



## UNIV 1301: 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.



*Dr. Bible*

*Dr. Muehsam*

### Contact Information

#### Instructors:

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#### Support for UNIV 1301.71

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#### **Career Counselor:**

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#### **Librarian:**

**Cole Williamson**, 936-294-4782, [wcw010@shsu.edu](mailto:wcw010@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!***

Christine Harrington

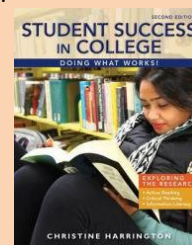
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Cengage Learning

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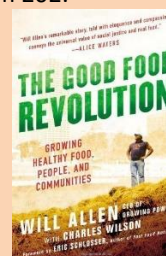


#### **2017 SHSU Common Reader**

#### ***The Good Food Revolution***

Will Allen

Available at New Student Orientation or the First-Year Experience Office, AB4, room 202.



## 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.

## Academic Community Engagement (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.



## Academic Honesty

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

## Classroom Rules of 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.



## Attendance, Tardiness, and 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

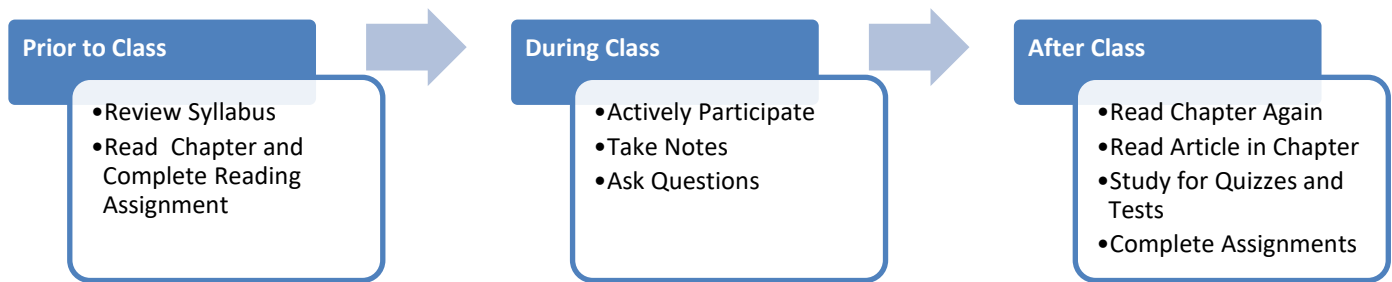
instructor, your fellow classmates, and guest speakers. You are expected to attend class each time we meet. After **two absences for TTh/MW classes or three absences for MWF classes** each additional absence will result in a

100 point reduction in your Class Participation grade (300 points possible) 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.

## Office 365

Office 365 is available for all current SHSU students, faculty, and staff. With Office 365, you now have one terabyte of OneDrive storage and access to a free download of Office. To access your Office 365 account, go to <https://login.microsoftonline.com/>. Enter your official SHSU e-mail address (ex., abc123@shsu.edu) - rather than your alias - and click sign-in. You will be redirected to the SHSU login page where you will enter your SHSU credentials. Your initial login will take about five minutes as Office 365 creates your account.

## Your Learning Experience:



### Grading Scale

(See Appendix A for a Grade Worksheet)

|          |   |                 |
|----------|---|-----------------|
| 90-100   | A | Excellent Work  |
| 80-89    | B | Good Work       |
| 70-79    | C | Acceptable Work |
| Below 69 | F | Failing Work    |

## Assignments/Grades:

**50% - Written**

**20 % - Homework/Class Assignments/Participation**

**30 % - Tests and Final**

***ALL ASSIGNMENTS ARE DUE ON THE DATE INDICATED IN THE SYLLABUS.  
NO LATE ASSIGNMENTS WILL BE ACCEPTED.***

## Weekly Schedule

| Week | Date               | Topic  | Readings/Assignments   |
|------|--------------------|--|--|
| 1    | W 8/23             | Introduction to course and syllabus review   |  |
| 2    | M 8/28<br>W 8/30   | <b>Chapter 1:</b> College Expectations: Being a Critical Thinker<br><b>Chapter 1 continued</b>   | Chapter 1  |
| 3    | M 9/04<br>W 9/6    | <b>University Closed: Labor Day</b><br><b>Chapter 2:</b> Skills You Need: Memory, Note-Taking, and Studying Techniques   | Chapter 2  |
| 4    | M 9/11<br>W 9/13   | <b>Chapter 2 Continued</b><br><b>Guest Speaker: SAM Center – Study Skills</b><br><b>Guest Speaker: Service Learning – Boys &amp; Girls Club</b>  | <b>DUE: Completed Academic Planner</b>   |
| 5    | M 9/18<br>W 9/20   | <b>Test #1 – Chapters 1 &amp; 2</b><br><b>Chapter 3:</b> Setting Goals and Making the Most of Your Time  | Chapter 3<br><b>DUE: Good Food Revolution: Work-life balance</b>   |
| 6    | M 9/25<br>W 9/27   | <b>Chapter 3 continued</b><br><b>Guest Speaker: Megan St. Vigne, Sam Center - Academic Advising</b><br><b>Chapter 4:</b> It's Show Time: Tests, Papers, and Presentations                  | Chapter 4  |
| 7    | M 10/2<br>W 10/4   | <b>Chapter 4 continued</b><br><b>Guest Speaker: Writing Center</b><br><b>Test #2 Chapters 3 &amp; 4</b>  |  |
| 8    | M 10/9<br>W 10/11  | <b>Scholarships for Kats account update/creation</b><br><b>Guest Speaker: Lupita Hernandez - Money Management Center (Credit)</b><br><b>Scholarships for Kats essay completion</b>         | <b>DUE: Service Learning Hours Log</b><br><b>DUE: The Good Food Revolution Scholarship Essay</b>                   |
| 9    | M 10/16<br>W 10/18 | <b>Chapter 5:</b> Motivation, Resilience, Stress Management: Strategies for When College and Life Get Challenging<br><b>Chapter 5 continued</b><br><b>Guest Speaker: Counseling Center</b> | Chapter 5<br><b>DUE: Academic Advising</b><br><b>DUE: Scholarship essays and letter of recommendation requests</b> |
| 10   | M 10/23<br>W 10/25 | <b>Library Visit</b><br><b>Group Project preparation</b>   | DUE: Information Literacy Quiz   |
| 11   | M 10/30<br>W 11/1  | <b>Project Presentations</b><br><b>Project Presentations</b>   | <b>DUE: Group 1 &amp; Group 2</b><br><b>DUE: Group 3 &amp; Group 4</b>   |

|       |                    |   |   |
|-------|--------------------|---|---|
|       | Nov 6-9            | <b>Authors Forum-<i>The Good Food Revolution</i></b><br>LSC Ballroom  | Thursday, November 9<br>Keynote and Book Signing by Will Allen from 2 to 4 p.m.   |
| 12    | M 11/6<br>W 11/8   | <b>Chapter 6:</b> How Are You Doing? Maximizing Learning via Self-Reflection<br><br><b><i>The Good Food Revolution</i> event; LSC Room 320, 2:00 – 2:50 p.m.</b><br>The Case Against Genetically Modified Maize in Mexico: A New Mexican Revolution - Dr. Charles Heath | <b>DUE: Service Learning Reflection</b>   |
| 13    | M 11/13<br>W 11/15 | <b>What's Your Story? Business Panel; LSC Theatre 2:00-3:20pm</b><br><br><b>Chapter 7:</b> Making Good Academic, Career, and Financial Decisions  |   |
| 14    | M 11/20<br>W 11/22 | <b>MBTI &amp; SII</b><br><br><b>University Closed: Thanksgiving Holiday</b>   | <b>DUE: What's Your Story? Business Panel Reflection</b><br><br><b>DUE: MBTI &amp; SII by Sunday 11/26 at 11:59pm CST</b> |
| 15    | M 11/27<br>W 11/29 | <b>Chapter 7 continued &amp; MBTI Discussion</b><br><b>Guest Speaker: Amy Gladwell, Career Center</b><br><br><b>Start/Stop/Keep</b>   |   |
| Final | M 12/4             | <b>Final Exam: Chapters 6 &amp; 7 3:30pm – 5:30pm</b>   |   |

**NOTE:** This schedule is a tentative outline for the semester. It is meant to be a guide. Several items are subject to change (e.g., exams may be moved up in time, certain topics may be stressed more or less than indicated, etc.).

*Professor reserves the right to make changes to the policies and schedule as necessary.*

**Appendix A  
MBTI & SII**

**LOGIN INSTRUCTIONS FOR CAREER ASSESSMENTS  
OFFERED BY SHSU CAREER SERVICES**

**FOR UNIVERSITY 1301 CLASSES\***

\*IF YOU HAVE ALREADY COMPLETED THESE ASSESSMENTS PRIOR TO THE FIRST DAY OF CLASS, PLEASE INFORM YOUR PROFESSOR.  
YOU SHOULD NOT HAVE TO TAKE THESE ASSESSMENTS TWICE

SHSU Career Services will administer the online platform for the career assessments: the Myers-Briggs Type Indicator (MBTI) and 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.

936-294-1713

Career Services  
[www.shsu.edu/careerservices](http://www.shsu.edu/careerservices)

[careerservices@shsu.edu](mailto:careerservices@shsu.edu)



### Appendix B Grade Worksheet

| Homework/Class Assignments/Participation               | Due Date        | Points Possible | Points Earned |
|--|-----------------|-----------------|---------------|
| Student Planner  | 9/13/2017       | 25              |               |
| Service Learning Hours – 5 hours minimum               | 10/9/2017       | 25              |               |
| Academic Advising                                      | 10/16/2017      | 25              |               |
| Information Literacy Quiz                              | 10/30/2017      | 25              |               |
| MBTI Assessment  | 11/26/2017      | 25              |               |
| SII Assessment   | 11/26/2017      | 25              |               |
| Participation & Professionalism                        | N/A             | 50              |               |
| <b>Total</b>   |                 | <b>200</b>      |               |
|  |                 |                 |               |
| Tests  |                 | Points Possible | Points Earned |
| Test #1 Chapters 1 & 2                                 | 9/18/2017       | 100             |               |
| Test #1 Chapters 3 & 4                                 | 10/4/2017       | 100             |               |
| Final Exam Chapters 6 & 7                              | 12/4/2017       | 100             |               |
| <b>Total</b>   |                 | <b>300</b>      |               |
|  |                 |                 |               |
| Writing Assignments                                    |                 | Points Possible | Points Earned |
| <i>The Good Food Revolution</i> : Work-life balance    | 9/20/2017       | 75              |               |
| <i>The Good Food Revolution</i> : Scholarship Essay    | 10/11/2017      | 50              |               |
| Scholarships4Kats essays and reference letter requests | 10/18/2017      | 100             |               |
| Group Project – Chapter 5                              | 10/30-11/1/2017 | 150             |               |
| Reflection – Service Learning                          | 11/6/2017       | 75              |               |
| Reflection – What's Your Story? Business Panel         | 11/20/2017      | 50              |               |
| <b>Total</b>   |                 | <b>500</b>      |               |
|  |                 |                 |               |
| Overall Grade  |                 | Points Possible | Points Earned |
| Homework/Class Assignments                             |                 | 300 (30%)       |               |
| Tests  |                 | 200 (20%)       |               |
| Writing Assignments                                    |                 | 500 (50%)       |               |
| <b>Total</b>   |                 | <b>1000</b>     |               |