

From Transcript to Track Record

PERS 1506 · 1 Credit · Fully Online (Asynchronous) · Fall 2026

Columbus State University

Part 1 · The Syllabus | Part 2 · The Onboarding Handbook

One course, described twice. Part 1 is this course described the way a university describes a course. Part 2 is the same course described the way a job would describe it. That's not a gimmick — it's the first thing this course wants you to see, before a single module opens: higher ed and the workplace care about the same things in different languages, and you'll spend your life reading both kinds of documents. Put them side by side and the similarity can't be ignored — nobody tells you how similar they actually are. This document shows you.

PART 1 · THE SYLLABUS

Instructor: Samantha K. Miller Gurski, MS, PMP

Email: sam@columbusstate.edu — I answer within two business days.

Connect with me: This is a fully online course, but I'm a real person and I want to hear from you. I host live, online Jam Sessions during the semester — like office hours, but better: ten minutes of a recorded tip, then open floor. Dates, times, and recordings are posted in CougarVIEW. Sessions are optional; otherwise, I'm available by appointment.

Why This Course Exists

You're good at something. Have you ever tried to explain why and how you are good at something? Or articulate what was cool about that skill you just learned in that class you had last semester? How well did it go?

That's the problem this course addresses. Your transcript lists the classes you took and the grades you earned. Your degree says you finished. Both are real, and both are yours. But neither one tells an employer what you can do — and in an interview, nobody asks to see your syllabus. They ask you.

You have to be able to articulate your skills... so you can pay your bills.

That's the whole course. Over fifteen weeks, you'll learn to surface the skills you've built — in classes, on the job, and in the rest of your life. You will name them in words employers recognize and prove them out loud. You already have the credit. You're learning to translate it into a track record that goes anywhere you go.

This is a Core IMPACTS course in the **Institutional Priority** area, which asks: *How does my institution help me navigate the world?* Your time at CSU built real capabilities. This course helps you name them and use them to navigate work and life beyond graduation.

What You'll Be Able to Do

The big picture. By the end of this course, you'll be able to:

- **See it** — spot a real skill you’ve built, even one you’d never have called a skill.
- **Name it** — put that skill into plain, employer-ready language.
- **Say it** — prove it out loud, in words and on paper.

Do that seven times, and you walk away with a clear record of what you can do.

The specifics — and how this course meets CSU’s Core IMPACTS goals:

- **SLO 1 — Demonstrate the ability to think critically and solve problems related to academic priorities.** You’ll examine your own learning and translate it into career-ready skills.
- **SLO 2 — Present logical, informed, and evidence-based solutions to real-world problems.** Every skill you claim has to be backed by a specific, real “receipt,” and you’ll match your skills to real job postings.
- **SLO 3 — Identify and apply strategies and supports that enhance academic success.** You’ll learn and use free professional tools, such as: O*NET, the NACE Career-Ready Competencies, a menu of free digital-skills lessons, and LinkedIn.

Core competencies you’ll practice: Critical Thinking (analyzing your own skills), Teamwork (coaching your classmates), and Time Management (a steady two-week rhythm you run yourself).

How This Course Works

I want you to understand why this course is built the way it is.

It works like a series of coaching sessions. A coach doesn’t tell you who you are; they ask good questions, and you find the answers. That’s how this course treats you. I’m not going to lecture you about your skills — you’re going to discover and name them yourself. Why? Because you remember an answer you worked out yourself.

Every module follows the same three moves: *See it* → *Name it* → *Say it*. You’ll get comfortable with the rhythm fast.

It runs on a two-week cycle. Each module spans two weeks. In the first week, you work through the lesson, submit your Skill Card, and post a short video. In the second week, you coach a couple of classmates and make your own card better. It’s fully online and self-paced within each two-week window — but the windows keep all of us moving together.

You’ll do it in a small coaching group. At the start of the term, you’ll be placed in a group of about ten classmates — your crew for all fifteen weeks. Your videos and comments happen inside your group. It’s small enough that your voice gets heard and big enough to see real range — and by Week 15, ten people will have watched you get better at this.

Everything you make runs through one thing: the Skill Card. Think of it like a flashcard you’d make to study vocabulary — except the vocabulary is you. Each card names one skill, where it came from, the proof that you have it, and how you’d say it to someone who could hire you. You’ll complete each card through the Skill Card form, right inside that module’s lesson.

You'll say it out loud — in 30 seconds. The heart of each module is a 30-second video, posted in your group's discussion. Why so short? Because thirty seconds forces you to be clear, it's low-pressure, and you can re-record it as many times as you want. You're not graded on how polished you sound — videos are graded on being posted, real, and on time. Camera-shy? Audio-only always works.

You'll coach each other. After you post, you'll comment on the two videos posted right after yours — wrap back to the top of the list if you're near the end. If those two are already covered, spread the love wherever it's needed. Use three simple lines: the skill you heard, the most specific moment, and one honest question. That's it. No empty praise, and no comments on anyone's delivery, accent, or nerves. Learning to name what someone else does well is itself the skill — practiced on each other.

Feedback becomes revision. Once your comments come in, reread your card. Update it with at least one thing you heard — or decide, deliberately, to keep it as it is. Resubmit revised cards through the same form, marked as a revision. This is where cards go from decent to good — and it isn't busywork: your Midpoint Portfolio and Capstone grades reward cards that show revision.

You'll hear from me. Every module opens with a Coach's Note from me, including a Spotlight on a few standout moments from around the course. Your Midpoint Portfolio comes back with rubric feedback plus a course-wide note on where cards leveled up; your Capstone gets my close read. And I'm available by appointment any time in between.

What You'll Make

By the end, you'll have built:

- **Seven Skill Cards** — seven skills, each named, backed by evidence, said out loud, and revised.
- **A Midpoint Portfolio** (Week 8) — your first four cards, each revised once more, a checkpoint on the way.
- **A 2-minute pitch** (the capstone) — who you are, what you can do, and why it matters.
- **Your Skill Inventory** — after the course ends, your seven cards come back to you compiled on one page: your skills, your evidence, your words. Put it where your field looks: LinkedIn, a portfolio site, or your résumé. We'll trade options in a class discussion.

A transcript sits inside a registrar's office, but this goes wherever you do.

Assessments — and What Each One Is For

I think every graded thing should earn its place by doing something for you. Here's what each one does:

Weekly Module Work — 55%. In CougarVIEW this appears as one 55% category, scored as a single 11-point item per module. It breaks down like this:

Weekly Skill Card + video — 35%. Each module’s card and 30-second video together make one weekly item; both are required for the week’s credit. Graded on showing up and being real — a true example, your own voice, employer-ready words — not on polish or performance. These are your reps. The whole point is that you practice saying it out loud, often, in a low-stakes place.

Peer coaching comments — 20%. Your structured comments on your group’s videos — each module, the two posted right after yours. Graded on doing them, the right way, on time. This is where you practice one of the most underrated career skills there is: naming what someone is good at.

Knowledge checks — 10%. A short knowledge check in D2L for each of Modules 1–7 — two attempts, best score counts — plus the Start Here quiz in Week 1. (Module 8 has no knowledge check — the capstone stands in its place.) The checks aren’t gotchas. Pulling an idea back out of memory is what locks it in.

Midpoint Portfolio — 15%. Your first four cards, revised one more time and resubmitted through the same form — each marked Midpoint revision (Week 8). Those four resubmissions are your portfolio; there is nothing separate to hand in. Graded on whether the pieces are there, real, and made better by your group’s feedback — a progress check, not a final. (An optional extra-credit video lives here too — graded complete/incomplete, a low-stakes dress rehearsal for the capstone.)

Capstone — 20%. Your final portfolio and 2-minute pitch. This is the one I read closely, because it’s the whole course brought home — and the portfolio rewards cards that grew across the term.

About the Start Here quiz. It opens the course. Module 1’s lesson pages are open to you from day one — but you’ll need 100% on this quiz before you can take the Module 1 knowledge check. You get unlimited attempts and your best score counts toward your grade — so 100% isn’t a hurdle, it’s a floor anyone can reach. Why so strict? Because no one is going to email you back and tell you your job application is incorrect. You have to read carefully, follow directions, and fix it. That’s the first skill this course teaches.

This breakdown can flex a little as the course runs; any change comes to you in writing.

A Note on Grades

I don’t think of grades as a ranking. I think of them as feedback — a measure of how close you are to being able to do something, not a verdict on who you are.

This course is built to be low-stakes on purpose. The videos are re-recordable. The drafts are drafts. Almost nothing here can’t be tried again. That’s deliberate: the goal is for you to get better at naming and proving your skills, and people get better when it’s safe to practice. Show up, do the reps honestly, and the grade takes care of itself.

Grading Scale

A = 90–100% · B = 80–89% · C = 70–79% · D = 60–69% · F = below 60%

Late Work: Two Protections, Zero Paperwork

You get two protections this term. You never apply for either one. There is no form, no email, and no explanation required — they are simply how the course works, for everyone.

Protection 1 — the grace window. Every weekly deadline in this course — the Skill Card, the 30-second video, and your two coaching comments — automatically extends 48 hours past the posted due date. You don't have to ask. If the deadline is Sunday night, anything submitted by Tuesday night counts, full credit, no questions. After the grace window closes, the item is a zero. There is no partial credit for later, and emailing me won't change it — the extra time was already built in.

Protection 2 — the dropped week. At the end of the term, your lowest weekly module score is dropped automatically. You don't choose which week, you don't claim it, and you don't have to tell me anything — the gradebook finds your lowest week and removes it from your grade — that's one module's entire 11-point item: card, video, and coaching comments together, from Modules 1–7. That means one bad week — the flu, a family emergency, a week where everything went sideways — costs you nothing.

One honest trade-off. A video posted during the grace window arrives after some of your group has already done their coaching comments — so it may get less feedback. The extra time is real, and so is the cost. Choices have consequences; everyone needs a little grace occasionally.

One open door. If you zero out a Skill Card, you can still submit it late. The grade stays a zero — but the card still goes into your Skill Inventory, the one-page record of your seven skills you get back at the end of the course. The gradebook closes on time. Your track record doesn't have to.

What these protections don't cover:

- **The Midpoint Portfolio** has the 48-hour grace window, but it cannot be your dropped week — it's a checkpoint, not a weekly rep.
- **The Capstone** has no grace window and cannot be dropped. **November 30 is final.** Plan for it like a flight, not a homework deadline.

How it works — a real example

Meet Jordan. It's Module 3. The Skill Card and video are due **Sunday, September 13 at 11:59 PM.**

- Jordan's week falls apart. Nothing gets submitted Sunday.
- **Monday and Tuesday are free.** The grace window runs until Tuesday, September 15 at 11:59 PM. Jordan posts the video Monday night and submits the card Tuesday afternoon. Full credit. No form. No email. Nothing to explain. The only cost: a few groupmates already left their comments elsewhere, so Jordan's video gets one comment instead of two.
- Now imagine the worse version: Jordan is out with the flu the entire week and misses Tuesday too. **Module 3 is a zero.** That's real — and it's also fine, because at the end of the term, the gradebook drops Jordan's lowest week. If Module 3 is the only rough week, it costs nothing.

- In November, Jordan is building the capstone pitch and wants all seven skills in it. Jordan fills out the Module 3 card late. The zero stays a zero — and the card still counts for the Skill Inventory, so Jordan finishes with all seven skills on the page.
- What Jordan can't do: have a second bad week for free (the drop covers one), drop the midpoint, or run any of this math on the capstone. November 30 is November 30.

The short version: every week forgives 48 hours. The term forgives one week. Nothing forgives the capstone.

If you're falling behind, the worst thing you can do is disappear. Message me. We'll sort it out. I'm supportive and I'm fair. Please don't mistake flexibility for a free pass.

Using AI in This Course

Here's something a little unusual: in this course, you're encouraged to use AI — on purpose, and out in the open.

AI tools (like ChatGPT) are great at one thing: producing a smooth, generic draft, fast. We're going to use that on purpose. Twice, you'll have AI write a version of your skills — and then your job is to mark every line that isn't specifically true of you and replace it with a real moment only you have. Learning to use AI well — telling it what you want, checking what it gives back, and supplying the real detail it doesn't have — is itself a real, employer-valued skill.

So the rule is simple, and it's about honesty, not avoidance:

- **Use AI freely** to brainstorm, draft, and practice — especially where the course asks you to.
- **But everything you claim has to be true, and your spoken work has to be yours.** AI can help you find words; it can't have your experiences, and it can't be your voice. Don't use it to invent skills you don't have and don't let it record your pitch for you — being able to say this yourself is the whole point of the course.

CSU policy on AI. Students may use Generative AI tools such as ChatGPT or Microsoft Copilot for specific assignments, as designated by the instructor. When you use AI, acknowledge and attribute it, including in-text citations, quotations, and references as appropriate. To indicate use of a Generative AI tool, include this statement with the assignment:

“The author(s) would like to acknowledge the use of [Generative AI Tool Name] in the preparation of this assignment. The [Generative AI Tool Name] was used in the following way(s) in this assignment: for example, brainstorming, grammatical correction, citation, or which portion of the assignment.”

Be cautious about sharing confidential or personal information with these tools. Anything you enter could be stored and used to improve their algorithms. House rule: never put private or identifying details — yours or anyone else's — into a public AI tool.

What You'll Need (All Free)

- **D2L Brightspace (CougarVIEW)** — where the course lives.

- **A free AI tool** — e.g., ChatGPT, for the exercises above. (If you prefer not to create an AI account, tell me — there's an equivalent path.)
- **Free professional resources we'll use:** O*NET (onetonline.org), the NACE Career-Ready Competencies, a menu of vetted free digital-skills lessons provided in Module 5, and whatever else I drop in the Course Resources folder.
- Recommended, not required: a professional platform that fits your field (LinkedIn, for example).

No textbook. No software to buy. Everything in this course is free.99.

Course Schedule

Fully online and asynchronous. Each module runs two weeks: post your card and video by the end of the first week; post your comments and your revised card by the end of the second. Everything social happens inside your coaching group. Knowledge checks give you two attempts — the best score counts. The two highlighted weeks are your milestones. Exact dates are in D2L.

Week	Module	What to do this week
Week 1	Module 1, Week A: Know What You Know	Read the syllabus and handbook, then take the Start Here quiz (you need 100% before you can take the Module 1 knowledge check; unlimited attempts, best score counts). Post your intro in your group's Welcome space. Complete the Module 1 lesson and knowledge check. Create your Skill Card — a skill you leaned on when you started something new — and submit it through the Skill Card form. Post your 30-second video in your group's Module 1 discussion.
Week 2	Module 1, Week B	Post your three-line coaching comments on the two videos posted right after yours (wrap around; if they're covered, spread the love). Update your Skill Card with at least one change from your comments — or deliberately keep it — and resubmit it through the form as a revision.
Week 3	Module 2: Words Matter	Complete the Module 2 lesson and knowledge check. Create your Skill Card: an interpersonal or communication skill. Submit it through the form. Post your 30-second video in your group's Module 2 discussion.
Week 4	Module 2 (continued)	Post your coaching comments (same rotation). Update your Skill Card and resubmit it through the form as a revision.
Week 5	Module 3: Show Your Receipts	Complete the Module 3 lesson and knowledge check. Create your Skill Card: a skill you have applied. Submit it through the form. Post your 30-second video.
Week 6	Module 3 (continued)	Post your coaching comments. Update your Skill Card and resubmit it through the form as a revision.

Week 7	Module 4: Fail Better	Complete the Module 4 lesson and knowledge check. Create your Skill Card: a skill from a challenge or setback — you choose how much to share. Submit it through the form. Post your 30-second video.
Week 8	Module 4 (continued) — MILESTONE	Post your coaching comments. Update your Module 4 card and resubmit it through the form. Then go back to Cards 1–4: revise each one more time and resubmit it through the form, marked Midpoint revision. Those four resubmissions are your Midpoint Portfolio. Optional: submit the extra-credit dress-rehearsal video (complete/incomplete).
Week 9	Module 5: You Make the Machine	Complete the Module 5 lesson and knowledge check. Pick one free digital-skills lesson from the course menu and complete it. Create your Skill Card: the technology or digital skill you just used or earned. Submit it through the form. Post your 30-second video.
Week 10	Module 5 (continued)	Post your coaching comments. Update your Skill Card and resubmit it through the form as a revision.
Week 11	Module 6: Learning Is for Life	Complete the Module 6 lesson and knowledge check. Create your Skill Card: a skill learned outside the classroom — you choose how much to share. Submit it through the form. Post your 30-second video.
Week 12	Module 6 (continued)	Post your coaching comments. Update your Skill Card and resubmit it through the form as a revision.
Week 13	Module 7: Read the Room	Complete the Module 7 lesson and knowledge check. Find a real job posting in your field. Create your Skill Card: a skill that employer should know about, with the “so what” for that reader. Submit it through the form. Post your 30-second video.
Week 14	Module 7 (continued)	Post your coaching comments — your last round of peer coaching before the capstone. Update your Skill Card and resubmit it through the form as a revision. The capstone opens — start early.
Week 15	Module 8: Now You Know (Capstone) — MILESTONE	Complete the Module 8 lesson. Find the throughline across your seven cards. Record your 2-minute pitch. Give any card a last polish and resubmit it through the form, marked Capstone revision — your seven cards are already on file, so there is nothing separate to upload. Capstone due dates are posted in D2L; November 30 is the absolute final deadline — no grace window, no drop. You're done!

A syllabus is a plan, not a promise — if something needs to shift, I'll tell you in writing.

Support, Access, and Wellbeing

This course is designed for everyone to thrive, and I mean that. If anything about how it's built makes it harder for you to learn, tell me — early if you can — and we'll find a way.

Academic Honesty. All students are expected to recognize and uphold standards of intellectual and academic integrity. Students should submit only the products of their own efforts for credit, and dishonest work will not be accepted for academic credit. Refer to the CSU Student Handbook for the full policy.

ADA and Section 504. Columbus State University provides reasonable accommodations under the ADA and Section 504. Contact the Center for Accommodation and Access (Schuster Student Success Center, Room 102; 706-507-8755; caa@columbusstate.edu) as early as possible to begin the process.

Title IX. Title IX prohibits harassment and discrimination based on sex, including sexual misconduct and pregnancy-related conditions. For concerns, contact:

Title IX Coordinator: Sarah Secoy, secoy_sarah@columbusstate.edu, 706-507-8755.

Deputy Title IX Coordinator: Dr. Amber Dees, dees_amber@columbusstate.edu, 706-507-8634.

CougarVIEW Accessibility. CougarVIEW (D2L Brightspace) is designed to support accessibility and meets WCAG 2.1 Level AA standards and Section 508 compliance. Course materials are built to the same standard: lesson narration is published as transcripts, audio-only submission is always available, and images carry alternative text.

Wellbeing. If stress, mental health, or anything outside class is affecting your ability to learn, please reach out, to me or to CSU's student support services. Asking for help early is a strength, not a weakness.

PART 2 · THE ONBOARDING HANDBOOK

The same course, described the way a job would describe it.

Here's the deal. You just read a syllabus — the purest example of how higher education describes work. What follows is the same course described the way a workplace would: your role, your deliverables, your first week, how we communicate. Why write it twice? Because you'll spend your life reading both kinds of documents, and nobody tells you how similar they actually are — both set expectations, give guidelines and guardrails, and build in chances for feedback. A good professor, a fair boss, and a strong leader all work hard to set you up to be successful; the follow-through is yours. This course hands you the tools, starting now. Nothing below is pretend-work; you're a student, I'm your instructor, and the grades are real. The translation is the lesson.

You already know things. You just have to be able to share them.

One more thing before your onboarding starts, because it's the idea underneath everything here. The parallels between school and work are not a writing trick, and I'm not drawing them to be cute. Higher education and the workplace are organized alike because they have to be — systems built the same way out of necessity and

design: roles, deliverables, deadlines, reviews, teams, tools. If you can navigate one, you can navigate the other. The circumstances change. The supporting characters change. The environments change. What carries over is your ability to adapt and employ what you know.

That ability is your superpower. Someone can have superhuman strength and that can be a valuable skill. But if they don't know when to pull back, they can cause harm. It's not the tool — it's the wielding of it. That's your superpower, and your responsibility: the thing no AI can replace and no other person can replicate. This handbook is your first rep at wielding it.

Your Role

You're here to build a track record — a spoken, written, portable account of what you can do. Every two weeks you'll find one real skill, name it in words an employer recognizes, back it with evidence, and say it out loud to your team. You are the only person who can do this work, because you're the only one who has your experiences. My job is to coach; your ten-person group's job is to coach; the doing is yours.

Your Deliverables

- **Seven Skill Cards with 30-second videos** — one per module, card through the form, video to your group. Due end of each module's first week.
- **Two coaching comments per module** — on the two videos posted right after yours (wrap around; if they're covered, spread the love). Due end of each module's second week.
- **A revised card each module** — reread after feedback; change one thing or deliberately keep it. Revision is tracked and rewarded at the milestones.
- **Midpoint Portfolio** (Week 8) and **Capstone pitch + portfolio** (Week 15, November 30 final).
- **What you get back: your Skill Inventory** — your seven cards compiled on one page, returned after the course ends.

Your First Week

- **1. Read this document — both halves.** The Start Here quiz tests whether you did, and Module 1 stays locked until you score 100%. Unlimited attempts; your best score counts.
- **2. Say hello to your team.** In your group's Welcome space, post a short intro (text or video): something about you, a favorite quote, and one commitment you're making to your group for the term.
- **3. Start Module 1.** First card: a skill you leaned on when you started something new. Card and video due by the end of Week 1 — with the standard 48-hour grace, like everything here.

Words We Use Around Here

Every workplace has its own vocabulary, and part of starting anywhere new is learning it. This course is no different — and since this course is about words, we'll be precise with ours.

The language of this course runs in three layers, and by the end you'll be fluent in all three:

- **The formal framework** — competency, evidence, audience, credential. The words employers and institutions use.
- **Our plainspoken versions** — receipt, so-what, throughline. The same ideas, said the way people actually talk.
- **The things you'll make** — Skill Cards, a Skill Inventory, a pitch. Where the first two layers turn into something you can hold.

You don't need to memorize that. You'll pick up each word when its module arrives — and at the end, we'll look back at how much of this language became yours without you noticing. For now, five terms carry the whole thing. Learn these and everything else follows.

Skill — something specific you can do. “Showing a new hire how to run the opening shift.” “Catching an error in a set of numbers before it goes out.”

Competency — a broader category that groups related skills. Communication, teamwork, critical thinking. These are the words that show up in job postings, and they are deliberately broad — which is exactly why naming one proves nothing on its own. One skill may help demonstrate more than one competency.

Receipt — the evidence. One real example of using the skill: what the situation was, what you did, and what happened as a result.

Skill Card — the format you'll use to capture all of that: the skill, the experience where you used it, the receipt, the competency you chose to emphasize, and how you'd say it to someone who could hire you. You'll build seven over the term.

Throughline — a pattern in how you tend to contribute, respond, solve problems, or move work forward, appearing across your Skill Cards. You won't know yours yet, and you shouldn't force one. Naming it is the last work of the course.

Naming a competency doesn't demonstrate it. Anyone can write “strong communicator” on a résumé — it costs nothing, so it proves nothing. You demonstrate it by naming the specific skill you used, describing what you did, and explaining what happened as a result. That's what every card in this course asks for, and it's the difference between a transcript and a track record.

The full, growing glossary lives in Course Resources in D2L — new terms are added as each module introduces them.

How We Communicate

Where to get answers — the routing map. Five routes. The Start Here quiz checks that you know them, because knowing where to take a question is a workplace skill too.

- **Due dates or logistics?** Check this document first, then the Ask & Answer board — your question has probably been asked.
- **Something a classmate could answer?** Ask your coaching group.
- **Tech trouble?** CougarVIEW/D2L support — and remember, audio-only always works if video won't.
- **Need more time?** You already have it: the 48-hour grace window and the dropped week are automatic. There's nothing to claim and no one to ask.
- **Something personal?** Email me — that's exactly what email is for. Two business days, usually faster, unless my away message says otherwise.

Who sees what. Your Skill Card goes to me — not to classmates. Your video and comments are visible to your ten-person coaching group only. Nothing you make here is public. That means you always hold a choice: fuller detail on the card, more general out loud. Choosing what to share with which audience isn't dodging the work — it is the work. Module 7 teaches exactly that.

Ways of Working

These are course-level expectations. They're not up for a vote, because a hundred people can't hold ten definitions of safe:

- Coach the work, never the person. No comments on delivery, accent, grammar, or nerves — ever.
- No empty praise. "Great job!" by itself says nothing, so it teaches nothing. Use the three lines: the skill you heard, the most specific moment, one honest question.
- No comparing classmates to each other. Everyone's track record is their own.
- Ask about actions, decisions, and results — never about private details someone chose not to share.

Your group will add its own layer: in Week 1, each of you posts one commitment to your team. Ten commitments, generated by the ten of you — that's your group's working agreement. This is sometimes referred to as Ways of Working, or group norms.

The Crosswalk

One table, two languages. Left column: how the syllabus says it. Right column: how a workplace says it. Same course. Learning to see that these columns describe the same things is the fifteen-week project — everything else is practice.

The syllabus says...	The workplace says...
Core IMPACTS: Institutional Priority	Why this job exists
Student Learning Outcomes	What you'll be able to do by December
SLO 2: present evidence-based solutions	Back up every claim with proof

Course schedule	Project plan
A two-week module	A work cycle with a deliverable
Assessments and weights	How your work gets reviewed
Peer feedback	Coaching your team
Your coaching group	Your team
Jam Sessions	Optional standing meetings — recorded if you miss them
Late work policy	Deadline policy: every week forgives 48 hours; the term forgives one week
Academic integrity & AI acknowledgment	Do honest work; credit your tools
The Start Here quiz	Onboarding: read the documents, follow the directions
Grades	Performance feedback — information, not identity

In Week 1, you'll introduce yourself with a favorite quote. By Week 15, you'll be quotable.

You have skills you've never put into words. By the end of this, you'll be able to articulate what they are and why they matter. Let's get started.