



Sam Houston  
State University

College of Health Sciences



FAMILY &  
CONSUMER  
SCIENCES

Creating Healthy & Sustainable Families



**FACS 4333-01 Child Development and Guidance - 3 credits (FA 17)**

**Classroom:** MLH//AB2 Room 301 **Class Time:** M-W-F 9:00 – 9:50 a.m.

**Blackboard SHSU Online** (*check the class Bboard site and your SHSU email at least 5x per week!*)

**For ONLINE SUPPORT:** [SHSU Online Support \(click this link\)](https://online.shsu.edu/campus/support-desk/) or visit

<http://online.shsu.edu/campus/support-desk/>

**Instructor:** G. Kevin Randall, Ph.D., CFLE (*Certified Family Life Educator*)

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**E-mail:** [krandall@shsu.edu](mailto:krandall@shsu.edu)

**Office Hours:** M/W 10-12 & F 10-11 or by appointment (*please* e-mail in advance if possible)

**COURSE DESCRIPTION:** This course includes directed observation and participation in a child development center or public school setting to provide students with experience in the practical aspects of child development. Emphasis is placed upon helping children build feelings of security and adequacy and maintaining limits of behavior. Lectures are concerned with types of child-based care, rearing and guidance; growth and development; clothing; and nutrition for prenatal through adolescent years. (3-0). Offered Fall semester. Prerequisite: Junior standing or permission of instructor. Credit 3. Course Attributes: Writing Enhanced.

**STUDENT LEARNING OBJECTIVES:** Child development theory along with research and application of that theory to the educational context is explored. Upon completion of the course, the student should be able to:

1. *Identify major theories of child development and the strengths and shortcomings of each.*
2. *Demonstrate an appreciation of research strategies for investigating child development.*
3. *Identify the sequence of child development and the processes that underlie it.*
4. *Discuss the impact of the context and culture on child development.*
5. *Analyze the joint contributions of biology and environment to development.*
6. *Discuss the interdependency of all domains of development – physical, cognitive, emotional, and social.*
7. *Analyze the interrelatedness of theory and research, and the applications of each.*

**Required Text:** Berk, L. E., & Meyers, A. B. (2016). *Infants, Children, and Adolescents* (8<sup>th</sup> ed.). New York: Pearson. **ISBN:** 978-0-13-393673

**Assignment due dates are below. No late assignments are allowed ! Please plan and work ahead!**  
**Late assignments WILL NOT receive any credit; the student earns 0 points.**

- 1) **In-class Participation/Quizzes/Written Assignments** (100 points). At least once per week, an in-class participation activity, quiz, or written assignment will be given. Students will earn up to 100 points but must be present in-class to earn the points.
- 2) **Observation (10 hours minimum) and 5 Reflections** (40 points each). See **Observation Assignment Steps to Success on Bboard.** You will turn in your five observation reflections to Blackboard by 11:30 p.m. on the following 5 dates:  
**(1) Sept 20; (2) Oct 4; (3) Oct 18; (4) Nov 8; and (5) November 29.**
- 3) **Exams** (200 pts). Four exams will be deployed via Blackboard. Exams will be available as below, cover the chapters listed, consist of at least 50 multiple choice questions, and have a time limit of 80 minutes. **You must take the exam during the open time period. See Blackboard Support Desk for best practices or if you have difficulties with an online exam.**

**EXAM 1 over Berk & Myers (Chaps. 1-5) on Blackboard and available**

**Tues (8 a.m.)-Thurs (11 p.m.) 26-28 SEP**

**EXAM 2 over Berk & Myers (Chaps. 6-10) on Blackboard and available**

**Tues (8 a.m.)-Thurs (11 p.m.) 24-26 OCT**

**EXAM 3 over Berk & Myers (Chaps. 11-15) on Blackboard and available**

**Tues (8 a.m.)-Thurs (11 p.m.) 28-30 NOV**

**EXAM 4 over Berk & Myers (Chaps. 16-17) on Blackboard and available**

**Tues (8 a.m.)-Thurs (11 p.m.) 4-6 DEC**

- 4) **Learning Logs** (100 points). You will keep a log (e.g., MS Word document) of what you've learned from 10 chapters (you select) in your required textbook. Select a chapter and answer each of the 5 questions below; do this for the 10 chapters you select. Your answers should be short and to the point (one page, double spaced, 11 point works!). **You will turn in your log via TurnItIn on 10 different dates by 11:30 p.m. (9/7; 9/14; 9/21; 9/28; 10/5; 10/12; 10/19; 10/26; 11/2; and 11/9).** This is an informal writing-to-learn assignment. **Thus, for each chapter, you will answer the following:**

- What one idea from the chapter most interested you and why?
- What was the clearest point in the chapter? What was the foggiest point?
- What do you still not understand about the concept or what questions might you still have?
- If you had to restate one concept in your own terms, what is it and how would you do that?
- How does the chapter build on what came before (you may need to read other chapters! )?

5) **Group Presentation** (200 pts). First, see <http://www.nacweb.org/career-development/trends-and-predictions/job-outlook-2016-attributes-employers-want-to-see-on-new-college-graduates-resumes/> Note Figure 1, as you scroll down the page: **Attributes Employers Seek on a Candidate's Resume.** (see below)

Figure 1: Attributes employers seek on a candidate's resume

\*This group assignment is designed to provide you with **some experience in the top attributes** (those at 50% and above in Fig. 1).

\*Second, **appoint a group coordinator**, responsible to keep the group on task and moving forward.

\*Third, the group will **determine the most important content** (see pp. v-xi) from your assigned chapters to share with the class and **you will provide practical application materials** relevant to your chapters for future use by the audience/class members.

\*Last, **the group will be assigned two, 50 minute class-periods to present your material.**

\*The class presentation will be scored based on

Creativity	30 points
Class Engagement	20 points
Clarity	20 points
Applicability	30 points

\*Similarly, the practical materials will be scored on the same point system as the presentation.

ATTRIBUTE	% OF RESPONDENTS
Leadership	80.1%
Ability to work in a team	78.9%
Communication skills (written)	70.2%
Problem-solving skills	70.2%
Communication skills (verbal)	68.9%
Strong work ethic	68.9%
Initiative	65.8%
Analytical/quantitative skills	62.7%
Flexibility/adaptability	60.9%
Technical skills	59.6%
Interpersonal skills (relates well to others)	58.4%
Computer skills	55.3%
Detail-oriented	52.8%
Organizational ability	48.4%
Friendly/outgoing personality	35.4%
Strategic planning skills	26.7%
Creativity	23.6%
Tactfulness	20.5%
Entrepreneurial skills/risk-taker	18.6%

Source: Job Outlook 2016, National Association of Colleges and Employers

## COURSE EVALUATION:

Participation/Quizzes/Written Assignments	100 points
Observation & Reflections (5 @ 40 pts)	200 points
Exams (4 @ 50 pts)	200 points
Learning Logs (10 @10 pts)	100 points
<u>Group Presentation/Handout</u>	<u>200 points</u>
<b>Total Possible Points</b>	<b>800 points</b>

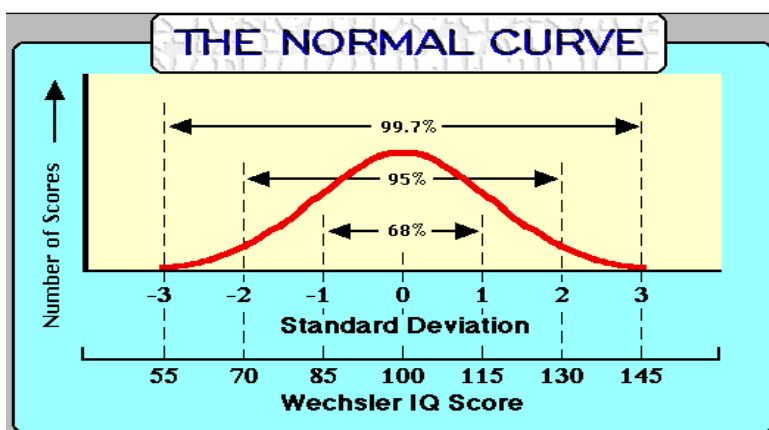
### Earning a Grade or "Grades & the Curve"

*\* The following is partially based on material developed by Dr. G. Recktenwald*

A curve implements a relative grading system. When a curve is used, there is no fixed score that earns an "A", "B", etc. Instead, the letter grade is an expression of how well any one student performs **relative to the rest of the class**. The following table summarizes the meaning of letter grades. Note that *competence earns a grade of "B"*.

Grade	Meaning
A	Excellent
B	Above Average
C	Average
D	Passing (not necessarily satisfying degree requirements)
F	Failure

The Standard Normal Curve (as applied to Wechsler IQ scores) follows as a heuristic device, illustrating how final grades for this course will be assigned based upon scores earned by students in the class.



Typically, the class average or mean score will correspond to the 100 or mean (0 SD) above. Scores at the mean or 1 SD above will be assigned a C; scores between 1 and 2 SDs above the mean are assigned a B, and so on. The instructor will carefully consider the range and spread (SD) of the exam, and reserves the right to adjust the curve in as fair a manner as possible (I often consider the percentiles, and will adjust the SD as needed). Often this is needed when an exam might be unfairly difficult, or if a small percentage of scores "skew" the curve. The point is to, as fairly and empirically possible, assign letter grades based upon your position relative to others in the course.

### ATTENDANCE POLICY (I am required to keep a record of attendance [SHSU Class Attendance policy AP 800401](#))

Regular and punctual attendance (i.e., **on time when class begins**) is expected. Each student is allowed three (3) absences during the semester without penalty to the *class participation grade*. For **each absence** over the three mentioned above, five (5) points will be subtracted from the *class participation grade*. It is recommended that you save these times for possible illnesses, funerals, etc., since there are no "excused" absences.

**ACADEMIC DISHONESTY:**

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion, and the abuse of resource materials. Cell phones, tablets, laptops, backpacks, purses, etc. may not be at the student's desk or table during exams. See the link at [Procedures in cases of Academic Dishonesty AP 810213](#)

**STUDENTS WITH DISABILITIES POLICY:**

It is the policy of Sam Houston State University that no otherwise qualified disabled individual shall, solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Disabled students may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Director of the Office of Services for Students with Disabilities, Lee Drain North Annex, or by calling 936.294.3512, TDD 936.294.3786. **NOTE: No accommodation can be made until the student registers with the Office of Services for Students with Disabilities (SSD).** See the link at [Students with Disabilities AP 811006](#)

**STUDENT ACADEMIC GRIEVANCE POLICY** see link at [AP 900823](#)

**STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY:**

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. See the link at [Student Absences on Religious Holy Days AP 861001](#)

**VISITORS IN THE CLASSROOM:**

Unannounced visitors to class must present a current, official SHSU identification card to be permitted into the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor's discretion whether the visitor will be allowed to remain in the classroom. See the link at <https://www.shsu.edu/syllabus/>.

**USE OF CELL PHONE/TABLET/LAPTOP POLICY:**

Cell phones, laptops, tablets and similar devices have become increasingly a part of everyday life. In the academic classroom, however, these devices can be a serious distraction and during tests they can be a serious problem. The technology is constantly changing and evolving; however please note the following:

**The use by students of cell phones, headphones, ear buds, tablets, laptops, or any device that performs these functions during class-time is prohibited unless specifically permitted by the instructor. All such devices should be turned off or put in a silent or vibrate mode and should not be visible during class. At no time should students answer a call during class or leave the classroom to take a call. Failure to comply with this policy could result in expulsion from the classroom or with three or more offenses, failure of the course.**

**INSTRUCTOR EVALUATIONS:**

Students will be asked to complete an online course/instructor evaluation form toward the end of the semester.

**ASSIGNMENTS:**

All assignments, explanations, and rubrics will be explained in class and/or posted on Blackboard.

## CLASSROOM POLICIES AND PROCEDURES:

1. All students are to be respectful toward others in the classroom setting.
2. Assigned work turned in to the instructor must be the **original** work of the student turning in the assignment.
3. All assigned work turned in for credit **must** be word-processed; correct grammar and spelling count toward the grade.

### The SQ3R Reading Method

I must Create a System,  
or be enslaved by another Man's  
Wm. Blake  
1757 - 1827 English

### Survey! Question! Read! Recite! Review!

Before you read, <b><u>Survey</u></b> the chapter:	<ul style="list-style-type: none"><li>• the title, headings, and subheadings</li><li>• captions under pictures, charts, graphs or maps</li><li>• review questions or teacher-made study guides</li><li>• introductory and concluding paragraphs</li><li>• summary</li></ul>
<b><u>Question</u></b> while you are surveying:	<ul style="list-style-type: none"><li>• Turn the title, headings, and/or subheadings into questions;</li><li>• Read questions at the end of the chapters or after each subheading;</li><li>• Ask yourself, "What did my instructor say about this chapter or subject when it was assigned?"</li><li>• Ask yourself, "What do I already know about this subject?"</li></ul> <p><b>Note:</b> If it is helpful to you, write out these questions for consideration. This variation is called SQW3R</p>
<b><u>When you begin to Read:</u></b>	<ul style="list-style-type: none"><li>• Look for answers to the questions you first raised;</li><li>• Answer questions at the beginning or end of chapters or study guides</li><li>• Reread captions under pictures, graphs, etc.</li><li>• Note all the underlined, italicized, bold printed words or phrases</li><li>• Study graphic aids</li><li>• Reduce your speed for difficult passages</li><li>• Stop and reread parts which are not clear</li><li>• Read only a section at a time and recite after each section</li></ul>

<p><b><u>Recite</u> after you've read a section:</b></p>	<ul style="list-style-type: none"> <li>• Orally ask yourself questions about what you have just read or summarize, in your own words, what you read</li> <li>• Take notes from the text but write the information in your own words</li> <li>• Underline or highlight important points you've just read</li> <li>• Use the method of recitation which best suits your particular learning style but remember, the more senses you use the more likely you are to remember what you read - i.e.,</li> </ul> <p>TRIPLE STRENGTH LEARNING: Seeing, saying, hearing-</p> <p>QUADRUPLE STRENGTH LEARNING: Seeing , saying , hearing, writing!!!</p>
<p><b><u>Review:</u> an ongoing process.</b></p>	<p><b>Day One</b></p> <ul style="list-style-type: none"> <li>• After you have read and recited the entire chapter, write questions in the margins for those points you have highlighted or underlined.</li> <li>• If you took notes while reciting, write questions for the notes you have taken in the left hand margins of your notebook.</li> </ul> <p><b>Day Two</b></p> <ul style="list-style-type: none"> <li>• Page through the text and/or your notebook to re-acquaint yourself with the important points.</li> <li>• Cover the right hand column of your text/notebook and orally ask yourself the questions in the left hand margins.</li> <li>• Orally recite or write the answers from memory.</li> <li>• Make "flash cards" for those questions which give you difficulty.</li> <li>• Develop mnemonic devices for material which need to be memorized.</li> </ul> <p><b>Days Three, Four and Five</b></p> <ul style="list-style-type: none"> <li>• Alternate between your flash cards and notes and test yourself (orally or in writing) on the questions you formulated.</li> <li>• Make additional flash cards if necessary.</li> </ul>



### Weekend

Using the text and notebook, make a Table of Contents - list all the topics and sub-topics you need to know from the chapter.

From the Table of Contents, make a Study Sheet/Spatial Map.

Recite the information orally and in your own words as you put the Study Sheet/Map together.

Now that you have consolidated all the information you need for that chapter, periodically review the Sheet/Map so that at test time you will not have to cram.

**Adapted from:** Robinson, Francis Pleasant, (1961, 1970) *Effective study* (4th ed.), Harper & Row, New York, NY.

**SAMMY SAYS: SEE FRP RUBRIC ON THE NEXT TWO PAGES!!!**





FACS 4333 Activities/Assignments					
WEEK	DATES	Exams (Dates Open / Chaps)	Observation Reflections	Group Presentation Work and Presentation Dates (Wed and Friday)	Learning Logs
1	AUG W23, F25				
2	AUG M28, W30, F1 SEP			Work Date 1 SEP	
3	SEP W6 F8			Work Dates 6 & 8 SEP	1 due 9/7
4	SEP M11 W13 F15			Work Dates 13 & 15 SEP	2 due 9/14
5	SEP M18 <b>W20 F22</b>		1 due 9/20	<b>Chaps 2-4</b>	3 due 9/21
6	SEP M25 <b>W27</b> F29	Ex 1 26-28 SEP / 1-5			4 due 9/28
7	OCT M2 <b>W4 F6</b>		2 due 10/4	<b>Chaps 5-7</b>	5 due 10/5
8	OCT M9 W11 F13				6 due 10/12
9	OCT <b>M16 W18 F20</b>	<i>16 we meet next door</i>	3 due 10/18	<b>Chaps 8-10</b>	7 due 10/19
10	OCT M23 W25 F27	Ex 2 24-26 OCT / 6-10			8 due 10/26
11	OCT M30 <b>NOV W1 F3</b>			<b>Chaps 11-13</b>	9 due 11/2
12	NOV M6 W8 F10		4 due 11/8		10 due 11/9
13	NOV M13 <b>W15 F17</b>			<b>Chaps 14-16</b>	
14	NOV M20 <b>THANKS!!!</b>				
15	NOV M27 W29 DEC F1	Ex 3 38-30 NOV / 11-15	5 due 11/29		
<b>FINAL (online) / 4-6 DEC</b>					

	Excellent	Good	Fair	Needs Improvement
<b><u>Organization and Quality of Writing</u></b>  <b>(15 pts.)</b>  <b>Excellent: 13-15</b>  <b>Good: 10-12</b>  <b>Fair: 7-9</b>  <b>NI: 0-6</b>	<p>Organization of paper as a whole is logical and cohesive.</p> <p>Connections among paragraphs are clearly articulated.</p> <p>Transitions between paragraphs are smooth.</p> <p>Every paragraph makes one distinct and coherent point expressed in a clear topic sentence. The parts of each paragraph connect logically and persuasively.</p>	<p>Paper fully meets the parameters of the assignment but is not excellent.</p> <p>Paper demonstrates a good grasp of family principles but some awkwardness in applying them.</p> <p>Organization of paper as a whole is logical and apparent, but transitions between paragraphs and some sentences are not consistent.</p> <p>Every paragraph makes one distinct and coherent point and, for the most part, the parts of each paragraph connect logically and effectively.</p>	<p>Paper does not address some aspects of the assignment.</p> <p>Organization of the paper as a whole can only be discerned with effort.</p> <p>Not all parts of the paper fit the organizational structure.</p> <p>Not all the parts of the paper are effectively integrated.</p> <p>In a number of paragraphs, there is not a distinct or coherent point.</p> <p>In a number of paragraphs, the parts do not connect logically.</p>	<p>Paper does not address the assignment.</p> <p>Paper is inconsistent with creative writing principles (i.e. it fails to answer the thesis or writing proposition)</p> <p>Organization of the paper as a whole is not logical or discernable.</p>
<b><u>Clarity and Completeness</u></b>  <b>(10 pts.)</b>  <b>Excellent: 10</b>  <b>Good: 8-9</b>  <b>Fair: 5-7</b>  <b>NI: 0-4</b>	<p>Paper clearly identifies a demonstrable central narrative.</p> <p>Provides the reader with a clear sense of direction that will follow.</p> <p>Reveals the organizational structure of the paper.</p> <p>Guides the reader smoothly and logically into sentences and paragraphs.</p> <p>Sentence structure is clear and complete.</p> <p>Quotations are framed effectively in the text.</p>	<p>Paper clearly identifies a central narrative, but with some ambiguity.</p> <p>Gives the reader a reasonably good sense of the nature of evidence that will follow.</p> <p>Paper is, for the most part, precisely worded and unambiguous.</p> <p>Sentence structure is mostly clear.</p> <p>Quotations are framed effectively in the text.</p>	<p>Paper identifies a narrative that is demonstrable, though not stated sufficiently clearly.</p> <p>Does not guide the reader with a clear sense of direction very well.</p> <p>Wording is imprecise or ambiguous fairly often.</p> <p>Sentence structure is often confusing.</p> <p>Quotations are not framed effectively in the text.</p>	<p>Throughout the paper, wording is imprecise or ambiguous.</p> <p>Sentence structure is consistently confusing.</p>

	Excellent	Good	Fair	Needs Improvement
<b>Reflection</b>  <b>(15 pts.)</b>  <b>Excellent: 13-15</b>  <b>Good: 10-12</b>  <b>Fair: 7-9</b>  <b>NI: 0-6</b>	<p>Paper shows thoughtful and insightful ideas and phrases that the author communicates well.</p> <p>Author connects concepts, narrative, and ideas to reality at some practical level.</p>	<p>Paper has some reference to author's thoughts but not to a high degree.</p> <p>Author somewhat connects, narratives, and ideas to reality.</p>	<p>Paper has little reference to author's thoughts, and shows a lack of depth.</p> <p>Phrasings and connection of personal thoughts are confusing.</p>	<p>Paper has no reference to author's thoughts, ideas and/or feelings.</p> <p>Paper is unacceptably organized.</p>
<b>Grammar, Syntax, and Spelling</b>  <b>(10 pts.)</b>  <b>Excellent: 10</b>  <b>Good: 8-9</b>  <b>Fair: 5-7</b>  <b>NI: 0-4</b>	<p>Paper is <b>free of errors</b> and appropriately formatted.</p> <p>There are <b>no</b> incomplete or run-on sentences.</p> <p>There are <b>no</b> spelling or grammatical errors.</p>	<p>There are two or less minor spelling or grammatical errors.</p> <p>There are one to two run-on sentences.</p> <p>There are no spelling errors.</p> <p>&lt; 3 grammatical errors</p>	<p>There are a number of spelling and grammatical errors.</p> <p>There are multiple run-on sentences.</p>	<p>There are multiple grammatical, syntax, and spelling errors.</p> <p>Apparent that paper <u>may have not been read aloud or proof read at all.</u></p>

**NB:** SHSU Academic Success Center (<http://www.shsu.edu/centers/academic-success-center/>) and Writing Center (<http://www.shsu.edu/centers/academic-success-center/writing/index.html>) are for you! In addition, they provide excellent Handouts: <http://www.shsu.edu/centers/academic-success-center/writing/handouts.html> Many students struggle with “lower order concerns” and should review the handouts/tools provided in order to learn and receive the best possible score on the written assignments for this course.



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- ✓ **Love to Study? Hate to Study?** But regardless, when you do study, you want to optimize (look that one up!) your effort, right!? Then invest the time (not that much) to watch and ponder the material, ***"How to Get the Most Out of Studying!"***

<http://www.samford.edu/departments/academic-success-center/how-to-study>

- ✓ **Love to Write? Hate to Write?** You are enrolled in a Writing Enhanced course btw . . . or technically: ***This is a "W" course, which means that at least 50 percent of your course grade will be derived from writing activities designed to help you master course objectives.*** Hold it, don't drop the course, yet! Sammy says:

- ✓ Check out the **Writing Center at the University of Wisconsin-Madison** <http://writing.wisc.edu/Handbook/index.html>  
Learn about "Who's your grammar!" and all kinds of other things you'd rather forget but better not . . .
- ✓ Check out SHSU Writing Center! <http://www.shsu.edu/centers/academic-success-center/writing/index.html> They are HERE for YOU!!! Check the handouts, especially Lower Order Concerns and Grammar (trust me on that one!) at the site below:
- ✓ <http://www.shsu.edu/centers/academic-success-center/writing/handouts.html>
- ✓ Then there's the P word . . . plagiarism <http://writing.wisc.edu/Handbook/QuotingSources.html> The **"download this handout"** at this site is OUTSTANDING for understanding how to use sources without committing the big P!
- ✓ **Purdue OWL** <https://owl.english.purdue.edu/owl/> Another great website for online help with your writing from Purdue University and yes, they are the Boilermakers . . .

Last, if you truly can't wait to read your texts and other items so critical to "learning for a lifetime," then **do you know SQ3R?** More about "reading" can be found at Dartmouth's and SHSU's websites. Regardless, these will be worth a quick review!

<http://www.shsu.edu/centers/academic-success-center/writing/textbook-reading-strategy-videos.html>

<http://www.dartmouth.edu/~acskills/success/reading.html>

[http://www.dartmouth.edu/~acskills/videos/video\\_ri.html](http://www.dartmouth.edu/~acskills/videos/video_ri.html)

*I look forward to meeting you in person or virtually . . .*

<http://family.science/>

## SHSU FACS – Because Writing Matters!

### SHSU Academic Success Center for Reading and Writing

<http://www.shsu.edu/centers/academic-success-center/>

### Welcome to the Reading and Writing Center

<http://www.shsu.edu/centers/academic-success-center/writing/index.html>

### The Sam Houston Academic Success Center for Reading and Writing

serves the students, staff, and faculty of SHSU. Our goal is to help people become better writers and so develop more confidence in their writing abilities. ASC tutors provide one-on-one and small group instruction for reading and writing.

Effective writing skills are important in all stages of life from early education to future employment. In the business world, as well as in school, students must convey complex ideas and information in a clear, succinct manner. Inadequate writing skills, therefore, could inhibit achievement across the curriculum and in future careers, while proficient writing skills help students convey ideas, deliver instructions, analyze information, and motivate others.

National Center for Education Statistics,  
U.S. Department of Education,  
*The Condition of Education 1998*, p. 70

- We help students on assignments ranging from English composition essays to science lab reports, résumés, scholarship and job application letters, even M.A. theses and Ph.D. dissertations.
- We help students learn preparatory prewriting, revising, and editing skills by working with them on the writing tasks they bring in.
- We provide assistance to faculty with their own writing and with constructing writing assignments for their students.

#### What we can do

- Generate ideas for your essay
- Identify your target audience
- Organize your paper
- Improve your writing style
- Identify and correct grammatical errors
- Interpret an instructor's comments on graded papers and make suggestions on how to avoid specific problems
- Teach you proofreading techniques

#### What we cannot do

- Write for you
- Help you on the day the paper is due
- Tell you what to write
- Proofread or correct the paper for you
- Take responsibility for finding all your mistakes
- Estimate the grade you may earn

**N.B.** (google it) on the **Writing Center's** homepage ( <http://www.shsu.edu/centers/academic-success-center/writing/index.html> ) you will find links that

- direct you to schedule meetings face to face or online/virtual;
- provide a great set of videos focusing on **textbook reading strategy** (yes, watch them and apply!!!); and
- especially see the link labeled, "Handouts." The **HANDOUTS** are outstanding resources that I expect you to use for your papers, particularly **LOWER ORDER CONCERNS** and **GRAMMAR**.