

All assignments must be submitted to turnitin.com
and single-spaced unless otherwise noted.

Major	60%
Daily	40%

Assignment Calendar: Spring 2019

Assignment	Purpose	Due Date	Grade Category & Point Value
Attendance, Class Engagement and Discussion, Class Activities, Research	Attending class and staying engaged through interaction and discussion are required in Mentorship.	Weekly	DAILY: point values depend on the activities; will be outlined as assigned
Log Sheets	Accountability of hours – <i>two hours</i> of face-to-face time each week with your mentor; signed by mentor. Research questions and weekly goal(s).	Every Tuesday (Baker) Every Wednesday, (Stokes)	DOUBLE DAILY: 200 points each
"Day on the Job"	Experience and begin to understand what a real "day on the job" is like in your particular field of study.	Complete between Jan. 21 and Apr. 19; if working with the same mentor as 1 st semester, you could complete the requirement as early as Jan. 11	MAJOR: 100 points (the grade will not be in Skyward until the <u>end</u> of the semester)
REQUIRED FORMS	Forms are required to clear mentors. No forms – see your counselor for a schedule change.	Friday, Jan. 11, Jan. 25 at the latest	DOUBLE DAILY: 200 points
Norms Meeting Packet	Complete a face-to-face meeting to discuss important details and goals for your time with your mentor this semester.	Friday, Feb. 1	DAILY: 100 points
Perspective Essay: "Problem Solving: Common Sense Isn't So Common"	Examine the importance of common-sense skills in the workplace and the connection those skills have to problem solving and your long-term success.	Friday, Feb. 1	MAJOR: 100 points
Interview	Build connections and learn what it takes to work in the career field of study. These are not easy to get; work in advance to secure these interviews. You may NOT interview a relative or your mentor.	Friday, Feb. 22	MAJOR: 100 points
Photo with your Mentor	Capture a visual of you and your mentor at work. COLOR PHOTO to be used at the Mentor Appreciation Event.	Digital Copy: Tuesday, Mar. 5 (Baker), Wednesday, Mar. 6 (Stokes)	DAILY: 100 points
"CYOA": Create Your Own Assignment	Find and read a career-related article that highlights an aspect of your field.	Friday, Mar. 8 – " approval date " for the assignment is Tues., Feb. 26 (BAKER) or Wed., Feb. 27 (STOKES)	½ MAJOR: 50 points
MENTOR APPRECIATION EVENT (REQUIRED)	Network with mentors and other students in a professional social setting. THIS EVENT IS REQUIRED. IT TAKES PRECEDENCE OVER YOUR OTHER ACTIVITIES.	Wednesday, Mar. 13	DOUBLE DAILY: 200; you get 200 or a 0 – based on attendance
Survey	Further explore an element of your field of study through an original survey specific to your research.	Friday, Mar. 28	MAJOR: 100 points
Cover Letter	Present a document that effectively sells your most relevant and positive credentials for employment – this is a great way to connect your resume to your future.	Friday, Apr. 12	½ MAJOR: 50 points
EXTRA CREDIT (optional): Letter of Recommendation	Add to your portfolio with a letter of recommendation from your mentor.	Friday, Apr. 26	Double DAILY: 200 points (it's a 0 or 100) – not required; it's extra credit
FINAL EXAM: Portfolio, Product, and the answer to your Research Question in presentation format	Final culminating presentation of your work this semester, in addition to your creation of a tangible object or solution to a problem, an exhibit, or marketing tool, etc. further explaining or exploring a facet of your field of study.	AT YOUR SCHEDULED FINAL PRESENTATION (Apr. 29 – May 24)	FINAL EXAM: 100 points (20% of semester grade)
Attend TWO Final Presentations	Gain experience and expertise from observing others.	Presentations run Apr. 29 – May 24	DAILY: 100 points, 50 points per presentation

Assignment Calendar - Monthly View

◀ Dec 2018		January 2019						Feb 2019 ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat		
6	7	8	9	10	11 DUE: FORMS	12		
13	14	15	16	17	18	19		
20	21 NO SCHOOL 1 st week with mentors (if cleared)	22	23	24	25	26		
27	28	29 DUE: LS #1	30	31				

◀ Jan 2019		February 2019						Mar 2019 ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat		
					1 DUE: Norms Mtg. Packet <i>+ perspective essay</i>	2		
3	4	5 DUE: LS #2	6	7	8	9		
10	11	12 DUE: LS #3	13	14	15	16		
17	18 NO SCHOOL	19 DUE: LS #4	20	21	22 DUE: Interview	23		
24	25	26 DUE: LS #5 Early Release	27	28				

◀ Mar 2019	Sun	Mon	Tue	Wed	Thu	Fri	Sat	May 2019 ▶
		29 FINAL PRESENTATIONS BEGIN	30 Early Release ↓					

◀ Apr 2019	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Jun 2019 ▶
				1 FINAL PRESENTATIONS	2	3	4	
		6 FINAL PRESENTATIONS AP Testing	7	8 U.S. History STAAR	9	10	11	
		13 FINAL PRESENTATIONS AP Testing	14	15	16	17	18	
		20 FINAL PRESENTATIONS	21	22	23	24 FINAL EXAMS (3 rd , 7 th)	25	
		27 NO SCHOOL (Memorial Day)	28 FINAL EXAMS (6 th , 5 th)	29 FINAL EXAMS (1 st , 4 th)	30 FINAL EXAMS (2 nd , 8 th) Last Day of the Semester *GRADUATION*	31 NO SCHOOL		

Please remember that dates are subject to change. All changes will be announced in class and in the weekly Friday emails. It is in your best interest to add any changes to these monthly calendars to reflect the most accurate due dates.

MENTORSHIP Assignment Descriptions

Spring 2019

Assignments are to be completed by the assigned due date. LATE assignments will not be accepted unless a conversation occurs with Mrs. Baker prior to the assignment due date. All assignments must be submitted to turnitin.com. Hard copies will not be accepted unless otherwise noted. The following descriptions/details/requirements are not provided for my benefit; they are for you. Read the information below very carefully. You're in control of your grade – adhere to the information below and you'll be on the right track.

Attendance, Class Engagement/Discussion, Class Activities, and Research

DUE: Every week

Classes are held on Tuesday, every week. Attendance is a required element of the course. It becomes part of your grade through engagement in class, discussions, and through various other activities. If you miss a class, it is your responsibility to check in with me to retrieve missed information and handouts. Do NOT simply email me – **you must come see me in my office.**

Log Sheets

DUE: Tuesday's, every week

Log sheets provide accountability of time spent completing the required five hours of Mentorship work. Log sheets MUST be signed by your mentor and dated. If your mentor doesn't sign your log sheet, it's as if you did not go and you will receive a zero for the log sheet.

- Be specific when detailing your activities at your placement.
- Round hours (up) on your log sheets to the nearest ¼ of an hour.
- Be sure to include your individual hours (2 hours required) – all log sheets should detail 4 total hours.
- Spring semester's log sheets differ in regard to the prompts – you will write your own research question based on a provided topic/theme.
 - GRADING BREAKDOWN:
 1. Placement hours with mentor signature = 40 points
 2. Individual research hours – 20 points
 3. Research Question = 20 points
 4. Research Response = 20 points

REQUIRED FORMS

DUE: Friday, Jan. 11th

Forms are for informative and safety purposes and required to document your Mentorship for state verification. Your mentor must be approved by the district through a background check before you may visit your placement.

- Be sure all forms have the appropriate signatures.
- In order to remain in the Mentorship class, you must secure a mentor. If you do not have a mentor by January 26th and/or communicated issues to Mrs. Baker, see your counselor for a schedule change.

"Day on the Job"

DUE: Anytime between Jan. 21st and Apr. 19th

Spend a FULL day on the job with your mentor at your placement.

- FULL day is considered "9-5," give or take an hour on the front or back end. In all, your time should total 8 hours during the full day and may not be split over several days.
- Do NOT meet "after hours."
- During the week you select to complete the "Day on the Job" requirement, you do not have to complete the two hour weekly mentor meeting requirement as well.
- Complete the accompanying assignment after your "Day on the Job" and be sure it meets the requirements listed below:
 - Name, date, and class period in the top left corner of the page
 - Typed, Times New Roman or Calibri and 11-12 point font
 - 1 page, single-spaced (two detailed paragraphs per experience/concept/misconception)
 - Free of major errors in spelling, grammar, and formatting
- You have TWO OPTIONS when completing this assignment:
 - **Accompanying Assignment – OPTION #1 (same assignment as in the fall):**
 - During your "Day on the Job," take time to make note of two experiences, concepts, or misconceptions that stood out for you as a result of your time at the placement and follow these assignment guidelines. Address the following questions for each experience/concept/misconception individually. In other words, focus on one element and answer the following questions in paragraph format, and then do the same with the second element:
 1. What was it about the experience/concept/misconception that stands out? Did it make you think differently about your field of study? Did it spark curiosity? Did it change the way you think about the career field? In all, why did you make note of it?
 - Name, date, and class period in the top left corner of the page
 - Typed, Times New Roman or Calibri and 11-12 point font
 - 1 page, single-spaced (two detailed paragraphs per experience/concept/misconception)
 - Free of major errors in spelling, grammar, and formatting
 - **Accompanying Assignment – OPTION #2 (new assignment):**
 - During your "Day on the Job," observe and focus on the following:
 1. Problem Solving
 2. Communication
 3. Customer Service
 - Thoroughly detail an example of each of the above. What struck you as especially significant in terms of the ways in which these were demonstrated?
 - Why are these important aspects of the workplace?
 - Were these connected in any way? If so, how/why?
 - Could these have been enacted more effectively? Why or why not?
 - **Alternative Assignment (for students who do not attend a day at their placement)**
 - If you are unable to complete the "Day on the Job" requirement, you may submit the alternative assignment for the same credit. The deadline due date of April 14th remains the same. Just because you were unable to meet the requirement does not mean you are granted extended time.
 - Write a research paper including the following information:
 1. What is a typical day on the job like for a career within your field of study?
 2. Explore a misconception within the field. What makes it a misconception and why? Is the misconception justified? What are the implications of this misconception in general? In the field as a whole? In the world?
 3. 3-5 pages, single-spaced with three in-text citations and a bibliography (MLA)
 4. Cover page with name, date, and class period
 5. Typed, Times New Roman or Calibri and 11-12 point font
 6. Free of major errors in spelling, grammar, and formatting
 7. Well organized with a clear and well supported thesis statement

Perspective Essay

DUE: Friday, Feb. 1st

Perspective essays provide personal perspective on a particular topic. You voice your opinion(s) and provide evidence to support your stance.

- o TOPIC: "Problem Solving: Common Sense Isn't So Common"
- o The essay must incorporate all of the following:
 - 1-2 pages, single-spaced
 - Name, date, and class period in the top left corner of the page
 - Title the essay, centered, at the top of the page
 - Times New Roman or Calibri and 11-12 point font
 - Detailed essay with strong supporting evidence to support your points
 - Essay should be well organized and free of major errors in spelling, grammar, and formatting

Essay Prompt:

Unfortunately, common sense isn't so common, especially in the workplace. Effectively demonstrating common sense can truly set you apart from other employees and move you up the ladder. After reading the article, "What Employers Want in Employees: Common Sense Skills," do you believe common sense is inherent or learned? Do you believe it's a skill or a characteristic? Why? In what ways would someone in your field of study demonstrate common sense skills in the workplace? Finally, make a significant connection between common sense, problem solving, and success.

Article: http://www.morebusiness.com/running_your_business/management/d958350060.brc

The article is also attached to the back of this document.

Interview

DUE: Friday, Feb. 22nd

As you did in the fall, and in an effort to continue to build connections and learn about what it takes to work in your field, you will interview an individual in your career field – someone other than your mentor and the individual you interviewed in the fall. You may NOT interview a relative.

- Interviews can be very hard to secure for a variety of reasons; do not wait until the last minute to find an individual to interview.
- The interview MUST be conducted in person.
- There are four parts to the interview:
 1. Contact information for the person you interviewed

Name of Person Interviewed	
Career Field & Specific Job Title	
E-mail Address	

2. Create and ask 20 questions that pertain to your field of study – you may pull questions from Mrs. Baker's website to use – be sure to cater the questions accordingly.
 - o Write down the responses – you will use these during part #3.
 - o Consider asking if you may record the interview – this will allow you to refer back to the information at a later date.
 - o Do not be afraid to ask your interviewee to elaborate on a topic that catches your attention and sparks new questions relative to YOUR career study or your research.
 3. Type out the interview questions and responses – these should directly follow the contact information from part #1.
 4. In 7-10 sentences, reflect on your thoughts/impressions of the individual you interviewed in addition to the overall interview process. Was it difficult for you to secure the interview? Where did it take place? Did the interview go as planned? Did you learn anything new?
 - o Typed, Times New Roman or Calibri and 11-12 point font
 - o Name, date, and class period in the top left corner of the page
 - o Free of major errors in spelling, grammar, and formatting
- Interview TIPS:
 - o Call ahead and set up an appointment location, time and date. Call/email the day before the interview to remind the interviewee of your appointment.
 - o **Arrive early and dress professionally.**
 - o Offer to send the interview questions ahead of time.

Photo with your MentorDUE: Tues. Mar 5th (BAKER) or Wed. Mar. 6th (STOKES)

Capture a visual of you and your mentor at your placement. The photo should be appropriate and in color. This photo will be displayed at the Mentor Appreciation Event.

- EMAIL the photo to your teacher and include the following in the SUBJECT LINE of the email:
(YOUR NAME, CLASS PERIOD, PHOTO WITH MENTOR)

CYOA: "Create Your Own Assignment"DUE: Friday, Mar. 8th

You have the unique opportunity to **create your own assignment** based on experiences you have had or have witnessed at your placement. Additional details will be provided and a list of potential assignment options as well is attached to this document. You can create what you want based on what you want to know. Your CYOA assignment has an approval date prior to the final due date in which your teacher must "ok" your assignment. This date is Tuesday, February 26th (BAKER) and Wednesday, February 27th (STOKES).

Attached to this document, you will find ideas to help you "CYOA".

Mentor Appreciation Event (REQUIRED)Wednesday, Mar. 13th

An after-school event will be held for mingling and networking with all mentors from the semester. Students are **REQUIRED** to attend regardless of mentor availability – it is a grade. Please dress for the occasion (professional business attire). Be prepared to introduce yourself and your mentor, and address what it is you are learning about at your placement. Make an effort to get to know other mentors. Invitations will be sent to mentors in mid-October. Refreshment will be provided at the event. Parents do not attend due to space limitations.

SurveyDUE: Friday, Mar. 28th

You will write and conduct a survey just as you did in the fall – the difference being the topic can be over anything you are curious about within your field of study. You will use Google Forms again and you are required to have 10 total questions of which question styles should vary. You must survey a minimum of five different individuals as well. You can survey the same individuals you surveyed last semester as your survey will cover a different topic. The final product should be an infographic – the same format and requirements from the fall. The grading split will be the same as the fall as well – 70% for the questions/answers and 30% for the final infographic. The infographic should represent 5 of your top questions. Use Canva to create the infographic just as you did in the fall.

Cover LetterDUE: Friday, Apr. 12th

- You already have a resume; now all you need is a cover letter. Your "CV" will likely be rather general, but it is important that you have one in which you can alter to fit jobs that you apply for in the future. You must learn how to sell your best attributes and how to incorporate career and job-specific details. This assignment will be detailed and connected to an in-class lesson.
- Additional details to follow and discussed in class.

Extra Credit (OPTIONAL): Letter of RecommendationDUE: Friday, Apr. 26th

Assuming you've been an exceptional mentee, your mentor may write you a general letter of recommendation to attest to your hard work this semester. This is not a required assignment, but you do get extra credit for it. The letter should be typed, dated, and signed. Most of you are not applying for a job in your field currently, so the letter is simply to shed light on your hard work and potential for success.

Final Exam: The Presentation of your Portfolio and Product

DUE: at final presentation (final exam)

- Your final exam is a culminating presentation of your work this semester and your experience at your Mentorship placement through an expansive portfolio, in addition to a product you create.
- You may NOT exempt your final exam for this course.
- Presentations are a minimum of 11 minutes, maximum 22 minutes.
- The presentation will be observed by guests (mentor, teachers, administrators, students, parents).
- You should prepare note cards and practice your presentation prior to presenting.
- ALL students must have a visual (PowerPoint, tri-fold poster board, etc.). **Take pictures at your placement. This is not optional. Everyone must supplement their talk with a visual that details and summarize their work this semester.**
- You will create and include a LinkedIn profile in as part of your presentation this semester.
- You should discuss your product in detail, including why you constructed your product the way you did, the process you used to create it, and any obstacles or challenges you overcame.
 - Product: create a tangible product with a real-world purpose that relates to your placement field of study and demonstrates your experiential learning from the semester. This should be an original creation and exemplify what you learned this semester in addition to your general knowledge of the field.
 - Examples: architectural plans, poster display (informative, artistic), science lab results (plastics, heart lab, obesity relating to disease), music & video CD's (recorded from jazz studies, recording studio studies, sound engineering studies), video game design, financial evaluations, programs or special files created for special events (style shows, Austin Film Festival, Austin Bar Assn.), orthodontic molds and assessment for services (made by students), fashion shows (the event becomes the "product"), creation of an employee manual for a small business.
 - Be creative (yet professional).

Attend TWO Final Presentations

DUE: schedule will be posted; you decide which two you want to attend

- Attend two additional presentations. You may watch a friend present, an individual who is presenting on a like career field, and/or an individual presenting on another field of interest to you.
- You must be a good audience member – that includes arriving on time.
 - While asking questions is not required, it is a great way to engage in the presentation.

What Employers Want in Employees: Common Sense Skills

By R. Khera

If there's one characteristic every employer wants in an employee it is common sense.

Which boss hasn't said: "I can train an intelligent person to do the job, as long as they have common sense."

But what exactly is common sense and why is it so often elusive in the workplace? Here are the definitive answers (all right, maybe just some of the answers):

The key element in common sense on the job is the ability to see the big picture. In most jobs, the big picture isn't getting a handle on next year's earnings or figuring out the company's Internet policy – although some jobs do require that kind of outlook. No, the bigger picture usually entails seeing where your work fits into the purpose and objective of your particular piece of the organization.

For example, if you are a sales assistant, your job isn't just about filling out a salesperson's expense account and sending it to accounting for payment. Sure, doing that correctly is important. But the bigger picture is making sure that all the administrative details of the sales force are taken care of competently so the salespeople can go out and do what they're supposed to, which is sell. If you don't have the common sense required to understand why doing your work is important, you'll always be perceived as a competent drone, but probably not much more.

Element number two in common sense is related to the first. It's being able to see what's missing. For example, if a restaurant patron orders soup, a waiter with common sense realizes she needs a soup spoon. Basic, but the "what's missing?" element is missing in too many employees. Does your boss who asked you to get an airline reservation need a hotel reservation too? Does the form you created asking for a customer's address have a space for the zip code? Do you give your phone number on voice mail messages?

Common sense attribute number three: finishing. Every boss wants someone who follows through, which simply means finishing what you start. If a task isn't worth finishing, it probably wasn't worth starting.

Number four: a willingness to help. Everyone is working harder, so it makes sense individually and corporately for people to help each other. Employers want workers who understand what needs to be done – whatever that may be – and are willing to pitch in and get it done. Employees with an ounce of life in them want that, too, so long as they're not being worked to death. If you're as helpful as a Soviet emigration official circa 1958, get with the program or you'll be out of a job.

Fifth: being nice to those inside and outside your organization. If it's just common sense that we all want to be treated pleasantly, how come so many people are rude? Pleasantness is highly underrated. It is the social lubricant that enables work to get done within your organization, and makes customers come back. Remember flies and honey? Those who aren't nice don't show *COMMON SENSE*.

“CYOA” Examples

The following list is simply to help you brainstorm ideas for your CYOA. You can choose from this list or create your own. If you're curious about any of these, please don't hesitate to ask.

1. A spin on our traditional interview assignment
2. Flow Chart
3. Brochure
4. Code of Ethics
5. Employee Handbook
6. Philosophy of Education (great for those studying under a teacher)
7. Lesson Plan
8. Various Presentation
9. Meeting Minutes
10. Spin on our traditional article review assignment
11. Financial Outlook
12. Business Proposal
13. Procedural Notes
14. Chart Dictation
15. Research Graph and Review
16. Traditional thesis
17. Observational Notes and Reflection
18. Advertisement
19. Marketing Strategy
20. Inventory Model