

**UNIVERSITY OF WYOMING**  
**STEP 1102-06**  
**Step Into College: Create Your UW, 1 credit course**  
**Fall 2025**  
**Tuesday / Thursday 11:00-11:50 AM**  
**Education Annex Room 211 | Aug. 26 through Nov. 13**

**Instructor Contact:** Mollie Hand, Coe 106, 307-766-2325 (office); 307-343-2732 (cell)

**Open-door policy:** My office hours are 8am-5pm with a lunch break 12-1pm. I cannot guarantee I will always be available when you are, but I will definitely be available for appointments.

**Enrollment restrictions:** This course is for first-year students only.

**Course Description:** STEP 1102: Create Your UW is a dynamic, interactive course designed to help first-year students navigate their transition to college by crafting a personalized university experience. Using **design thinking principles**, students will develop essential skills to **connect with campus resources, enhance academic success, and support personal wellness**. Through engaging activities and collaborative projects, students will explore their unique interests and talents while learning strategies for **information literacy, academic success, personal growth & wellness, and purposeful engagement** in campus opportunities.

The course follows five key stages with the student at the center of each unit:

1. **Empathize** (Reflect) — Understanding **yourself**, your community, and the resources available at UW.
2. **Define** (Explore) — Clarifying **your** personal goals, academic interests, and values.
3. **Ideate** (Create) — Brainstorming creative approaches to make the most of **your** UW experience.
4. **Prototype** (Act) — Building actionable plans to achieve **your** academic and personal goals.
5. **Test** (Finish) — Refining **your** plans through feedback and reflection.

The **final project** involves designing a **personalized college experience prototype** and presenting it. By the end of the course, students will leave with a practical toolkit for academic success, meaningful engagement, and lifelong learning.

### **STUDENT LEARNING OUTCOMES:**

#### **Learning About Learning**

Students will develop practical and metacognitive skills to better understand the learning process by:

- developing a deeper understanding of goal-setting, both short-term and long-term;
- learning metacognitive skills and the importance of mindset in achieving goals;
- practicing strategies in areas of time management, note-taking, and active reading.
- finding, evaluating, and using information effectively in academic and real-world contexts.

#### **Brown & Gold Experience**

Students will engage in and reflect on a common, university-wide experience by:

- exploring student organizations & co-curricular activities that fit their interests and goals;
- establishing working relationships with faculty, advisors, and student support services;
- engaging in and reflecting on a common diverse university experience.

#### **Personal Growth & Wellness**

Students will develop skills that help with personal growth and wellness by:

- learning strategies for managing financial, mental, and physical health;
- evaluating issues of living in a diverse society;
- exploring and developing academic interests and career pathways.

**Required texts and special tools:** The *Making College Count* student college guidebook will be distributed free of charge to all students during the first week of class. Other readings will be available

STEP 1102 Syllabus, University of Wyoming  
on the Canvas course shell, WyoCourses. In addition to the Canvas software, we will utilize a Suitable Application called SOAR for some coursework and activities.

5/13/25

**SOAR Competition: Class with Most Points Earn a Catered Meal**

SOAR is a Suitable application that helps you build your resume by collecting your experiences. SOAR is a required component of the class since some assignments will be completed using SOAR. You can also use SOAR to document other events throughout your first semester at UW. Each event you attend can earn you points. Not only that, but SOAR offers badges to students who complete certain activities. The SOAR First Year Experience (FYE) Badge has three segments, which correspond to our three learning outcomes. To earn the FYE Badge within SOAR, students must complete required and optional tasks within the three sections of the badge. The STEP 1102 class with the most combined points will earn a catered lunch. Individuals earning the top points in each class will also earn small prizes.

**Attendance Policy: Come to Class**

Your engaged participation is essential to your success in this course. You have **THREE** unexcused absences in this class with no penalty beyond the loss of participation points. This should cover all sickness, emergencies and/or religious observations. **After three unauthorized absences, each missed class will lower your final grade three percentage points.**

University sponsored or excused absences can be cleared through the Dean of Students Office in Knight Hall. ([dos@uwyo.edu](mailto:dos@uwyo.edu).) University policies on excused absences as outlined in [UW Regulation 2-108 \(Student Attendance Policy\)](#).

**Late Work Policy: Mark Your Calendars**

Assignments will only be accepted up to two weeks past the due date. **Late assignments will lose 3% of the assignment credit each day beyond the due date** (unless you have received an extension beforehand). It is easy to fall into a spiral of missing assignments, so be sure to set aside time each week for this class!

**Academic Dishonesty Policy: Be Honest**

Academic dishonesty will not be tolerated in this class. Cases of academic dishonesty will be treated in accordance with UW Regulation 2-114. The penalties for academic dishonesty can include, at my discretion, an "F" on an exam, an "F" on the class component exercise, and/or an "F" in the entire course. Academic dishonesty means anything that represents someone else's ideas as your own without attribution. It is intellectual theft – stealing - and includes (but is not limited to) unapproved assistance on examinations, plagiarism (use of any amount of another person's writings, blog posts, publications, and other materials without attributing that material to that person with citations), or fabrication of referenced information. Facilitation of another person's academic dishonesty is also considered academic dishonesty and will be treated identically.

**AI Technology: Use only with prior permission and acknowledgement**

Students are permitted to use advanced automated artificial intelligence or machine learning tools on assignments in this course if that use is properly documented and credited. For example, text generated using ChatGPT-3 should include a citation such as: "Chat-GPT-3. (YYYY, Month DD of query). "Text of your query." Generated using OpenAI. <https://chat.openai.com/>" Material generated using other tools should follow a similar citation convention. Unless given permission to use those tools, each student is expected to complete each assignment without substantive assistance from others, including automated tools.

**Instructor's Responsibilities**

As your instructor, I commit to 1) correctly grading assignments and providing feedback in a timely fashion; 2) keeping accurate records; and 3) communicating exam or syllabus changes in a timely manner; 4) respecting you as a learner and an individual; 5) abiding by all UW policies and rules.

**Student Responsibilities**

You will come to class prepared and having completed the homework, readings, quizzes, etc. The time

commitment for STEP 1102 requires 100 minutes per week in class for twelve weeks and can require up to 50 minutes per week outside of class. Students should accept responsibility for their work and deadlines. Attendance is mandatory. Students are expected to live by the UW Code of Conduct and abide by all related rules and policies.

### **Student Code of Conduct**

UW is an academic community dedicated to teaching, scholarship, research, service, inclusion, and the holistic development of students. UW has an interest in the safety, welfare, and education of the members of this community and in fostering an environment consistent with the educational mission, purpose, and processes. Students assume obligations of performance and behavior relevant to the UW's mission, processes, and functions. Expectations of students in an academic community are higher than those of other citizens. Through the Student Code of Conduct, the Dean of Students Office strives to reduce and prevent behavior that undermines academic success and that negatively detracts from the educational mission of the University; to ensure the health and safety of students and the community; to provide timely support and resources for students; and to prevent violence in and around the UW community. The Student Code of Conduct is administered without regard to race, color, national origin, religion, sex, gender identity and expression, political affiliation, age, disability, veteran status, genetic information, or sexual orientation.

### **Academic Freedom & Constructive Dialogue Statement**

This course values and upholds the principles of academic freedom and freedom of speech. You are encouraged to express your thoughts, question assumptions, and engage in meaningful dialogue as part of your learning journey. Diverse perspectives make our discussions richer and more reflective of the complex world we live in.

That said, all classroom interactions must be rooted in mutual respect, active listening, and constructive communication. Disagreement is welcome—disrespect is not. Personal attacks, disruptive behavior, or language that demeans or silences others will not be tolerated.

As your instructor, I am committed to fostering a safe and inclusive learning environment. If a student's behavior seriously disrupts the learning experience for others, I reserve the right to ask the student to leave the classroom and refer the matter to the appropriate university office if necessary.

Let's build a classroom culture where ideas can be challenged, not people.

### **Conferences and Office Hours:**

I will hold conferences during the semester with each student. If you miss your appointment, you will be marked absent. If you have a question or a concern, please come to my office hours or set up an appointment as soon as possible. You can also use the discussion thread to post questions on the course shell.

### **Diversity Statement:**

The University of Wyoming values an educational environment that is diverse, equitable, and inclusive. The diversity that students and faculty bring to class, including age, country of origin, culture, disability, economic class, ethnicity, gender identity, immigration status, linguistic, political affiliation, race, religion, sexual orientation, veteran status, worldview, and other social and cultural diversity is valued, respected, and considered a resource for learning.

### **Duty to Report**

While I want you to feel comfortable coming to me with issues you may be struggling with or concerns you may be having, please be aware that I have some reporting requirements that are part of my job requirements at UW. If you inform me of an issue of sexual harassment, sexual assault, or discrimination I will keep the information as private as I can, but I am required to bring it to the attention of the institution's Title IX Coordinator. If you would like to talk to those offices directly, you can contact Equal Opportunity Report and Response (Bureau of Mines Room 319, 766-5200, [report-it@uwyo.edu](mailto:report-it@uwyo.edu), [www.uwyo.edu/reportit](http://www.uwyo.edu/reportit)[Links to an external site.](#)). Additionally, you can also report incidents or complaints to the UW Police Department at [uwpd@uwyo.edu](mailto:uwpd@uwyo.edu).

You can also get confidential support if you are not comfortable with the Title IX Duty to Report policy. Confidential ways to get report include contacting the Safe Project Advocate at 745-3566, 24-Hour

hotline: 745-3556, or [campus@safeproject.org](mailto:campus@safeproject.org), the University Counseling Center at 766-2187 or [uccstaff@uwyo.edu](mailto:uccstaff@uwyo.edu), Student Health Services at 766-2130, or the Psychology Center at 766-2149.

### Green Dot Program at UW:

Here at The University of Wyoming, we are committed to reducing and preventing power-based personal violence such as sexual assault, relationship violence, and stalking. Green Dot is a bystander intervention program to reduce these forms of violence with one thought; If everyone does one thing, no one will have to do everything. A Green Dot is your choice at any moment to make campus safer by promoting safety for everyone and letting others know that you will not tolerate violence. A Green Dot is any behavior, choice, word or attitude that sends a clear message that violence is not tolerated on this campus and everyone does their part to keep campus safe. Additional information on Green DOT training and resources are available at: <http://www.uwyo.edu/greendot/>

**Required Participation Outside of Class Meetings:** You are required to attend an office appointment outside of class meetings. Be prepared to add this into your personal schedule.

### Grading Scale and Grading Policies:

Your final grade for the course will be calculated according to the point values below.

Assignment	Points	Percentage of Grade
Attendance/Participation	5 points per class (100 points possible) Extra credit options in this category.	10%
Unit I: Reflect & Discover	8 assignments worth 200 points	20%
Unit II: Explore	3 assignments worth 150 points	15%
Unit III: Create	4 assignments worth 200 points	20%
Unit IV: Act	3 assignments worth 100 points	10%
Unit V: Finish	3 assignments worth 250 points	25%

### Grading Scale:

A 90-100%; B 80-89%; C 70-79%; D 60-69%; F <60%

### Classroom Behavior Policy:

At all times, treat your presence in the classroom and your enrollment in this course as you would a job. Act professionally, arrive on time, pay attention, complete your work in a timely and professional manner, and treat all deadlines seriously. You will be respectful towards your classmates and instructor. Spirited debate and disagreement are to be expected in any classroom and all views will be heard fully, but at all times we will behave civilly and with respect towards one another. Personal attacks, offensive language, name-calling, and dismissive gestures are not warranted in a learning atmosphere. As the instructor, I have the right to dismiss you from the classroom, study sessions, electronic forums, and other areas where disruptive behavior occurs."

### Electronic Device Policy

Electronic devices such as mobile phones should be set to silent. Laptops are allowed for note-taking purposes; those who require laptops for accommodation of disabilities, work with Disability Support Services and me to accommodate your needs. No unauthorized video or audio recording during class is allowed to protect the privacy of your fellow students; for those who require recording for accommodation of disabilities, work with Disability Support Services and me to accommodate your needs."

### Disability Support:

The University of Wyoming is committed to providing equitable access to learning opportunities for all students. If you have a disability, including but not limited to physical, learning, sensory or psychological disabilities, and would like to request accommodation in this course due to your disability, please register with and provide documentation of your disability as soon as possible to

STEP 1102 Syllabus, University of Wyoming 5/13/25  
Disability Support Services (DSS), Room 128 Knight Hall. You may also contact DSS at (307) 766-3073 or [udss@uwyo.edu](mailto:udss@uwyo.edu). It is in the student's best interest to request accommodation within the first week of classes, understanding that accommodations are not retroactive. Visit the DSS website for more information at: [www.uwyo.edu/udss](http://www.uwyo.edu/udss)"

## **COURSE SCHEDULE:**

**Note:** All assignments are due at 11:59 on Sunday of the week unless otherwise stated.

### **WEEKS 1-3**

#### **Unit 1: Reflect ("Empathy" Phase)**

Students are introduced to Design Thinking principles while reflecting on their personal college experiences, learning about campus resources, and developing communication skills.

**Assignments:** Reflective Flow Prompt (10 points); Roommate Conflict Prompt (20 points); Campus Resources Reflection (20 points); Comparison of Mission Statements (20 points); Create Your Mission Statement (20 points); Email Instructor (10 points); Professor Interview (50 points); Reflect on Campus Event (50 points)

### **WEEKS 4-5**

#### **Unit 2: Explore ("Define" Phase)**

Students synthesize insights from Unit 1 to identify challenges and goals.

**Assignments:** Complete and Reflect on Personality Assessment (50 points); Synthesize YOU (50 points); Define your College Experience Challenge and Propose Solutions (50 points)

### **WEEKS 6-8**

#### **Unit 3: Create ("Ideate" Phase)**

Students brainstorm innovative solutions to their challenges through case studies, mind mapping, and collaborative activities. They also focus on wellness, financial literacy, and academic integrity, developing a study plan and crafting meaningful work statements."

**Assignments:** Study Plan (30 points); Information Literacy Assignment Choice (40 points); AI Assisted Budget (30 points); Meaningful Work Statement (100 points)

### **WEEKS 9-10**

#### **Unit 4: Action ("Prototype" Phase)**

Students refine their final projects, integrating feedback from peers and mentors.

**Assignments:** Reflect on Office Visit or Guest Speaker (30 points); Interview Upper-Division Student (50 points); Draft of Final Project Due – Reflect on Feedback to Improve (20 points)

### **WEEKS 11-12**

#### **Unit 5: Finish ("Test" Phase)**

Students present their projects and reflect on their learning journey through writing prompts and class discussions. The course concludes with celebrations and a focus on how the Design Thinking process shaped their college experiences.

**Assignments:** Final Project and Reflective Writing (150 points); Gallery Walk Presentation (100 points)

*For the most up-to-date edition of the schedule, see our Canvas site. Understand that this syllabus is a guide. Circumstances may alter the schedule. You are required to check WyoCourses and your email at least once a week for the latest updates.*

## **CAMPUS RESOURCES**

**COUNSELING CENTER:** [uccstaff@uwyo.edu](mailto:uccstaff@uwyo.edu), 766-2187, 766-8989 (After hours), 341 Knight Hall, [www.uwyo.edu/ucc](http://www.uwyo.edu/ucc)

**ACADEMIC AFFAIRS:** 766-4286, 312 Old Main, [www.uwyo.edu/acadaffairs](http://www.uwyo.edu/acadaffairs)

**DEAN OF STUDENTS OFFICE:** [dos@uwyo.edu](mailto:dos@uwyo.edu), 766-3296, 128 Knight Hall, [www.uwyo.edu/dos](http://www.uwyo.edu/dos)

**UW POLICE DEPARTMENT:** [uwpd@uwyo.edu](mailto:uwpd@uwyo.edu), 766-5179, 1426 E Flint St, [www.uwyo.edu/uwpd](http://www.uwyo.edu/uwpd)

**TUTORING RESOURCES:** <https://www.uwyo.edu/step/index.html>