NOV 6** | What Can I Do With a Biology Degree? | CLO 2a |  |  | * Attendance |  | 1 hour |
| CLO 4b | * Biology Careers Canvas Page | * ACAC presentation on Careers in Biology (Lee Burke and Stacey Fish) |  | * Use resources in the Biology Careers Canvas page to identify a career related to Biology or Biochemistry that you know little about. Use the [Occupational Outlook Handbook](https://www.bls.gov/ooh/) to learn about educational requirements, salary information, and job outlook for this career |  |
| **11**  **NOV 13** | EDI Issues in STEM | CLO 2a |  |  |  | * Watch “Picture a Scientist” and answer question | 2 hours |
| CLO 1b | * Making STEM Better for Everyone Canvas page | * NONE | * NONE | * Watch “Picture a Scientist” and answer question |  |
| **12**  **(T-giving)**  **NOV 20** | Making STEM Better for Everyone | CLO 2a |  |  | * Attendance |  | 1 hour |
| CLO 1b |  |  | * “Picture a Scientist” group discussions | * NONE |  |
| **13**  **NOV 27** | Undergraduate Research | CLO 2a |  |  | * Attendance |  | 1 hour |
| CLO 1b |  | * Student researcher panel (research and student experiences) |  |  |  |
| CLO 5b | * Faculty research page (from Getting Connected Canvas page) |  |  |  | 1 hour |
| **14**  **DEC 4** | Growth Mindsets | CLO 2a |  |  | * Attendance |  | 1 hour |
| CLO 2b |  | * Growth mindset workshop | * Growth mindset activity |  |  |
| **15**  **DEC 11** | Study Skills 3 | CLO 2a | * Study Skills and Wellness Resources Canvas page | * Lecture on study skills (how to: prepare for final exams) * Fill out surveys in class | * Attendance | * Make a schedule for preparing for final exams | 1 hour |

\*1 credit= 3 hours of work per week, college students read about 30 pages per hour on average