



Syllabus | Honors College Learning Community

UNIV 1301: An Introduction to Collegiate Studies – Fall 2017

Instructor: Tamara J. Cook

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Will explain on the first day

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Office Hours: Mon-Thu 8:00-10:30 a.m.

Maybe...will explain on the first day

Class meeting Time: TTH 2:00-3:20 p.m.

Classroom Location: CFS 123

Career Counselor: Pam Laughlin

Email: plaughlin@shsu.edu

Course Description

UNIV 1301: An Introduction to Collegiate Studies. The content of the course features a study of the research and theory of strategic learning, cognition, and motivation. Students use assessment instruments to identify their own strengths and weaknesses as strategic learners. Students will research, think critically, write, and present on various topics to develop the skills necessary to excel in coursework. Students are expected to apply the learning skills discussed across their own academic programs and become effective and efficient learners. As a result of this course, students will have the tools necessary to engage in increasingly complex academic endeavors, civic responsibility, marketable skills development, and career planning.

Learning Objectives

IDEA Objectives: 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.



Materials

Required Texts – One Class Text and the SHSU Common Reader

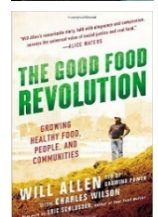
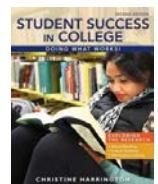
Student Success: Doing What Works!

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)

2017 Common Reader – *The Good Food Revolution* by Will Allen. You should receive a copy at Orientation or it is available at the First-Year Experience Office.

Other Required Materials

Blackboard, available at campus computer labs or on a personal computer with internet Access.



Course Content

Learning Outcomes

1. Analyze academic skills and employ critical thinking/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.

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 that will help you learn course material. Some writing activities will require you to draft and revise your work. Other written assignments will 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 must be typed, double-spaced, in either Times New Roman or Calibri 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 APA format (6th edition).

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. I hope this will help you see yourself as a positive force in this world and deepen your understanding of your role as an educated citizen.

Office 365

Microsoft 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.

Policies

Academic Honesty: All students are expected to engage in 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. Please read the University's Policy at this link: [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 and demonstrates respect for your instructor, your fellow classmates, and guest speakers. After **two absences**, each additional absence will result in a 20-point reduction from your total points in addition to any points lost for assignments done during the missed class period. At my discretion, excessive tardiness and/or excessive early exits may count as an absence. 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.

Absences on Religious Holy Days: University policy states that a student who is absent from class for the observance of a religious holy day, or travel for observance of a religious holy day, must be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. If you wish to be excused for a religious holy day, you must present me with a written statement describing the holy day(s) and the travel involved and I will provide you with a written description of the deadline for the completion of missed exams or assignments.

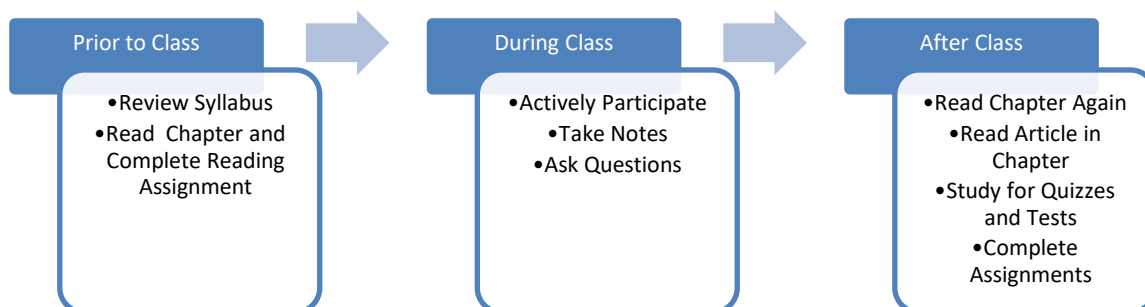
University ADA Policy: SHSU seeks to provide reasonable accommodations for all qualified persons with disabilities. SHSU adheres to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required affording equal educational opportunity. It is the student's responsibility to register with Services for Students with Disabilities in the Counseling Center and to contact faculty members in a timely fashion to arrange for suitable accommodations.

Assignments and Course Evaluation

Grading Scale: (See Appendix B 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

Your Learning Experience:



50% - Written

Reflection Papers (4 @ 25 points each)

You will write 4 reflection papers over the course of the semester. Due dates can be found in the tentative class schedule and detailed instructions regarding content will be provided in class. Each reflection paper should be two pages, typed, double-spaced, in 12 point Times New Roman or Calibri font, with 1" top and bottom margins and 1¼" side margins.

Common Reader Contest (1 @ 75 points)

You are required to submit an entry for the Freshman Essay Contest tied to this year's common reader, *The Good Food Revolution* by Will Allen. Instructions and submission guidelines are located at www.shsu.edu/fye-contests. This is due to me by October 12, so that I may provide you with feedback prior to the entry deadline of October 23.

Career Exploration Research Assignment (1 @ 325 points)

Your major writing project for UNIV 1301 this semester will be entitled "Myself as a Professional". It will serve as an exploration of self and should be a reflection of things you learn during the class as well as things you learned about yourself this semester, and ultimately how they will affect your professional career. This project will help you learn about who you are and provide practical knowledge for your future. It will be as beneficial as you allow it to be; apply yourself and think of this project as a roadmap for your future. Detailed instructions are provided in Appendix C.

30 % - Class Activities/Homework/Service Learning

Please see Appendix A (Grade Worksheet) for the items included in this category. I will provide complete details for each item in class.

20 % - Quizzes

In order to test your knowledge of the information given in class and in your reading assignments, you will complete online chapter quizzes in MindTap.

ALL ASSIGNMENTS ARE DUE ON THE DATE INDICATED IN THE SYLLABUS.

NO LATE ASSIGNMENTS WILL BE ACCEPTED.

It is important to stay on track with your assignments- not only will this help you feel less stressed but it is also an important skill you will need in your career. Being able to meet deadlines and juggle many tasks is an important career and life skill. Thus, you will need to complete all assignments and exams according to the schedule. If you have to miss class because of official University business, you may make up missed work without penalty. However, you must provide written verification of the reason for your absence prior to the absence.

Required Online UNIV 1301 Assessments

- SII (online – SHSU Career Center – see Appendix B for instructions)
- MBTI (online – SHSU Career Center– see Appendix B for instructions)

This syllabus is tentative and may change based on class needs and/or time constraints.

NOTE: Please check your email and/or Blackboard before each class meeting for any announcements. Thanks.

Tentative Class Schedule

Student Success in College Chapter Reading Assignments in Blue

The Good Food Revolution Reading Assignments in Red. Note that you must read the entire book to complete your Common Reader Essay Contest Assignment; these readings refer to in class activities!

Guest speakers are indicated by purple text.

NOTE: MindTap chapter quizzes are taken online through Blackboard and must be completed by 2 PM on the due date, and all writing assignments are due by 11:59 PM on the due date and must be submitted via TURNITIN on Blackboard.

Week	Date	Read before each class day	Topic/Activity/Speaker	Assignments Due
Week 1	Thurs 8/24		Introductions Course Overview & Syllabus Using Blackboard & Linking Outlook: Kathy Chisum Emails and First Impressions	
Week 2	Tues 8/29	Chapter 1 Chapters 1-3	Student Success Factors Why Research Based? Becoming a Critical Thinker Reading Strategies	
	Thur 8/31		Autumn Smith-Herron Understanding editorial marks: giving and receiving criticism	
Week 3	Tues 9/5		Academic Integrity Elements of a Research Study	Reflection 1: Reading Method
	Thurs 9/7		SAM Center Taking Ownership of your Education	MindTap: Chapter 1 Quiz
Week 4	Tues 9/12	Chapter 2	How Memory Works Note Taking Methods "What's Important?"	
	Thurs 9/14		Research Article Presentation (2) Study Techniques	SII & MBTI Assessments
Week 5	Tues 9/19		Pamela Laughlin, Career Counselor: Interpreting results of the SII & MBTI	MindTap: Chapter 2 Quiz
	Thurs 9/21	Chapter 3 pp 10-39	Goal Setting "Outrageous Promises" Time Management	
Week 6	Tues 9/26		Research Article Presentation (3) Time Management Continued Organizational Tools	Mind Tap: Chapter 3 Quiz
	Thurs 9/28	Chapter 4 ALL	Finding & Evaluating Information The CRAAP Test "Evaluating Resources"	Reflection 2: My Academic Plan

Week	Date	Read before each class day	Topic/Activity/Speaker	Assignments Due
Week 7	Tues 10/3		The Writing Process Academic Integrity: Citing Your Sources	
	Thurs 10/5		Group Work Test Taking Strategies Research Article Presentation (4)	MindTap: Chapter 4 Quiz
Week 8	Tues 10/10	Chapter 5	Motivation & Resilience “Motivation Case Studies from <i>The Good Food Revolution</i> ”	
	Thurs 10/12		Finding Resources for Health & Stress Management Research Article Presentation (5)	Common Reader: Essay MindTap: Chapter 5 Quiz
Week 9	Tues 10/17	Chapter 6	How Are You Doing and How Do you Know?	Research Paper: Section 1 draft
	Thurs 10/19		ProfSPEAK Dr. Jeff Wozniak Location: TBD	
Week 10	Tues 10/24	Chapter 7	Money Management Center: “Money Habitudes”	
	Thurs 10/26	Chapter 6	Self-Assessment and Self Reflection Research Article Presentation (6)	Reflection 3: Metacognition MindTap: Chapter 6 Quiz
Week 11	Tues 10/31	Chapter 7	Academic Decision Making Research Article Presentation (7)	Research Paper: Section 2 draft
	Thurs 11/2		ProfSPEAK Dr. Barbara Kaminska Location: TBD	
Week 12	Tues 11/7	Chapter 4	Presentation Strategies: In preparation for your “Career Exploration” presentation	

Week	Date	Read before each class day	Topic/Activity/Speaker	Assignments Due
	11/9		Keynote and Book Signing by Will Allen 2 to 4 p.m. LSC Ballroom	Attendance is mandatory! Other events throughout the week that you may want to attend www.shsu.edu/fye-events
Week 13	Tues 11/14	Chap 7 241-255 All	“Using <i>The Good Food Revolution</i> for Career Exploration”	MindTap: Chapter 7 Quiz
	Thurs 11/16		Career Exploration Presentations (7 students—schedule will be provided by Nov 7)	Research Paper: Section 3 draft
Week 14	Tues 11/21		Career Exploration Presentations (7 students—schedule will be provided by Nov 7)	
	Thurs 11/23		Thanksgiving Holiday	
Week 15	Tues 11/28		Career Exploration Presentations (7 students—schedule will be provided by Nov 7)	Reflection 4: Next Steps
	Tues 11/30		Career Exploration Presentations (7 students—schedule will be provided by Nov 7)	
Final	Tues 12/5 3:30-5:30 pm		Final Exam	Research Paper: Final Version (note: this is your final; you just have to come by, turn in your paper and say goodbye)

APPENDIX A
GRADE WORKSHEET

Homework/Class Assignments	Points Possible	Points Earned
Questions/worksheet for Research Paper Presentations (5 points for each paper)	25	
Exploring the Research Worksheets (6 @ 10 pts each)	60	
Questions for Guest Speakers	15	
SII & MBTI	25	
CRAAP Test—in class activity	5	
Motivation—in class activity	5	
Career Exploration—in class activity	5	
Participation/Other in class activities	30	
Service Learning Project	30	
Research Paper Presentation—learning team	50	
Career Research Presentation—individual	50	
Total	300	
Quizzes	Points Possible	Points Earned
Chapter Quizzes	200	
Total	200	
Writing Assignments	Points Possible	Points Earned
Reflection Papers (4 total; 25 points each)	100	
Common Reader Essay Contest	75	
Individual Career Research Paper (350 points)		
Section One Draft (due 10/17/17)	30	
Section Two Draft (due 10/31/17)	30	
Section Three Draft (due 11/16/17)	30	
Final Version (due 12/5/17)	235	
Total	500	
Overall Grade	Points Possible	Points Earned
Homework/Class Assignments	300 (30%)	
Quizzes	200 (20%)	
Writing Assignments	500 (50%)	
Total	1000	

APPENDIX B
INSTRUCTIONS for Required MBTI and SII Student Assessments

Completion Due Date: September 14 by 5:00 p.m.

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.

Appendix C

Career Exploration Research Assignment

Your major writing project for UNIV 1301 this semester will be entitled “Myself as a Professional”. It will serve as an exploration of self and should be a reflection of things you learn during the class as well as things you learned about yourself this semester, and ultimately how they will affect your professional career. This project will help you learn about who you are and provide practical knowledge for your future. It will be as beneficial as you allow it to be, apply yourself and think of this project as a roadmap for your future.

This project will include information from many of the activities we will do in class, your reading assignments, your homework assignments, and the results from your personality assessment (MBTI) and your Strong Interest Inventory (SII). Therefore, it is critical that you complete all of your course work thoroughly and on time. It will serve as a valuable resource for this paper. The paper will contain three major sections and each section will have a draft due date during the semester, with the final paper due at the end of the semester. The paper and the sum of its parts will comprise 32.5% of your overall grade for this class.

The paper/project needs to be a minimum of 7 typed, double spaced pages in length, 12 point Times New Roman or Calibri font, 1” top and bottom margins and 1¼” side margins. Also, for areas where you gather information from outside sources (internet references, books, library resources, personal interviews, etc.) you are expected to cite those sources correctly in the References section of the paper as well as the body of the paper where noted. Homework items and other relevant assignments that could pertain to this paper can be cited and included in the Appendix. I expect that you will cite your sources correctly in APA format (see <https://owl.english.purdue.edu/owl/resource/560/18/>).

Other resources to help you cite correctly are available at The SHSU Writing Center website or the Newton Gresham library website. Papers received that are not correctly cited or are obviously copied from another place, or otherwise suspected of plagiarism will at minimum receive no credit for that portion of the paper. If it is corrected by the final draft of the paper, you will not be penalized for that final draft. If you have any questions about how to do this that have not been answered by those resources provided above or our time in class, please feel free to ask me before turning in your paper and I would be happy to assist you. **Additionally, the SHSU Writing Center is a valuable resource for assistance in organization, identifying and correcting grammatical errors, and overall improvement in writing proficiency.**

The following resources are available to guide you in writing your research paper:

The Writing Center website : <http://www.shsu.edu/~wctr/Handouts.html>

Information Literacy Tutorials <http://library.shsu.edu/research/guides/tutorials/graded/infolit/>

Newton Gresham library website: <http://shsulibraryguides.org/citations>

Section One: Myself as a College Student and Future Professional (Draft due October 17, 2017 by 11:59 pm; draft is worth 30 points; this section is worth 100 points in your final version)

Section one of your paper serves as an exploration of your strengths, goals, and educated action plans to help you reach your goals and to help you better understand college, your expected role when you graduate, and provide you with realistic expectations of the job market in your chosen field.

In this section, you will critically research various career paths that interest you. Be sure to include anything that you are doing now to prepare for your future career. What more could you be doing? What type of person are future employers looking for? Are you that type of person? Make sure that you cite all sources and begin building your literature cited section. You may also include any external materials that are relevant in an appendix section (but this is not required). **NOTE: I am not looking for your opinion on the requirements of your chosen path, but factual information, cited correctly, from documented sources.**

Think about how you might utilize the SAM Center, Career Services, Newton Gresham Library, O*Net, internet, and any other sources you may find. Some of the major areas you should cover in section one of your paper include, but are not limited to, the following:

- First Paragraph (20 pts.) Introduction: Discuss purpose of paper and provide the framework for how you plan to accomplish the paper's purpose. Below is an example to give you an idea – please do not plagiarize
This paper will serve as an exploration of my strengths and will help me better understand my responsibilities and opportunities as a successful college student, and the connection that my academic career will have to my future as a professional. In order to maximize my success in college and ultimately in the workplace, I will first reflect on and write about my current choice of college major. Following completion of career and personality assessments, I will research college majors and three possible career choices. Finally, I will narrow my major and career choice to one that I think will be the best fit. I will endeavor to make informed decisions about by college studies and future career opportunities by grounding my decisions in research. Ultimately, this will allow me to have better and more realistic expectations of my future and the job market ahead. I will define my goals and values to help with these decisions about my future. My values include putting forth earnest efforts to earn a degree, investigating ways of increasing my knowledge of what future employers are looking for, preparing for my future, and discovering how my strengths and interests can help me in deciding my college major and career opportunities. Among other resources, I will use the SAM Center, Career Services, the Newton Gresham Library, O*Net, the Internet, and the Writing Center to complete this assignment
- Second paragraph (15 pts.) Detail the background and reasoning for choosing a particular major (family business, childhood dream, career assessment, etc.) and choose three possible careers within that major.
- Third paragraph (15 pts.) Provide an overview of the first of the three career paths that are possible with the chosen major that includes information regarding the six bullet points below. (O*Net and Bureau of Labor Statistics are great resources)
 - ✓ Advancement from entry-level to mid-level to executive-level positions
 - ✓ Job outlook and salary ranges
 - ✓ Skills and education (specific classes, minor, etc.) needed
 - ✓ Regional constraints
 - ✓ Demand for job in the future
 - ✓ Advantage & Disadvantages of positions (i.e. travel, flexibility, work from home)
- Fourth paragraph (15 pts.) Same as third paragraph only for the second of three career paths that are possible.
- Fifth paragraph (15 pts.) Same as third paragraph only for the third of three career paths that are possible
- Sixth paragraph (20 pts.) Choose one of the three possible careers that you feel is the most appropriate for you and explain why you feel that is the most appropriate career path for you. Use the information from your MBTI and SSI assessments and other resources to justify why you chose this one. If you think none of the careers are appropriate please find one you do want and provide this information. (See me for help if this is the case.)
- Start your Literature Cited Section (and appendix if including)

Section Two: How “Myself as a Learner” Impacts “Myself as a Student” and as a Future Professional
(Due October 31, 2017 by 11:59 pm; draft is worth 30 points; this section is worth 85 points in your final version)

For this portion of the paper, you will explore yourself as a learner and how that will affect your professional career and the specific path you selected in the first section. What will you learn in college (both extracurricular and academically) that you will bring to your professional career or path? Over the course of this semester, we will discuss goal setting, time management, learning and personality styles, active learning, critical thinking, academic integrity, and study skills. Therefore, in this section of your paper you should minimally address the following:

1. Personality Style: What is your personality style? (Based on MBTI)
2. Time Management: What methods do you (will you) employ to manage your time? How does this method work for you? What challenges do you face in managing your time when considering your life in college?
3. Learning Styles: What is your dominant learning style? How will you manage to learn from a professor/supervisor with a teaching style different from your learning style? What challenges do you face with this learning style when considering your professional career or major?
4. Identify skills and extracurricular activities that will be beneficial (part-time jobs, internships, practicum, volunteerism, student organizations, networking, etc.) to your chosen path and explain how they will help you achieve your goals.
5. The way in which you may pertain to/affect your chosen career.
6. Discuss the implications of your SII results to your chosen career
7. How will your personal styles or skills (or lack thereof) influence your career or major?
8. Set short-term (up to 1 year) and long-term (> 5 years) goals and discuss how you plan to achieve the goals.
9. Address whether or not you will pursue this major after exploring the above success factors. Why or why not?
10. What do you wish you would have known prior to choosing your current major that you know now? How does this influence your future?

Section Three: Preparation for My Future: Summary & Literature Cited Section (Due November 16, 2017 by 11:59 pm; draft is worth 30 points; this section is worth 50 points in your final version)

The summary of your paper should tie it all together and provide a summation of your self-exploration. Focus on your past, present, and future success and include a history of factors in your past, present and future that will affect the choices you have made or will make. Minimally, you should address the following: who you are, your definition of success, why you have chosen your current major, past and anticipated challenges, and how you plan to overcome challenges so that you will graduate from college and be successful in your chosen career. Finally, you must provide a correctly formatted literature cited section.

Final Paper Revised and Error Free is DUE November 30, 2017 by 11:59 p.m.

PROJECT GRADING (Total points = 325 or 32.5% of your overall grade).

The draft of each section is worth 30 points. When grading the drafts of each section, I am most concerned with whether or not you have included all of the required information, but you will lose points if it is not readable and is full of grammatical, spelling, and/or punctuation errors.

The final version is worth 225 points broken down as follows:

Section One: Myself as a Professional	100 points
Section Two: How Does “Myself as a Learner” Impact Myself as a Professional?	85 points
Section Three: Preparation for My Future (Summary & Appendix)	50 points