

**Introduction to Honors and Leadership**  
IDH 1931, Fall Semester 2021, Section UXX  
**Day, Time, Classroom**

<b>Instructor</b>	Name:	<b>Honors Peer Mentor</b>	Name:
	Office:		Phone:
	Student Hours:		E-mail:
	Phone:		
	E-mail:		

### Course Description

The purpose of this course is to introduce you to the interdisciplinary culture of the FIU Honors College and the many resources/opportunities that will contribute to your success. This semester will focus on personal, academic, career, and leadership development in addition to group/teamwork and service-research. Students will continue to develop their written, research, and oral presentation skills as they grapple with complex issues and analyze reliable data-driven research.

### Course Objectives

Upon completion of the course, you will be able to demonstrate the ability to completely and accurately address the following:

- Recall the basic principles of academic and rhetorical writing and how to use them
- Access and analyze authentic and reliable information sources
- Incorporate research, sound reasoning, and evidence that support claims made in presentations
- Plan your college experience to refine and complement your career goals
- Define the basic principles of leadership and develop a unique leadership style
- Identify strategies and discover resources that promote and support academic success
- Identify the complex issues and career choices confronting a college student
- Learn to navigate the University environment
- Understand the basic academic policies, requirements, and procedures
- Determine how complex issues can be identified, described, and analyzed in a group context

### Course Materials

#### Text:

- Gallup Press, *CliftonStrengths for Students*, [purchase access code](#) or **new** hardcover (ISBN: 9781595621252)
  - [Panther Book Pack](#) is honestly a good deal, and you won't need to return this text at the end of the semester.

### FIU Common Reading

- Taussig, Rebekah. *Sitting Pretty: The View from My Ordinary Resilient Disabled Body*. HarperCollins Publishers, 2020. **(Provided by FIU as eBook to FTICs).**
- Not an assigned reading for IDH 1931. Learn more about the Common Reading Program and related activities at [Common Reading](#).

### Articles:

- Frank Bruni, [Making the Most of College](#)
- Carien Karsten, [Designing Your Life Ch. 2 adaptation](#)
- William Deresiewicz, [What are you going to do with that?](#)
- Shana Lebowitz and Skye Gould, [An exercise Stanford professors developed to map out how your life will unfold removes the agony from major decisions](#)
- Jennifer Robison, [The Strengths of Leadership](#)
- Tom Rath and Barry Conchie, [Finding Your Leadership Strengths](#)
- FIU Career and Talent Development, [Resume Writing Presentation](#)
- FIU Career and Talent Development, [Creating a Cover Letter](#)
- Rod Wagner and Gale Muller, [Why Partners Need Complementary Strengths](#)
- Gallup, [What are the Four Domains of CliftonStrengths?](#)
- University of North Carolina at Chapel Hill, [Group Writing](#)
- Helen Stubbs, [Realistic Expectations Help Graduates Find Purpose in Work](#)

### Videos:

- Dorie Clark, [How to Set Goals When Everything Feels Like a Priority](#) (login to <https://linkedinlearning.fiu.edu>)
- Bill Burnett, [Designing Your Life](#)

- Matthew Bird, [Pecha Kucha on presenting a Pecha Kucha](#)
- Drew Dudley, [Leading with Lollipops](#)
- Gallup, [Strengths Exploration](#)
- Angela Lee Duckworth, [Grit: The Power of Passion and Perseverance](#)
- Father Gregory Boyle, [How Working with Gang Members Changed My Life](#)

**Required Technology**

This section of IDH 1931 is web assisted, therefore, all students are **REQUIRED** to log into and regularly utilize **Canvas**. Canvas includes course information such as your syllabus, additional reading materials, assignments, and gradebook. This is also the primary format to correspond with your instructor and peers. **All assignments to be uploaded/posted on Canvas must be submitted by the posted day/time.**

**Zoom** is a video conference tool that you can use to interact with your professor and fellow students by sharing screens, chatting, broadcasting live video/audio, and taking part in other interactive online activities. This tool may be used for virtual chats or team meetings for your group project outside of class.

*To Access Canvas and Zoom*

Make sure to use Chrome, Firefox, Edge, or Safari browsers

- Go to: <https://canvas.fiu.edu> and click on Canvas Login | Go to: <https://fiu.zoom.us> and click on Sign In
- Login: FIU username (first part of your email address before the '@fiu.edu' and in the form: rpan001)
- Password: FIU password (password you use to access your FIU e-mail)
- Check out <https://fiuhelp.force.com/canvas/s/article/Zoom-students> for great information on using Zoom

**Canvas Technical Support:** Visit <https://canvas.fiu.edu/support> for 24/7 Phone and Live Chat support, self-help guides, and student training sessions.

**Microsoft Office:** Students can install Microsoft Office on a total of up to 5 personal computers and 10 mobile devices (including tablets and iPads). To download your free copy today, visit <http://freeoffice.fiu.edu> and log-in with your FIU username and password.

**LinkedIn Learning:** Platform that allows you to discover and develop skills through an online library of high-quality expert-led videos. Visit <https://linkedinlearning.fiu.edu> or download the mobile app and log-in with your FIU username and password.

**All lessons and exercises assigned by your instructors are available on Canvas**

**Attendance**

Attendance is required and will be reflected in the final grade. You are expected to be on time, capable of communication in class, and present for the entirety of the class period. Material will be covered in class that is *not* covered in the readings. Each absence will negatively affect your ability to do well on assignments. Students will be allowed 2 unexcused absences. All other absences will adversely affect your grade. If you are unable to attend a class meeting for any reason, I ask that you let me know beforehand. See chart below for more information.

Number of Unexcused Absences	A	A-	B+	B	B-	C+	C	D	F
	2	A	A-	B+	B	B-	C+	C	D
3	B	B-	C+	C	C	D	D	F	F
4+	F	F	F	F	F	F	F	F	F

Please keep in mind the following ground rules for our time together: take turns while speaking, actively listen to others as they are speaking, be respectful of your classmates' ideas and perspectives, and be considerate.

**Class Participation**

- I expect active and involved course engagement and attendance. This entails showing up to class and sharing your ideas in large and small group conversations.
- During our class meetings, ask questions, share your responses to the questions I pose, and share your comments about the

day's lesson. Let's make our lessons and discussions as engaging and rich as possible!

- Interacting with one another in this manner will help us cultivate a sense of community.

### **Communication**

- I value frequent, open, honest communication with students. We will employ email, Canvas messaging, and as permitted, texts and group-chats to communicate with each other. All communication will remain appropriate, attuned to the needs of this course and your learning, and respect your privacy. If and when you choose to initiate contact with me, I will do my best to respond within 24 hours; please be patient with me, however, as I will be with you!
- I will also be posting announcements in our Canvas course when necessary.
- I will be happy to see you during student hours or by appointment. Meetings outside of class may occur via various electronic modes, such as phone calls or Zoom meetings.
- Since the preferred method of communication in the course is FIU email (or Canvas email), please let me know if you have any trouble accessing your FIU email account.
- I have included an open discussion board in our Canvas course for general questions. This board will be open all semester long so that everyone in the class can post questions and review my responses. I will do my best to respond to questions within 24 hours.
- If you have any questions about anything related to our course materials or requirements, please reach out to me as early as possible so that I can address your concerns and assist you through whatever situation you have.
- If you have any lingering questions after one of our class meetings, I encourage you to reach out to me or the peermentor.

### **Student Success in College Courses**

- You will find that many of the strategies that can make you successful in a face-to-face class will also make you successful in a hybrid or online setting (e.g., proper time management, spending time studying, asking questions, and engaging in the class discussions).
- For many people taking notes during the class helps with focus and engagement. However, it is important to know what works best for you.
- Take advantage of whatever tools and resources you have available in order to facilitate working with others on group projects (e.g., Zoom, Canvas groups, WhatsApp, and Google Drive). Working through questions and concepts together is an important part of learning.
- Find/establish a dedicated quiet space where you can study or work from. The university can provide you with [resources](#) if you have trouble with internet connectivity or getting access to a computer.
- To avoid the natural human tendency to procrastinate, especially during these overwhelming times, it's important to [organize your time and set deadlines](#). If you find yourself struggling to keep up with course requirements, I'm happy to help you brainstorm a plan for getting you back on track. Everybody needs support and understanding.

### **Guidelines for Written Work**

*All written assignments MUST be typed and must conform to the guidelines set by the instructor.* Papers and other written must include your name, Panther ID number, course number and the name of the instructor. They must be double spaced, 1-inch margins (top, bottom, left and right) and in 12 point font, Times New Roman or Calibri and consistently adhere to the [MLA Formatting and Style Guide](#) or to another standard style as required by your professor. Students are advised to carefully proofread *all* papers before submitting them. All students are encouraged to take advantage of the University resources for writing to be found in the Center for Excellence in Writing, a full-service writing center providing writing assistance and feedback to university students. For more information, go to <http://writingcenter.fiu.edu/>.

### **Notices**

Announcements and all guidelines for assignments will be posted on Canvas. It is **your** responsibility to actively monitor Canvas for information and any changes to the syllabus, schedule, or events.

### **Assignments**

**Week of Change Project (30 points):** Students will work in teams of 4 to 6 individuals to choose a social issue of interest, analyze the facts of that issue, leadership initiatives, coalitions and collaborations, and possible actions for social change. The goal of this project is to research, plan, and present (15 minutes) to the class one week of leadership, service, and involvement activities for undergraduate college students. The plan should be a coherent five-day plan that promotes awareness and understanding in the community, be a call to action, effect and spur change, and be a product of collaboration. Further information will be provided in a separate handout.

**CliftonStrengths (20 points):** CliftonStrengths is an assessment that helps individuals look at themselves through a Positive Psychology lens. Over the last 30+ years, Strengths research was conducted on 30+ cultures, leading to 430+ talents, which were condensed to 34 themes and 4 domains. Everyone may have aspects of all 34 themes, but only 5 will emerge at the top. Gallup studies indicates those who focus on Strengths are six times more likely to be engaged and three times more likely to thrive on campus and in other aspects of their lives. Self-awareness is key to developing leadership skills, including being aware of others. This semester you will be taking CliftonStrengths and completing assigned reflections (see schedule for due dates).

**Pecha Kucha Oral Presentation (15 points):** Students will prepare an oral presentation focused on designing your own life. Using the Odyssey Planning activity as the framework, you will share your three “lives” in a Pecha Kucha style oral presentation. Students are required to include a maximum of 12 slides which must be submitted via Canvas prior to class presentations.

**Engagement Reflection (10 points):** Students will be required to attend one engagement activity. These activities include attending any FIU/Honors College event, workshop, Honors Hour, or visiting a campus resource. Students will be required to submit evidence they attended (e.g., documentation or “selfie”). They will also be required to submit a one-page reflection detailing their experience and feedback. As students attend activities, they will be asked to share their experience with the class.

**Resume and Cover Letter (10 points):** Resumes and cover letters are essential tools when applying for scholarships, internships, graduate school, and employment. You will have the opportunity to create or edit an existing resume/cover letter. Address your cover letter to an internship opportunity that interests you. Submit your drafts to Career & Talent Development (<http://career.fiu.edu>) via Handshake for feedback. Your final versions will incorporate this feedback. [Create your Handshake profile (<https://fiu.joinhandshake.com/login>).]

**Office Chat (5 points):** Each student should meet with the instructor by **October 22, 2021**. The student and instructor will discuss academic progress in the course as well as other concerns including but not limited to their courses, transitions, FIU, etc.

**Participation (10 points):** Every student is expected to participate in class discussions and assignments, including all aspects of the Week of Change Project. Please note that attending class is not considered “participation,” but a requirement. Pay close attention to your attendance record as unexcused absences can seriously affect your final class grade.

<u>Assignment Category</u>	<u>Weighted Percent</u>
Week of Change Project	30
CliftonStrengths	20
Pecha Kucha Oral Presentation	15
Engagement Reflection	10
Resume and Cover Letter	10
Office Chat	5
Participation	10
<b>TOTAL:</b>	<b>100</b>

**Grading Scale**

A 93+ A- 92-90 B+ 89-87 B 86-83 B- 82-80 C+ 79-77 C 76-70 D 69-67 F 66>

**Honors College Requirements and Policies**

**Registration in this course implies an acceptance of and compliance with the Honors College policies for students and the FIU Code of Academic Integrity.**

**Honors Engagement Requirements**

In The Honors College we strive to build a sense of community, the kind you get at a small liberal arts college, but with all the resources of a major public university. Our events, workshops, and activities are all designed with the purpose of enriching your life and giving you an experience that transcends mere classroom learning. We hope that you will take advantage of all these opportunities to learn and grow.

**Community Service**

Honors College students must also complete 20 volunteer service hours. These hours DO NOT count toward the 20 engagement points discussed above.

Engagement point and service hours will be collected via <http://myhonors.fiu.edu>. Students with the most Engagement Points or Volunteer Hours will be recognized at the annual “Dean’s Welcome” event. See [Engagement](#) and [Community Service](#).

**Student Portfolios**

The Honors College will be using a portfolio method to assess students’ learning outcomes. The portfolio allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what “artifacts” or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of three key student learning outcomes over the 4-year Honors experience. See [Portfolios](#).

## Academic Misconduct Procedures and Penalties

In The Honors College, the term “honor” refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College.

An Honors faculty member may bring charges of academic misconduct against an Honors student if the faculty member suspects plagiarism or other forms of academic misconduct. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Academic Misconduct Procedures available at the [student code of conduct and academic integrity](#).

Please refer to the following documents for additional information: [FIU Student Handbook](#)

## University Resources and Policies

### Physical, Mental and Sensory Challenges

Every effort will be made, where feasible and practical, to accommodate students who are so challenged. Should you require accommodations, contact the [Disability Resource Center](#), if you have not done so already.

### Mental Health and Wellbeing

- The global pandemic has changed our daily lives in unprecedented ways. It’s understandable for us to experience fear and concern when facing immense change and adversity. To look for ways to cultivate calm and a clear perspective amidst the chaos, check out the [Guide to Well-Being During Coronavirus](#) from the University of California Berkeley’s Greater Good Science Center.
- Check out applications that include meditation, sleep, and movement exercises, such as [Headspace](#).
- If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have, for the classmate’s well-being or yours; you are encouraged to share your concerns with FIU’s [Panthers Care website](#).
- Counseling and Psychological Services (CAPS) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Learn more about CAPS at [caps.fiu.edu](#). Professional counselors are available for same-day appointments. Don’t wait to call 305-348-2277 to set up a time to talk or visit the [online self-help portal](#).
- Don’t forget to take breaks while working on assignments and studying. Taking a break while going over the course material is important because it gives your brain time to rest and recover, which leads to boosts in everything from your productivity to your wellbeing.
- Nobody signed up for this! Know that we are all in this together, so let’s prioritize supporting each other as humans, finding simple solutions that make sense, and sharing resources and communicating clearly.

### Emergency Management

The [FIU Department of Emergency Management](#) guides the university's all hazard preparedness, response, recovery and mitigation needs, by coordinating information and resources to protect our students, faculty, staff and visitors, and restoring operations as soon as possible following a disaster.

Some of the valuable safety resources you'll find on our website are:

- Information on [FIU Criminal Threats](#) to guide faculty, staff, and students who may be caught in an active shooting, bomb threat, or suspicious packages situation.
- The FIU Police Department recommends downloading the app called “Stop the Bleed”, which provides instructions on how to efficiently stop excessive bleeding when someone has been shot or has an open wound.
- The [FIU Safety Equipment Map](#) to identify all exits in your classrooms as well as all FIU safety equipment on-campus.
- Make note of the nearest Automated External Defibrillators (AED), Evacuation Chairs and Emergency Call boxes to your classroom.
- Information on the [FIU Emergency Alert System](#) and sign up for FIU Alerts.
- Information on how to prepare and deal with different [types of emergencies](#).

### FIU’s Anti-Racist Statement

We commit to affirm explicitly and in united solidarity our identity as an anti-racist academic institution.

We commit to personal and institutional exploration and examination of implicit bias and systemic advantage/oppression such that our anti-racism commitment be reflected in the life and culture of university through our policies, programs, and practices as

we continue to learn about racism and ethnic oppression.

We commit to the development and implementation of strategies and best practices that dismantle systemic racism and ethnic oppression within all aspects of our university, community, and society.

Florida International University affirms its commitment to recognizing, addressing, and eradicating all forms of racism and ethnic oppression. Our focus is to engage, collaborate, teach, serve, and create scholarship that challenges longstanding oppressive and racially prejudiced forces. We are committed to reducing racial injustices within the academy and beyond. FIU is united in its pursuit to end racial and ethnic bias and to empower our students, faculty, and staff towards this collective goal.

Recognizing that bias can be unconscious or unintentional and that racism is the combination of social privilege, coupled with institutional power and racial prejudice, we are committed to optimizing opportunities to educate and inform while we expose and challenge behaviors that do not align with equitable practices of inclusion and belonging.

Engaging in meaningful conversations on systemic racism, oppression, and the origins of privileged mindsets, requires courage, respect, and empathy. Such conversations may not always be comfortable. We are committed to having the uncomfortable conversations to identify, discuss and challenge issues of race, color, ethnicity, and the impact(s) they have on students, faculty, and staff members.

[Division of Diversity Equity & Inclusion](#)



## Class Schedule-Fall 2021

Week	Class Topic/Activity	Online Assignments (Complete BEFORE class)	Due Today via Canvas
1	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Syllabus Review</li> <li>• Getting to Know You Activity</li> </ul>		<ul style="list-style-type: none"> <li>• Get Your <a href="#">FIU OneCard!</a></li> <li>• Acquire textbook by week 5 <i>Aug. 23 to 27 – Week of Welcome</i></li> </ul>
2	<ul style="list-style-type: none"> <li>• Making the Most of College</li> <li>• Goal Setting</li> <li>• Discuss Engagement Resources and Opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read:</b> <a href="#">How to Get the Most Out of College</a></li> <li>• <b>Read:</b> <a href="#">Designing Your Life (Ch. 2 adaptation)</a></li> <li>• <b>Watch:</b> <a href="#">How to Set Goals When Everything Feels Like a Priority</a> (download certificate)</li> </ul>	<ul style="list-style-type: none"> <li>• Ready, Set, Engage</li> <li>• How to Set Goals Certificate <i>Aug. 30 – Last day to add/drop Aug. 31 – Last day to pay</i></li> </ul>
3	<ul style="list-style-type: none"> <li>• Discuss Work view &amp; Life view</li> <li>• Watch <a href="#">Designing Your Life</a></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read:</b> <a href="#">What are you going to do with that?</a></li> <li>• <b>Read:</b> <a href="#">An exercise Stanford professors developed to map out how your life will unfold removes the agony from major decisions</a></li> </ul>	<ul style="list-style-type: none"> <li>• Work view &amp; Life view <i>Sept. 6 – Labor Day (Univ. Closed) Sept. 7 – Grant &amp; Scholarship Disbursements Sept. 7 – Panther Shadows Info Session; 1:30-2:30pm; Handshake</i></li> </ul>
4	<ul style="list-style-type: none"> <li>• Discuss Odyssey Plans</li> <li>• Discuss Pecha Kucha</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Watch:</b> <a href="#">Pecha Kucha on presenting a Pecha Kucha</a></li> </ul>	<ul style="list-style-type: none"> <li>• Odyssey Plans</li> <li>• Finding Your Passion... <i>Sept. 13, 9/30, 10/15, 10/18 – Panther Shadows Info Session; 3:30-4:30pm; Handshake Sept. 16 – Love Your Major Fair; 11am- 2pm; GC Ballrooms</i></li> </ul>
5	<ul style="list-style-type: none"> <li>• Pecha Kucha Presentations</li> </ul>		<ul style="list-style-type: none"> <li>• Pecha Kucha PPT</li> </ul>
6	<ul style="list-style-type: none"> <li>• Pecha Kucha Presentations</li> </ul>		<ul style="list-style-type: none"> <li>• Strengths Insight Report <i>Sept. 28 – Career Fair (All majors); 11am-4pm; Handshake Sept. 29 – Career Fair (Tech majors); 11am-4pm; Handshake</i></li> </ul>
7	<ul style="list-style-type: none"> <li>• Signature themes (have your book on hand)</li> <li>• Leadership Metaphor Group Activity</li> </ul>	<ul style="list-style-type: none"> <li>• Read: <a href="#">The Strengths of Leadership</a></li> <li>• Read: CliftonStrengths for Students Part II (your themes)</li> <li>• Watch: <a href="#">Leading with Lollipops</a></li> </ul>	<ul style="list-style-type: none"> <li>• Learning About Your CS Results</li> </ul>
8	<ul style="list-style-type: none"> <li>• CliftonStrengths for Students Part I (have your book on hand)</li> </ul>	<ul style="list-style-type: none"> <li>• Read: <a href="#">Finding Your Leadership Strengths</a></li> <li>• Read: CliftonStrengths for Students Part I (Your College, Your Strengths, Your Journey)</li> <li>• Watch: <a href="#">Strengths Exploration</a> (related to your themes)</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing Your CliftonStrengths Results with Others (will need to speak with 3 people) <i>Oct. 15 to 23 – Homecoming Week</i></li> </ul>
9	<ul style="list-style-type: none"> <li>• Developing a Resume and Cover Letter</li> <li>• Group Resume or Networking Activity</li> </ul>	<ul style="list-style-type: none"> <li>• Read: <a href="#">Resume Writing Presentation</a></li> <li>• Read: <a href="#">Creating a Cover Letter</a></li> </ul>	<ul style="list-style-type: none"> <li>• Internships and Applied Learning Experiences Matter</li> <li>• Create <a href="#">Handshake Profile</a></li> <li>• Virtual Chat Deadline <i>Oct. 19 – Student Engagement Fair; 11am-2pm; GC Ballrooms Oct. 20 – Graduate School Fair; 11am- 3pm; GC Pit Oct. 21 – Graduate School Fair; 11am- 3pm; Handshake</i></li> </ul>
10	<ul style="list-style-type: none"> <li>• Your Library, Your Resource</li> <li>• Research, Ethics, and Opportunities</li> </ul>	Library Visit**	<ul style="list-style-type: none"> <li>• Social issue news article <i>Oct. 26 – Internship Fair; 11am-4pm; Handshake</i></li> </ul>



11	<ul style="list-style-type: none"> <li>• Understand How Your Talents Work with Others</li> <li>• Work in groups to select social issue</li> </ul>	<ul style="list-style-type: none"> <li>• Read: <a href="#">Why Partners Need Complementary Strengths</a></li> <li>• Read: <a href="#">What are the Four Domains of CliftonStrengths?</a> (click on each theme for more information)</li> </ul>	<ul style="list-style-type: none"> <li>• Creating Stronger Partnerships Using Your CS</li> <li>• Social issue journal article</li> <li>• Team Asset Chart</li> </ul> <p>Nov. 1 – Last day to drop with DR Nov. 2 – Spring Official Registration begins Nov. 5 – Panther Shadows App Deadline (will need resume)</p>
12	<ul style="list-style-type: none"> <li>• Discuss Week of Change Assignment</li> <li>• Build Your Project Team &amp; Create Contract</li> </ul>	<ul style="list-style-type: none"> <li>• Read: <a href="#">Group Writing</a></li> <li>• Watch: <a href="#">Grit: The Power of Passion and Perseverance</a></li> </ul>	<ul style="list-style-type: none"> <li>• Rough Draft of Resume and Cover Letter</li> <li>• Team Contract</li> </ul> <p>Nov. 11 – Veterans’ Day (Univ. Closed)</p>
13	<ul style="list-style-type: none"> <li>• Standing Together</li> <li>• Work on Project in Class</li> </ul>	<ul style="list-style-type: none"> <li>• Watch: <a href="#">How Working with Gang Members Changed My Life</a></li> </ul>	<ul style="list-style-type: none"> <li>• Extracurricular Activities Matter</li> </ul>
14	<ul style="list-style-type: none"> <li>• Work on Project in Class</li> <li>• Power of Theme Combinations Activity</li> </ul>	<ul style="list-style-type: none"> <li>• Read: <a href="#">Realistic Expectations Help Graduates Find Purpose in Work</a></li> </ul>	<ul style="list-style-type: none"> <li>• Engagement Activity</li> <li>• Resume and Cover Letter with documentation of CTD feedback</li> </ul> <p>Nov. 25 &amp; 26 – Thanksgiving Break (Univ. Closed)</p>
15	<ul style="list-style-type: none"> <li>• Week of Change Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Complete SPOT via my.fiu.edu</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation PPT</li> <li>• iPeer Feedback</li> </ul>