

Don't forget

- Have your mini presentation (on album reviews) ready by Wednesday (10/19/2016)

Advising Homework

- Students complete Personal Interests and Values Worksheet before class (I can probably give you some time in class for this).
- Identify two majors they would be interested in studying and familiarize themselves with the requirements. Write that on a separate piece of paper.
- On the same paper, under the proposed major, students should write a paragraph justifying how the majors align with the values they previously identified, if the values don't align, why the majors are a good fit in some other way.
- Staple the two sheets together.

Values in Practice

- Individually: Pick a value from your list, skim through the academic bulletin and find two classes from different departments that relate to that value.
- In a large group: Discuss how values might relate to your future major and/or career choices
 - What kinds of classes did you find that might support those values?
 - Were they within your intended major or not?
 - Did this exercise change or raise questions about your intended major and/or career choice?
- Did this exercise give you ideas about classes you could take as electives or outside of your intended major?
- You should visit Handshake and sign up for different interest clusters to learn more about these options. Signing up for different interest clusters on Handshake will put you on a mailing list for information about opportunities in these areas

Advising Homework

- Students visit gustavus.joinhandshake.com to create a basic profile on Handshake (enough that that you have an active account before class).
- Bring laptop to class next Monday
- Sign up for one or more interest clusters on Handshake (there is an undecided cluster for students who don't have a clear interest)
- View the webpage for two of the following four offices: Fellowships Office, Academic Advising Center, Center for International and Cultural Education, and Career Center. Students should come to class with the following information: what the office does, where the office is located, and what assistance the office offers students.

Discussion

- Let's pick two people to act out "How to Wound Your Professor During Advising."
- Bonus point if you can act out how Louis will react to this situation (and what he would say).
- Identify what might be "wounding" to a professor.
 - Lack of preparation etc.
 - General education is supposed to be a chance to explore and to give students a broader sense of the world.
 - About 1/3 of your courses are supposed to be electives and that all courses "count" toward the 34 needed to graduate.

Group Work

- In the following exercise. You will form small groups, and will work on a four year plan for one of the group members.
- Form groups of 4:
- Each person in the small group will have a special task:
 - Planning Person: the person for whom the plan is being created.
 - LAP (The Liberal Arts Perspective) Requirements Person: the person in charge of making certain that the plan includes all LAP area requirements. https://gustavus.edu/general_catalog/15_16/gradreq
 - Major Requirements Person: the person in charge of making certain that the plan includes all major area requirements.
 - Intellectual Curiosity Person: the person in charge of asking how the course and programs being chosen address the student's interests, values, questions, and goals.
 - If there is a group with five students, have two students play "intellectual curiosity." If there are only three students in a group, have someone play two roles.

Discussion

- You will soon be meeting with your advisor (me) about registration.
- During those meetings, I will want to discuss how you are doing in classes and at Gustavus generally,
- We will need to think through courses for next semester,
- We will want to think longer term about courses and interests.
- Next week, the lesson will be about courses for next semester. This week, we are focusing on thinking about longer term planning and how college requirements, major requirements, values, and intellectual curiosity can (and should) all be part of that planning.

Discussion

- We will go around and have each group answer these questions:
- Which of the offices (academic advising, CICE, the Career Center, and Fellowships) did you include in your plan? Why did you make those choices?
- There is a Strong Interest Inventory that the Career Center offers to students and that might be particularly appropriate to students in their first year as they are deciding on courses and majors. Students can find out more about the Strong Interest Inventory on Handshake.
- What surprised you most about making this four-year plan?
- What was most challenging about making a four-year plan?
- In what ways did intellectual curiosity and interests shape the plan? When did
- other factors take priority? Why did you make the decisions you made when you did?

Homework (ready for next Monday, October 24th)

- Complete the 4 years planning worksheet for yourself.
- If you need help, come to my Sunday office hour.
- Bring the 4 years planning worksheet to our individual advising session on 23rd.
- I will bring a sign up sheet on Wednesday for individual advising