



University 1301

An Introduction to Collegiate Studies

Fall 2016

First Year Experience: A Student Success Initiative

UNIV 1301.12: An Introduction to Collegiate Studies

Course Description

Students will assess and analyze academic strengths, contrast them with the expectations for college level work, and make adaptations for success. Students read, write, and present on experiences and challenges that are common among first-year college students in order to improve written, oral, and visual communication skills. Exploration of the college culture and diverse disciplines are compared and contrasted in the context of both aesthetic and intellectual growth. The content of the course features the difference in expectations between prior learning habits (e.g., study skills, research literacy, note-taking, writing, time management, and money management) and the expectations necessary to think critically about applying skills learned to earn a college degree. Students create and implement an action plan that incorporates college knowledge, major and career interests, strengths, learning styles, and academic skills in order to enhance the likelihood

of their academic and social success within the college culture, and further, in the application of knowledge in future careers and in other important life decisions.



IDEA Objectives—In this course, our focus will be on these major objectives (as

assessed by the IDEA course evaluation system):

Essential - Learning to apply course material to improve thinking, problem solving, & decisions.

Essential - Learning to analyze and critically evaluate ideas, arguments, and points of view.

Important - Developing skill in expressing oneself orally or in writing

Contact Information

UNIV 1301.12 (CRN 83074)

Day & time class meets: **Mon & Wed 2-3:20pm**

Instructor: Mr. Koether

Email: Koether@shsu.edu

Phone: (936)294-4242

Location: **Lee Drain Building (LDB) 213**

Office hours: **Mon & Tues 8:30-10:00am – by appointment**



Support

Career Counselor: Ms. Meers mmeers@shsu.edu

Librarian: Mr. Williamson – (936)294-4782

wcv010@shsu.edu NGL 132

Learning Outcomes

1. Analyze academic skills and employ critical thinking and problem-solving strategies for success in the college culture.
2. Initiate career exploration and major/minor exploration. Develop an action plan for college completion based on the analysis and application of college knowledge, personal strengths, and career goals.
3. Create effective communications in written, oral, electronic, and visual representations, and critically analyze your interpretation of ideas expressed by others.
 - i. Explore library literacy skills and describe unintentional and intentional plagiarism.
 - ii. Compare and contrast ideas, values, and beliefs about the role a college education plays in different cultures and develop skills that will allow you to effectively interact with people of diverse cultures.
 - iii. Work collaboratively through group discussions, activities, and projects to learn more about effective teamwork skills.
 - iv. Explore technology and best practices for online coursework.
4. Critically evaluate and apply life skills necessary for your success (e.g. health/stress, nutrition, relationships, and money management).
5. Synthesize and evaluate the meaning of experiences in service learning, leadership and civic responsibility.

Required Texts

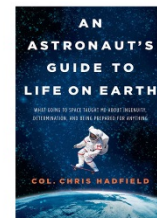
Student success in college: Doing what works!



Harrington, C. (2016). *Student success in college: Doing what works!* Boston, MA: Cengage Learning.

(ISBN 9781337052115 for the Loose Leaf book + MindTap Printed Access Card)

2016 SHSU Common Reader



APA

Hadfield, C. (2013). *An Astronaut's Guide to Life on Earth*. New York, NY: Back Bay Books.

MLA

Hadfield, Chris. *An Astronaut's Guide to Life on Earth*. New York, NY: Back Bay Books, 2013.

Writing Enhanced Course

This is a “W” course, which means that at least 50 percent of your course grade will derive from writing activities designed to help you master course objectives. Writing in this course is one of the tools your instructor will use to help you learn course material. Some writing activities will require you to draft and revise your work. Other written assignments are designed to assist you in critical reflection of the course material. You should approach writing in this course as a tool to use as part of your learning as well as a tool your instructor will use to assess your level of learning. All written assignments turned in to the instructor must be typed, double-spaced, in either Times New Roman or Arial font style and 12 pt. font size, using correct grammar, sentence structure, citations, references, and terminology. When doing the research pieces, make sure that all sources are cited correctly using MLA or APA format (6th edition) as directed by your instructor.

Service-Learning: As educated citizens, you will have important opportunities to impact your community. In this course, you will not only learn knowledge and skills, but also actively apply them to make a difference in our community to improve the quality of life. This experience, it is hoped, will help you see yourself as a positive



force in this world and deepen your understanding of your role as an educated citizen.

Conduct: Students will refrain from behavior in the classroom that intentionally or unintentionally disrupts the learning process and thus

impedes the mission of the university. Inappropriate behavior in the classroom will result in a directive to leave class. Students who are especially disruptive also may be reported to the Dean of Students for disciplinary action in accordance with university policy.

Academic Honesty

Select this link to [Academic Dishonesty Policies](#)

Attendance, Tardiness, & Early Exit Policy:

Attending class, arriving for class on time, and remaining in class until the end of the class period are fundamental to academic success.

Arriving on time for class and remaining in class until the end of the



class period demonstrates respect for your instructor, your fellow classmates, and guest speakers. You are expected to attend class each time we meet. After **two (both excused and unexcused) absences for M/W classes** each additional unexcused absence will result in a 100-point reduction from your overall grade in addition to any points lost for assignments done during the missed class period. Students who miss class because of official University business will be given the opportunity to make up for missed work without penalty. However, students must provide written approval to the instructor prior to the absence.



Assignments/Grades:

Grading Scale: (See Appendix A for a Grade Worksheet)

Points	Percent	Letter	Description
895-1000	90-100%	A	Excellent Work
795-894	80-89%	B	Good Work
695-794	70-79%	C	Acceptable Work
0-694	Below 70%	F	Failing Work

Grade Worksheet

Class/Homework/Participation	Points Earned	Points Possible
Reading Quizzes (RQ), SII, EQi <i>8/30, 8/30, 9/06, 9/13, 9/25, 10/16, 10/25, 11/08</i>		100 (RQ=10 each, SII & EQi = 20 each)
EQi results/Calendar-Check <i>btw 9/11 – 10/06</i>		75
Grade/Calendar-Check <i>btw 10/23 -11/17</i>		75
Campus Scavenger Hunt <i>Turn in on 8/30</i>		25
Social Media Contest OR Trash Pick-up		25
Group Research Presentation <i>In-class:12/04</i>		100
Attendance <i>In-class</i>	-100 per abs after 2 nd abs	
C/H/P Total		400 (40%)
Tests	Points Earned	Points Possible
Midterm <i>due before 10/04 midnight</i>		50
Final Exam <i>due before 12/04 midnight</i>		50
Test Total		100 (10%)
Writing Assignments	Points Earned	Points Possible
Poetry <i>9/27</i>		150
Freshman Essay Contest <i>10/09</i>		150
“My Future” Paper <i>11/15</i>		50
Journals <i>8/28, 9/11, 9/20, 10/11, 10/23, 11/06, 11/27</i>		150
WA Total		500 (50%)
Overall Grade	Points Earned	Points Possible
Total		1000 (100%)

**assignments used as part of the “My Future” paper. The possible earned points may seem low, but are really just a boost to your grade. Points will only be awarded for completion of the assessment by the due-date AND with Career Center interpretation.*

To determine your grade in the class (at any time) take the number of points you’ve earned and divide them by the number of possible points you could have earned.

$$\frac{\text{Earned}}{\text{Possible}} = \text{Ratio (decimals)} \times 100 = \text{Percent!}$$

ALL ASSIGNMENTS ARE DUE ON THE DATE INDICATED IN THE SYLLABUS (OR IN CLASS).
LATE ASSIGNMENTS WILL NOT BE ACCEPTED.

UNIV 1301 – Fall 2017 Tentative Schedule

Date	Local	Hmwk	Topic
Wednesday (Aug 23)	LDB 213		Intro, Info, Books, Form Groups, Journaling, Begin Scavenger Hunt
Monday (Aug 28)	LDB 213	Journal – p62	Begin Ch#1 & CR discussion, EQi
Wednesday (Aug 30)	LDB 213	SII Due	Finish Ch#1, CR discussion, & Finish Scavenger Hunt
Monday (Sept 4)	HOLIDAY		
Wednesday (Sept 6)	Career Services	RQ#1, Scavenger Hunt Due	SII results (Ms. Meers) CR discussion
Monday (Sept 11)	LDB 213	Journal – p151	Go over Poetry/Lyric & Essay assignments EQi Lesson
Wednesday (Sept 13)	LDB 213	RQ#3	Begin Ch#3 & CR discussion
Monday (Sept 18)	LDB 213		Finish Ch#3, CR discussion
Wednesday (Sept 20)	NG Library rm 155	Journal – p249	CR Research/Webpage, BB, Outlook Cal. (Mr. Williamson & Ms. Chisum)
Monday (Sept 25)	LDB 213	RQ#4	Begin Ch#4, Bring Poetry
Wednesday (Sept 27)	SSC – Farr Bldg	Poetry/Lyric Due	Finish Ch#4
Monday (Oct 2)	NG Library rm 155		Career Exploration (Mr. Williamson)
Wednesday (Oct 4)	MIDTERM		
Monday (Oct 9)	LDB 213	Essay Due	Student Success Center
Wednesday (Oct 11)	LDB 213	Journal	Class presentations (Essay OR Poetry/Lyric)
Monday (Oct 16)	LDB 213	RQ#5	Surviving College (Ms. O'Donnell)
Wednesday (Oct 18)	LDB 213		Begin Ch#5
Monday (Oct 23)	LDB 213	Journal	Finish Ch#5
Wednesday (Oct 25)	LDB 213	RQ#7, Bring laptop	SamCenter – Advising (Ms. St Vigne)
Monday (Oct 30)	LDB 213		Begin Ch#7
Wednesday (Nov 1)	LDB 213		Finish Ch#7
Monday (Nov 6)		Journal	Money Mgmt (Ms. Collins)
Wednesday (Nov 8)	LDB 213	RQ#6	Begin Ch#6
Monday (Nov 13)	LDB 213		Finish Ch#6
Wednesday (Nov 15)	LDB 213	MyFuture Due	EQi Reflections, Choose Group Presentation Topic, & Introduce MF Paper
Monday (Nov 20)	LDB 213		Group Presentation planning/writing/editing
Wednesday (Nov 22)	HOLIDAY		
Monday (Nov 27)	LDB 213 or SH&C center	Journal	Relationships (Dr. Miller)
Wednesday (Nov 29)	SSC – Farr Bldg	Presentations due	Student Success Center
Monday (Dec 4)	LDB 213		Group Research Presentations

Required Online SII Student Assessments:
Completion Due Date: _____

SHSU Career Services will administer the online platform for the career assessments: the Newly Revised Strong Interest Inventory (SII).

Each student will be emailed a link to register themselves and take the assessments by the assigned completion due date deadline. Both online assessments must be taken before the deadline to receive credit for the assignment.

When registering, you will not need to enter a personal ID, but you will need to complete demographic information as the site requests.

Please remember that there are no right or wrong answers. Try not to overthink your responses on the assessments and try to respond naturally.

Your results will be given to you via a class presentation found scheduled on your syllabus.

REMINDERS

1. There are no “right” or “wrong” answers.
2. Choose the answer that reflects what feels most natural to you.
3. Mark one answer for every item. Do not spend too much time thinking about each one - rely on your first impression.



shsu.edu/careerservices | 936.294.1713 | jobsforkats.com

Sam Houston State University™ MEMBER THE TEXAS STATE UNIVERSITY SYSTEM™

936-294-1713

Career Services
www.shsu.edu/careerservices

careerservices@shsu.edu

EQ-i^{2.0}® Information and Consent Form

As part of your First Year Experience University 1301 course, we are asking you to complete the Higher Education Emotional Quotient Inventory (EQi 2.0), a reliable and valid assessment of emotional intelligence. The assessment takes about 15 minutes to complete online. You will get a Summary Report immediately after taking the EQi 2.0. You will participate in an EQi 2.0 debrief session as part of this course. The purpose of this assessment is to help you understand your current skill level and then build skills in emotional intelligence that are predictive of academic, relationship, and career success. We feel confident you will see the value of this assessment once you complete it and receive feedback!

Confidentiality

Your results will be available only to a small number of certified University 1301 Instructors (16) on the SHSU campus and will be viewed only by those individuals who will discuss the results with you. You can withdraw this informed consent at any time by contacting the Director of First-Year Experience University 1301 course in writing at fye@shsu.edu. All information is confidential and your results will not be shared with others than those mentioned above unless you choose to provide separate written permission.

Exceptions to Confidentiality

There are five situations in which reporting is compulsory by law:

- 1) Suspicion of child abuse,
- 2) Indication of intent to commit suicide or physically harm others,
- 3) Indication of previous or present sexual abuse by any other Regulated Health Professional,
- 4) Subpoena by the court

Agreement to Participate

By clicking on the link below to begin the assessment you are acknowledging that you have read the above informed consent and agree to its conditions. If you choose not to participate and the EQi 2.0 is used in a FY class assignment, you will be given an alternative but comparable assignment.