**OneGoal Student Syllabus: Year Two (Y2)**

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**Course Description**

Welcome back to OneGoal, a unique, proven three-year college preparation and persistence curriculum! You are returning for an incredibly important year of work that will result in your high school graduation and enrollment in the wisest best-fit match college choice for you.

The OneGoal Year Two (Y2) curriculum provides Y2 Fellows with the tools, guidance, and resources necessary to successfully complete high school, apply to and enroll in college for the fall, secure the proper financial aid, and become 100% ‘college-ready’ in advance of your first day on your college campuses. The Y2 college process is called **AAA&E** (“*triple A and E,*” described below), with each letter representing one of four core components of the process: **A**pplication, **A**dmission, **A**id, and **E**nrollment. AAA&E sessions will be paired with College 201 sessions, when you will spend time completing assignments that will prepare you for the academic and social life to expect during Y3 and beyond.

**Course Outcomes**

1. **Fellows will submit a *minimum* of seven applications to college by January 1st.\* This includes:**
	* **Four must be best-fit match colleges**
	* **Two must be best-fit undermatch colleges**
	* **One must be a best-fit overmatch college**

***\**Fellows matching to two-year schools will be expected to complete six total applications - three to overmatch colleges and three to match (two-year) colleges.**

***This includes:***

* + Creating “to do” lists for each application containing timelines for completion of items and adding these items to your calendars and/or planners in order to submit competitive applications by the specified deadlines.
* Creating an action plan for gathering additional information, waivers, letters of recommendation, transcripts, documentation, etc. by the specified deadlines.
* Completing drafts for at least two essays submitted at an Essay Coaches Conference.
* Verifying completion, proofreading/revision, and submission of all application materials with your PD.
1. **Fellows will enroll in the *wisest* choice of the best-fit colleges to which a Fellow is accepted, by May 1st of Y2.**
* Continuously monitoring and exploring best-fit-related offerings and opportunities at colleges to which you have applied, even while awaiting official admissions decisions.
* Reviewing all correspondence, aid awards, and other offerings provided by each college that offers you a place in their freshman class, with the goal of making the smartest overall enrollment decision relative to identified personal skills, interests, and needs.
* Making a final selection of the wisest best-fit match or overmatch college in which you will matriculate, and completing that college’s enrollment process correctly and on time.
* Justifying the reasons that the selected match or overmatch college is the wisest choice for you.
1. **Fellows will have financing in place for Y3 by June 1st of Y2. At least 80% of that financing will come in the form of scholarships, federal/state and private grants, work study, expected family contribution, and if necessary, Direct or Perkins loans. 20% or less of the cost of college should be paid in the form Parent PLUS loans or out-of-pocket money. This includes:**
* Assessing the financial aid landscape at your potential best-fit match colleges and estimating your expected financial package from each institution.
* Internalizing the FAFSA process, understanding tax return and family financial information requirements, and securing the necessary financial information required for FAFSA completion.
* Verifying completion, proofreading/revision, and submission of all aid materials with your PD.
1. **Demonstrate ‘college-readiness’ as measured by at least 92% average class attendance, a course grade of at least 85%. This includes:**
	* Maintaining an average attendance of at least 92% to all Y2 in-school course sessions and OneGoal conferences. Recognizing your place in a cohort and the vital importance of being present and prepared for your team’s benefit.
	* Comprehending the structure of college level academics and the difference between expectations in college and expectations in high school, and identifying strategies for success.
	* Actively and maturely participating in class discussions, group projects, and independent assignments. Completing all work on time and to your best ability.

**Materials**

* Pen
* A daily planner
* **A positive, respectful attitude and an open mind!**

**Course Grading**

OneGoal is a graded, credited, in-school course, using your high school’s customary grading scale but evaluating your performance in a manner that is more similar to how a college professor would do so. You will be given a grade for each Unit, and then an overall grade for the course. Unit Scores will be based on the Unit Progress Report with focus on the following area:

* Goal Setting & Organization (15%)
	+ Do Nows, goal setting activities, and staying organized and on track.
* Portfolio Projects (50%)
	+ Including all projects marked Portfolio Projects throughout the curriculum.
* Participation and Leadership Principles (35%)
	+ Your ability to display the 5 Leadership Principles consistently and participate in the course.

The weights per category are put in place to prepare you for the realities of college grading. Goal Setting & Organization is weighted the most to ensure your spend most of your energy focused on meeting the Y2 course goals such as college and scholarship applications. You should then split the remainder of your time completing major assignments and building the mindsets of college students. Similar to college courses, daily participation and activities are always expected, and therefore not a portion of the grading system. Full participation and completion of assignments will eventually lead you to more successfully meeting the program goals

You will briefly meet one-on-one with your PD after every Unit and receive an update on your current grade in the course. Your PD will have the opportunity to highlight anything missing, incomplete, or unsatisfactory in the student’s files and recommend areas of improvement. These meetings ensure that there will be plenty of opportunities to measure and correct your progress before final grades are issued.

**Portfolio Projects**

Portfolio Projects are longer-term, intensive projects that typically consist of some research/planning, some small group work, and/or a presentation in front of the class. Almost all of the Units throughout the OneGoal program will require Fellows to complete one or two Portfolio Projects. Revisions are up to your Program Director to allow. Portfolios will be reviewed *informally* at the end of the first semester, and *formally* at the end of the year, checking for completion and to determine your final grade in the course. Portfolio Projects are designed to help you with the college application process next fall by taking care of some of the preparation ahead of time. Upon completion of a Portfolio Project, you will complete a written self-reflection on what you have learned from participating in the project. Your Program Directors will then use a rubric to grade your Portfolio Project (including the self-reflection) and will assign either a numerical or alphabetical grade. Portfolio Projects will determine the majority of your final grade for the course. A sample of the grading rubric for Portfolio Projects can be found on the following page.

**Makeup Policy**

1. Homework and class work: Students miss a class due to an excused absence only will have one day to make up homework and class work. (Excused absence means you brought in a parent or doctor’s note upon returning to school and got teacher signatures on the absence form before the end of your FIRST day back.) If your absence is excused, you may receive credit if you turn the work on your second day back from your absence. I recommend, however, that you follow the calendar and try to keep up with the homework as much as possible. If your absence is unexcused, you will not receive credit for homework or class work from that day.

2. Makeup policy: For assignments that are NOT portfolio projects, it is up to teacher discretion whether you may turn in late for credit. Portfolio projects will be accepted late up until a certain “late deadline.” However, every day that a portfolio project is late, you will lose 10% of the total grade (plus any other points taken off from the rubric), unless the lateness is due to an excused absence (see #1 above). Turn in your work on time—this will have a significant effect on your grade.

**PORTFOLIO PROJECT: Grading Rubric**

*To be completed by Program Director*

**PRESENTATION:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **0** | **1** | **2** |
| **Group Dynamic** (if applicable) | Few group members participated and the workload was clearly unevenly distributed. | Most group members participated and although every member contributed to the project, the workload was not entirely evenly distributed. | All group members participated in the presentation and it was clear the workload was evenly divided between all members. |
| **Professionalism** | The presenter(s) displayed less than four of the following skillsets: spoke clearly, projected, made eye contact, was (were) well rehearsed, and appeared confident. | The presenter(s) displayed four of the following skillsets: spoke clearly, projected, made eye contact, was (were) well rehearsed, and appeared confident. | The presenter(s) spoke clearly, projected, made eye contact, was (were) well rehearsed, and appeared confident. |
| **Visual Aids** (if applicable) | The visual aids were more distracting than helpful. | The visual aids were distracting at times or did not significantly add to the presentation. | The visual aids were professional (little to no spelling errors, neat, and cohesive) and added to the presentation. |
| **Comments:** |

**ASSIGNMENT CONTENT:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **0** | **1** | **2** |
| **Alignment to goals** | The Fellow did not clearly demonstrate an understanding of the assignment goals. | The Fellow clearly demonstrated an understanding/mastery of most of the assignment goals. | The Fellow clearly demonstrated an understanding/mastery of all assignment goals. |
| **Professionalism**(of worksheet, paper, or other deliverable beyond the presentation) | The deliverable contained many spelling errors, was not neat, and/or was difficult to follow. | Although the content of the project was delivered in a clear manner, it lacked some professionalism (contained some spelling errors, was not especially neat, or was difficult to follow at parts). | The content of the project was delivered in a professional manner (little to no spelling errors, neat, and cohesive). |
| **Comments:** |

**SELF-REFLECTION**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **0** | **1** | **2** |
| **Depth** | The reflection did not demonstrate any depth or synthesis of new ideas. | The reflection demonstrated some depth of their personal understanding of the assignment, but was vague or unclear at times.  | The reflection was well thought-out and demonstrated the synthesis of new ideas or deep reflection on the AFellow’s personal understanding of the assignment. |
| **Professionalism** | The reflection contained many spelling errors, was not neat, and/or difficult to follow. | The reflection lacked some professionalism (contained some spelling errors, was not especially neat, or was difficult to follow at parts). | The reflection was delivered in a professional manner (little to no spelling errors, neat, and cohesive). |
| **Comments:** |

**Number of points earned: \_\_\_\_\_\_\_\_\_\_\_\_**

**Total number of points possible: \_\_\_\_\_\_\_\_\_\_\_\_**

**OVERALL PERCENTAGE FOR PROJECT: \_\_\_\_\_\_\_\_\_\_\_\_**

**CORRESPONDING LETTER GRADE: \_\_\_\_\_\_\_\_\_\_\_\_**

**Leadership Principles**

OneGoal Fellows are leaders in their school communities. They possess grit and determination to succeed. Program participants are asked to internalize and embody 5 key ‘Leadership Principles’ from day one that leaders exhibit.

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| **5 Leadership Principles**ProfessionalismAmbitionIntegrityResourcefulnessResilience |

**Course Policies**

* Attendance: Please note that attendance greatly impacts your grade! Therefore, **it is the Fellow’s responsibility to ask for and make up any missed work, including AAA&E responsibilities, due to an excused absence by the given deadline (with any adjustments determined by the PD).** PDs will provide a calendar with all assignments laid out on a Unit by Unit basis. Fellows can refer to this calendar if absent at any time.
* Fellow progress reports: you will receive a progress report for every Unit during one-on-one conferences with your Program Director.
* Cheating/plagiarism: **If a Fellow is caught cheating or plagiarizing another’s work, the grade is automatically a zero, a detention will be served, and parents/guardians will be notified.**
* Attitude: Fellows are expected to present themselves every day as mature leaders and future college students. Therefore, respect for your classmates, your instructor, your assignments, and yourselves is the expectation. Rely on the 5 Leadership Principles at all times for guidance.
* While OneGoal can be exciting, engaging, and even fun, preparing for college is hard work that requires careful planning and a personal commitment to responsibility. The OneGoal classroom is a place where Fellows develop a plan for achieving the big goals they have for themselves, and will support one another as a team in pursuit of those goals.

**Poor attitudes, lack of teamwork, and immature behavior have no place in the course**

**and will not be tolerated!**

**Parent/Guardian Acknowledgement**

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, parent/guardian of ,

 (parent name) (student name)

have read and reviewed this Y2 Student Syllabus with my son/daughter and understand the purpose and the expectations of the OneGoal program.

Signed:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (parent signature)

Signed:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (student signature)