



Syllabus | Bearkat Learning Community

UNIV 1301: An Introduction to Collegiate Studies – Fall 2017

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Office Hours: By appointment
Class meeting Time: TTH
Classroom Location: LDB 215
Career Counselor: P. Laughlin

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: 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.



Materials

Required Texts – One Class Text and the SHSU Common Reader

Student Success: Doing What Works!

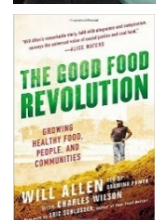
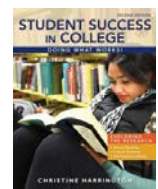
Harrington, C. (2016). *Student success in college: Doing what works!* Boston, MA: Cengage Learning. (ISBN 9781337052115 for the Loose Leaf book)

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.

Book from a pre-approved list, or as approved by professor. [See Annotated Bib/Book Review project]



Course Content

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.

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.

Policies

Academic Honesty

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

Attendance, Tardiness, and Early Exit Policy: Attending class, arriving for class on time, and remaining in class until you are dismissed 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 classes** your participation grade will lose 100 points (out of 300 possible for attendance), plus you will lose any possible points from work due that day or done in class.

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.

Contacting Me

1. First check the syllabus for the answer.
2. Next, check with a classmate for the information.
3. If neither of you can figure it out, THEN email or text me.

You may text me, but before 9am or after 5pm, you are not guaranteed a response.

If you decide to email me, you need to make sure to create a correctly formatted email. Make sure to include your course number in the Subject line. Your email needs to start with a greeting, such as “Dear Prof. Hoogterp”, or just “Prof. Hoogterp:”. Use complete sentences, as free from spelling and grammatical errors as possible. Then sign off the email with “Sincerely,” or some other term, and include your first and last name.

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.

Assignments and Grades

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

Assignments/Grades:

10% - Service Learning: Includes preparatory activities, 5 hours at the site and accompanying reflections, etc.

15% - Poetry: Includes chapbook assignment, scholarship rap, & poetry/lyric contest.

15% - Group Projects: First Year Experience & Workbook Chapters

10% - Participation: In-class activities, one-to-one meetings, homework charts, chapter quizzes, and Good Food Revolution Discussion boards.

20% - Midterm Project: Career Presentation

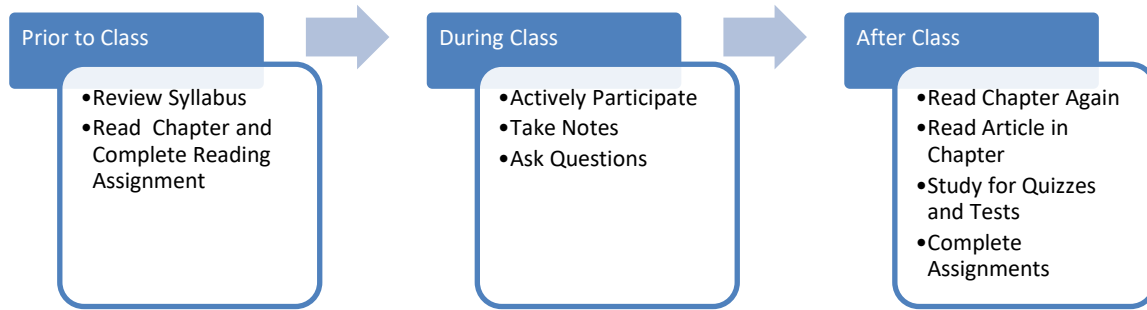
30% - Book Review Project: annotated bibliographies, encyclopedia entries, book review & presentation

ALL ASSIGNMENTS ARE DUE ON THE DATE INDICATED IN THE SYLLABUS. NO LATE ASSIGNMENTS WILL BE ACCEPTED, unless prior arrangements have been made.

Required UNIV 1301 Assessments

- SII and MBTI (online – SHSU Career Center – see Appendix A)

Your Learning Experience:



Class Schedule

Course Calendar UNIV 1301: Fall 2017

Fall 17 schedule Tuesday –Thursday

Your journals will be randomly taken up for periodic assessment, so make sure to be working in them and have them with each class period.

Week	Date	Homework/Assignments/ Readings prior to each class day	Class Day Topic/Speaker
Week 1	Thurs 8/24		Introductions Overview course & syllabus Rules/Expectations Contacts Blackboard Assignments/journaling Poetry Scholarship Assignment
Week 2	Tues 8/29	Good Food Revolution; Bb discussion Lyrics; turn-in on Blackboard	Journaling TedTalk Poetry TexShare
	Thurs 8/31	Good Food Revolution; Bb discussion Scholarship Rap rough draft	Journaling Poetry Poetry workshop
Week 3	Tues 9/5	Good Food Revolution; Bb discussion Scholarship Rap, Blackboard MBTI & SSI assessments Chapter 1, Group 1	Journaling Sign up for one-on-one (2) Ch. 1 Poetry
	Thurs 9/7	Good Food Revolution; Bb discussion Assignment Chart 1	Journaling CRAAP Test Article Analysis [Service]

Week 4	Tues 9/12	Good Food Revolution; Bb discussion Web evaluation CRAAP	Career Counseling, Pam Laughlin
	Thurs 9/14	Good Food Revolution; Bb discussion Chapter 2, Group 2 Scavenger Hunt; Bb	Journaling Poetry Ch. 2 Article Analysis [Service]
Week 5	Tue. 9/19	Good Food Revolution; Bb discussion Career Essay Midterm Draft, Bb TexShare sign up completion; Blackboard	Journaling [Library Session] Class in Library, Room 155
	Thurs 9/21	Good Food Revolution; Bb discussion Assignment Chart 2	Dr. Lantz, poetry [Posada by Bermejo]
Week 6	Tues 9/26	Chapter 3, Group 3 Good Food Revolution; Bb discussion	Journaling Poetry Ch. 3 Article Analysis [Service] [Posada by Bermejo]
	Thurs 9/28	Good Food Revolution; Bb discussion Career Research Pages Midterm Draft, Bb	Dr. Clare, poetry [Posada by Bermejo]
Week 7	Tues 10/3	Good Food Revolution; Bb discussion Assignment Chart 3	Journaling Poetry Article Analysis [Posada by Bermejo]

	Thurs 10/5	Good Food Revolution; Bb discussion Posada by Bermejo (on Reserve)	Dr. Chen, poetry
Week 8	Tues 10/10	Good Food Revolution; Bb discussion Ch. 4, Group 4	Journaling Poetry Article Analysis Ch. 4
	Thurs 10/12	Good Food Revolution; Bb discussion Assignment Chart 4	Journaling Poetry Article Analysis [Book Review Project Book options]
WEEK 9	Tues 10/17	Poetry was due in the 16 th —proof of turn in Ch. 5, Group 5	Journaling Article Analysis Poetry Mid-Semester Reflection [Book Review Project Book options] Ch. 5
	Thurs 10/19	Career Project Midterm, Blackboard Sign up for book via email [select top 3 choices], practice email etiquette as shown on pps. 9-10.	ProfSPEAK! Class is in Piney Woods Hall

Week 10	Tues 10/24	Assignment Chart 5 Annotated Bibliography draft, Bb Ch. 6, Group 6	Journaling Poetry Analysis Annotated bibliography [Service] Ch.6
	Thurs 10/26		Journaling Mr. Hoogterp
Week 11	Tues 10/31	Annotated bibliography, final draft, Bb Ch. 7, Group 7	Finding topics Poetry Analysis Encyclopedia Ch. 7
	Thurs 11/2	Assignment Chart 6	ProfSPEAK! Class is in Piney Woods Hall
Week 12	Tues 11/7	Encyclopedia entry draft	Journaling Poetry Analysis Encyclopedia draft peer review
	Thurs 11/9	Attend Common Reader Events	Keynote and Book Signing by Will Allen from 2 to 4 p.m. Class in LSC Ballroom
Week 13	Tues 11/14	Encyclopedia entry, 2nd draft	Journaling Poetry Analysis Encyclopedia draft peer review
	Thurs 11/16	Encyclopedia entry, final draft, Bb Assignment Chart 7	Journaling Poetry Analysis
Week 14	Tues 11/21	Chapbook	[Healthy Relationships] Dr. Miller
	Thurs 11/23	Thanksgiving Holiday	

Week 15	Tues 11/28	Book Review draft	Journaling Poetry Analysis Book Review draft peer review
	Thurs 11/30	Book Review Project Service Learning Reflection	Journaling Poetry Analysis
Final	12/4-11	First Year Experience Group Project	Final Exam

Class Participation

Class participation is required, and students are encouraged to contribute to class discussion. Participation is the key to a lively class. Ten percent (10%) of the course grade will depend on contributions to our class sessions, which includes attendance. Class participation provides the opportunity to practice speaking and persuasive skills, as well as the ability to listen. Comments that are vague, repetitive, unrelated to the current topic, disrespectful of others, or without sufficient foundation will be evaluated negatively. What matters is the quality of one's contributions to the class discussion, not the number of times one speaks.

Guidelines for Evaluating Participation

Outstanding Contributor: Contributions in class reflect exceptional preparation. Ideas offered are always substantive, and provide one or more major insights as well as direction for the class. Challenges are well substantiated and persuasively presented. If this person were not a member of the class, the quality of discussion would be diminished markedly.

Good Contributor: Contributions in class reflect thorough preparation. Ideas offered are usually substantive, provide good insights, and sometimes direction for the class. Challenges are well substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished.

Adequate Contributor: Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished somewhat.

Non-Participant: This person says little or nothing in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed.

Unsatisfactory Contributor: Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide few if any insights, and never a constructive direction for the class. Integrative comments and effective challenges are absent. If this person were not a member of the class, valuable speaking time would be saved.

The Good Food Revolution Reading

▼ Fall 2017 UNIV 1301 62 E
Intro To Collegiate
Studies

COURSE INFORMATION

[Announcements](#)

[Virtual Office](#)

[Syllabus & Textbooks](#)

COURSE CONTENT

[Start Here](#)

[Discussion Board: Good
Food Revolution](#)

[Weekly Modules](#)

[SHSU Common Reader](#)

[Quick Reference](#)

COURSE TOOLS

Reading Leaders	Due Date	Exempt	Assigned Reading
Cantu	8/29	Auck, Beall	pp. xi-18
Newsome, Hunt	9/5	Cantu	pp. 19-39
Stutes, Valdez	9/12	Newsome, Hunt	pp. 43-62
Ohiani-Jegede, Rushing	9/19	Stutes, Valdez	pp. 63-87
Millerick, Novicke	9/26	Ohiani-Jegede, Rushing	pp. 88-108
Hawkins, Henry	10/03	Millerick, Novicke	pp. 111-129
Linn, Meade	10/10	Hawkins, Henry	pp. 130-151
Finnen	10/17	Linn, Meade	pp. 152-174
Dominguez	10/24	Finnen	pp. 175-207
Callaway, Campbell	10/31	Dominguez	pp. 208-236
Auck, Beall	11/6	Callaway, Campbell	pp. 237-249

This assignment is done completely online on Blackboard through Discussion Threads, which are listed under Course Content > Discussion Board: Good Food Revolution.

Leading readers are already assigned to specific days to start the conversation. They are exempt from the discussion the following week—their names are listed under exempt as a reminder.

REMEMBER: Being exempt is only for the one discussion not for ALL of them.

The assigned questions are to be answered by each leading reader individually, this is not a group effort. You will create a new thread. Go to the Discussion Board > Find the Pages/Days you are leading > Click the link> Click to create a new thread. Write out the question first and then answer it. Do this for each question, which means you will have 3 threads per person.

You may incorporate quotes from the book (make sure to note the page numbers you are citing).

1. What is one thing that you read that squares with your beliefs?
2. What are three points to remember from the reading?
3. What is one question circling your mind?

Non-leaders will respond to 2 of the leaders. You only need to respond to 1 post. “I agree” or anything similar to that will receive a 0. Write thoughtfully and with concision. Cite the book, paraphrase and use your critical thinking skills. If I cannot tell what you are thinking or why, then you didn’t do the assignment properly. You can use any resources, including the book, to support your statement BUT YOU MUST CITE THEM! **Also, your due dates are different than the leaders in order to give them time to post.**

NOTA BENE: Work ahead as you can.

Syllabus Agreement, due 8/29

I have read the syllabus in its entirety. I understand the content, due dates, and expectations for this course.

I am aware that due dates/content may shift at the instructor's discretion and that the instructor will notify the class of any changes.

I am responsible for myself. If I need help I will ask for it. In case of questions regarding the class, I will try to find the answer in the syllabus first, then I will contact a classmate, and if neither of those options work, then I will contact the instructor.

I will be respectful of my classmates, instructor, and guest speakers. I will not leave before I am dismissed except in pre-arranged cases or necessity. I will be prepared for the day's lesson (i.e. have completed homework and have items needed for class).

I will not have my phone turned on during class, and I will not use any electronic devices during class unless instructed to do so.

By signing this I acknowledge I will comply with the syllabus and am aware that failure to do so may affect my grade in this course.

SIGNED _____ DATE _____

INSTRUCTIONS for Completing MBTI and SII Online

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

Required Online MBTI and SII Student Assessments

Completion Due Date: 9/7/17

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.

There are no right or wrong answers. Don't overthink your responses and respond naturally.

You are required to contact your career counselor and make an appointment to discuss these results with her. Your career counselor is Ms. Pam Laughlin. Email her with a professional email, which will be turned in for a grade.
plaughlin@shsu.edu



shsu.edu/careerservices | 936.294.1713 | jobsforkats.com

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FINAL PROJECT STEPS

1. You will select a microhistory to read and review. To find a list of possible microhistories, check out Goodreads.com and type in “microhistory.” From there, it is up to you how you access the book. I recommend going to the Library catalog and seeing if the Library owns it for you to borrow and read.
 - a. Don’t forget, you can use your TexShare card to check out a book from another library that may have a copy. And, interlibrary loan is possible for most of these. HOWEVER, don’t leave selecting your book until the last minute.
 - b. **This book needs to be in your hand on 9/26**

Nota bene: you may wish to purchase the book from another source at some point as you will need to use this through the rest of the semester. You can always renew your book and risk it not being available when you want it again.

2. Go through the book’s index, chapter titles, and other initial introductory material of the book and find **5** keywords/subjects/topics that interest you. Make a list. Do preliminary research on the topics. You don’t have to read anything in full just yet. Get a sense of what sorts of resources are available for these topics and note them down—specific encyclopedias, handbooks, monographs, websites, etc. Write down the title

Make sure you have your final draft for the book review looked over by the tutors in the writing center. You need a stamp to receive credit for having done this. Listen to their advice to strengthen your writing.

You will turn in a final draft by 3:20, 12/7 to my office. If I am not there, leave it in the mailbox. Room 135 in the Library.

Make sure you follow MLA 8 style guidelines for formatting.

Include a cover page with your name, class, and date.

At the top of the book review make sure to write the MLA 8 citation of the book you are reviewing.

Nota bene: I have read the majority of the books you are selecting from.