



University 1301

An Introduction to Collegiate Studies

Fall 2016

First Year Experience: A Student Success Initiative

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.

Contact Information

UNIV 1301 Section 83

Instructor: Joellen Tipton

Email: joellen@shsu.edu

Phone: 936-294-1810

Day & time class meets: **Tues & Thurs 2-3:20 pm**

Location: **Dan Rather 319**

Office hours: **Mon. - Fri. 8-5 – by appointment**



Support for UNIV 1301.83

Career Counselor: Amy Greenwell - 936-294-2537
(for appts: 294-1713)

agreenwell@shsu.edu AB4 210

Librarian: Cole Williamson - 936-294-4782

wcw010@shsu.edu NGL 132

Learning Outcomes

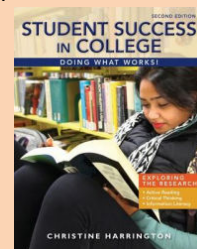
1. Analyze academic skills and employ critical thinking and problem-solving strategies for success in the college culture.
2. Initiate career exploration and major/minor exploration. Develop an action plan for college completion based on the analysis and application of college knowledge, personal strengths, 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
ISBN 9781337052115
Cengage Learning

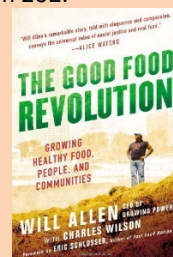
Loose Leaf book +
MindTap Printed Access Card
Please keep the access card with
your code, you will need it to log in to
MindTap.



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 format 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 classes** each additional absence will result in a half letter grade drop in the student's final grade. 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

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

50% - Written

Journal Entries: You will be assigned a journal entry topic on most weeks. Your entries are always due by 6 p.m. on the **Sunday** of the week they are assigned. You must write at least one full page, double-spaced, 12 pt font in Microsoft Word to receive credit for each entry. Each journal should include paragraphs for the introduction, body and conclusion. Journals may be printed out and submitted in class on Thursday, or emailed to me as a Word document by Sunday at 6pm. Any exceptions will be noted on the class schedule and/or in class.

Service Learning Reflection:

Once you have completed your service learning hours, (**by October 14**) you will write a 1 ½- 2 page reflection on your experience with a service learning project. Reflection is due **October 29**. Please see Appendix C for instructions.

Career Research Assignment: FINAL PAPER IS DUE on Tuesday, November 7

Your individual research work for UNIV 1301 this semester will be an exploration of your potential career and should include a reflection of things that you have learned during the class as well as things you have learned about yourself this semester, and ultimately how they will affect your professional career. This assignment should provide practical application and knowledge for your future. Apply yourself and think of this assignment as a roadmap for the future.

A more thorough explanation of specific requirements and a rubric for this paper is included as Appendix A.

30 % - Class/Homework Participation and Community Engagement/Service Learning Project

Presentation of Paper in Class: Each student will give a presentation over some topic or main point from your career paper. It must be 4-5 minutes in length, and should utilize charts, posters, Powerpoint, Prezi, or some other visual aid. Your presentation date will be assigned later in the semester.

Common Reader Discussion on Blackboard: Each student will be responsible for starting a thread with discussion on an assigned part of the book by an assigned date. All other students will respond to each thread of discussion during the week assigned. You must use complete sentences and refrain from abbreviations commonly used in email or text messaging. Your assignment will be date and time stamped and must be recorded by 6pm on Sunday evenings after they are assigned. Assignment is attached to syllabus as Appendix B.

Mindtap Assignments: Each student will be expected to complete assignments or online discussion through Mindtap on Blackboard. You must use complete sentences and refrain from abbreviations commonly used in email or text messaging. Your assignment will be date and time stamped and must be recorded by 6pm on Sunday evenings after they are assigned. No late assignments posted after the due date will be counted for credit.

Service Learning: (Work completed by October 14, Reflection due by October 29.) In order to fulfill the requirements of an ACE course, each student will **volunteer 9 hours** of service learning to enhance their involvement in the culture of Sam Houston State and the surrounding community. Instructor will

provide community partners/organizations for students to volunteer with, and written confirmation of hours must be submitted in class by **October 19**. A reflection will be written following the guidelines in Appendix C.

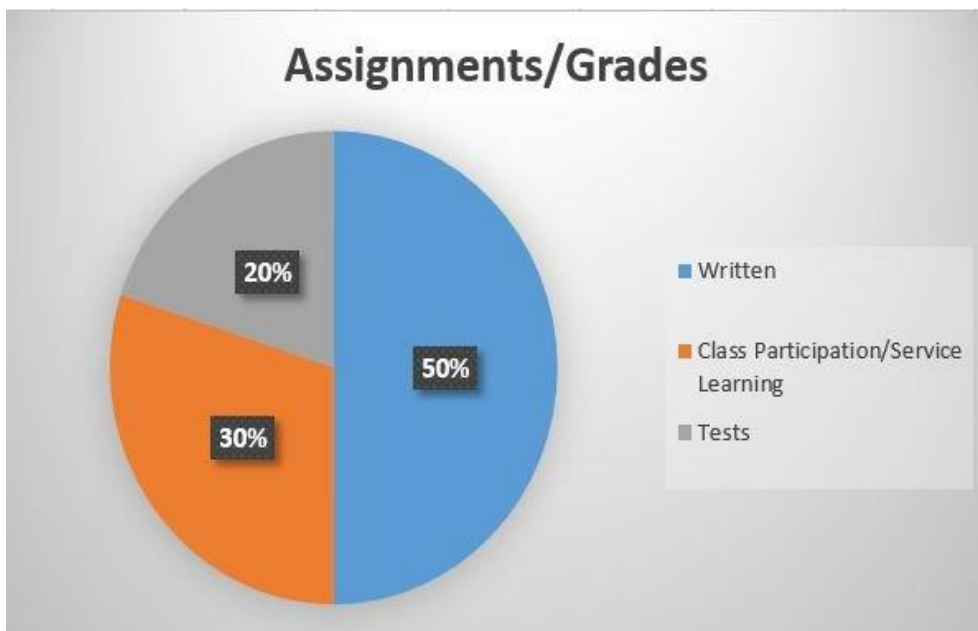
Learning Assessments: You will be required to complete three on-line assessments to better understand your learning style, the various college majors and career potentials, and the alignment between these and your current goals and objectives. The links to the first two online assessments will be emailed to you by the Career Services office with instructions. Instructions for StrengthsQuest will be given at a later date.

Visit to Library:

The new UNIV 1301 Library Resource Guide includes two tutorials and a short video that you must complete before you visit the NGL session. (Tutorial: Info Literacy and Tutorial: Call Numbers). At the end of each tutorial there is a short quiz. When you pass the quizzes, print out certificates of completion and bring them to class on the day the class visits the library. Go to:

<http://shsulibraryguides.org/collegeintro> to complete and then print out the tutorials.

20 % - Midterm, Final Exams



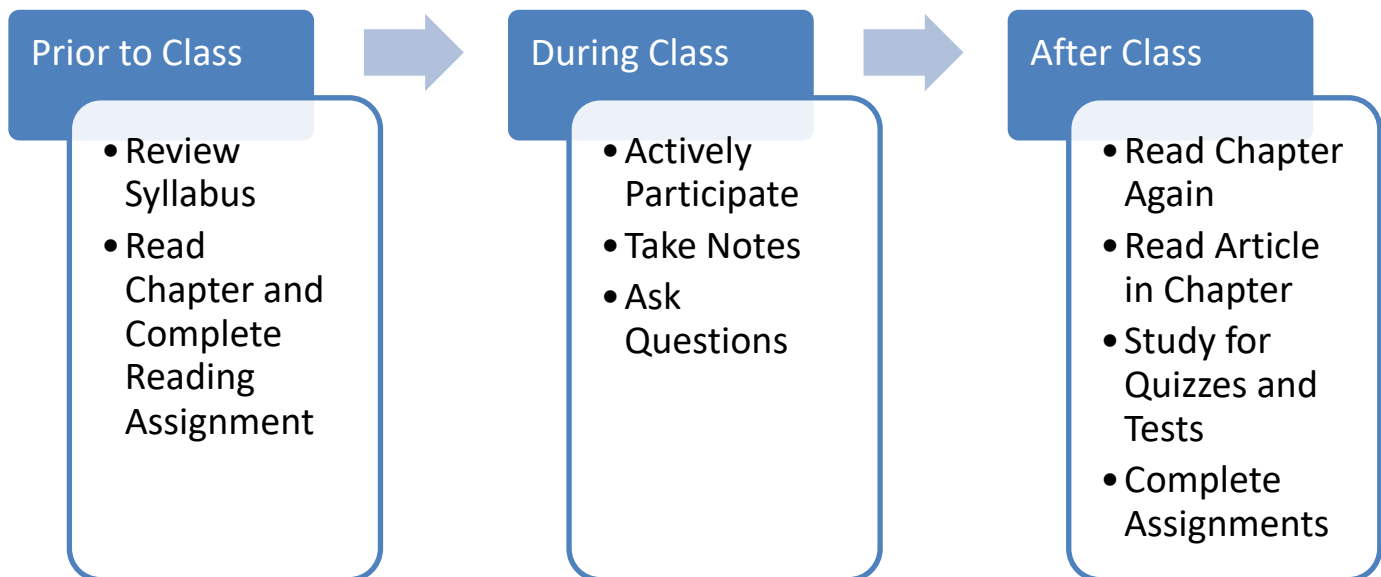
Midterm Exam is in class on Thursday, October 12.
Final Exam is on Tuesday, December 5 from 3:30 – 5:30 pm.

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

Required Online UNIV 1301 Assessments:

- **SII** (online – SHSU Career Center – you will receive a link with instructions)
- **MBTI** (online – SHSU Career Center– you will receive a link with instructions)
- **StrengthsQuest** (online – instructions will be given at a later date)

Your Learning Experience:



This syllabus is subject to change by the instructor who will notify you of any alteration.

CLASS CALENDAR:

WEEK 1: **August 24**

Chapter 1 Introductions & Syllabus/ College Expectations: Being a Critical Thinker
Journal # 1: *Why are you in college? Why did you pick SHSU? Why are you in UNIV 1301?*

WEEK 2: **August 29, 31**

Chapter 1 Critical Thinking and Active Reading
Mindtap: Time for Action 1.6 Bloom's Taxonomy and Critical Thinking
Chapter 1 Quiz
Reader: Read pp. xi-39
Begin or respond to Reader Discussion on Blackboard
MBTI and Strong Interest Inventory assessments (these are done outside of class, on-line)
Deadline for taking the MBTI and SII is Sunday, Sept 10.
Journal # 2: *Have you ever participated in a peer review of your work? If so, how was it helpful to you? If not, what do you believe the benefits of peer review would be?*

WEEK 3: **September 5, 7**

Chapter 3 Setting Effective Goals and Making the Most of Your Time
Mindtap: Time for Action 3.1 Your Short-Term and Long-Term Academic Goals
Time for Action 3.8 Time Traps
Chapter 3 Quiz
Reader: Read pp. 43-87
Respond to Reader discussion on Blackboard
MBTI and Strong Interest Inventory assessments (these are done outside of class, on-line)
Deadline for taking the MBTI and SII is Sunday, Sept 10.
Journal #3: *What is your schedule? What did you NOT get accomplished last week? Analyze your time management skills and ways you can improve.*

WEEK 4: **September 12, 14**

Reader: Service Learning and Community Involvement
Read pp. 88-129
Respond to Reader discussion on Blackboard
Guest speaker Falasha Spruiell - Service hours for Boys and Girls Club on Tuesday
Work on Library Tutorials – print certificates to be turned in next Tuesday
Journal #4: *Do you feel like a part of the University Community? What activities are you involved in? What would you like to try/join that you haven't?*

WEEK 5: **September 19, 21**

Reader: Library Visit; Myers-Briggs Type Indicator
Read pp. 130-174
Respond to Reader discussion on Blackboard
Library session on Thursday (**meet at Newton Gresham Library** – Reference desk)
Turn in tutorial certificates on Tuesday
Journal #5: *What is your Myers-Briggs type? Do you feel the description of your type accurately portrays you and your habits? What characteristics of your type can affect your studies?*

WEEK 6: **September 26, 28**

Chapter 2 Skills You Need: Memory, Note Taking and Studying Techniques

Mindtap: Chapter Quiz

Reader: Read pp.175-236

Respond to Reader discussion on Blackboard

Journal #6: *What are things that you specifically do in each class in order to be engaged? Are there things you are not doing or could do better, and what are they?*

Service Hours for Boys and Girls Club

WEEK 7: **October 3, 5**

Chapter 4 It's Show Time: Papers, Presentations and Tests

Reader: Read pp.237-249

Respond to Reader discussion on Blackboard

Journal #7: *When is the last time you did really well on a test? How did you prepare? When is the last time you did poorly on a test? How would you prepare differently? How do you feel your learning style helps/hinders in preparing for tests?*

Service Hours for Boys and Girls Club

WEEK 8: **October 10, 12**

Chapter 4 Test-Taking and Group Work

Mindtap: Time for Action 4.7 Multiple Choice Test Strategies

Time for Action 4.9 Reflections on Group Work Experiences

EXAM: **MIDTERM EXAM on Thursday October 12 – will cover Chapters 1-4**

Service hours for Boys and Girls Club

WEEK 9: **October 17, 19**

Chapter 5 Motivation, Resilience, and Stress Management

Mindtap: Time for Action 5.1 Motivation and College

Time for Action 5.10 Stress Management

Chapter Quiz

WEEK 10: **October 24, 26**

Chapter 6 How Are You Doing? Maximizing Learning via Self-Reflection

Guest Speaker – Max Walling - StrengthsQuest

Mindtap: Chapter Quiz

Journal #8: *Reflection on Service Learning Hours*

WEEK 11: **October 31, November 2**

Chapter 7 Making Good Academic, Career and Financial Decisions

Mindtap: Time for Action 7.11 Your Online Presence: Creating a Professional Profile

Chapter Quiz

Guest speaker Amy Greenwell - Strong Interest Inventory and Career Services on Tuesday

Guest speaker Lupita Hernandez – Budgeting and Financial Decisions on Thursday

Journal #9: *Has there been a point in your life when you were worried about money? Are you a spender or a saver?*

WEEK 12: November 7, 9

Bearkats Read To Succeed Forum Events

Class will meet in LSC Ballroom on Thursday for author's keynote address

PAPER: CAREER PAPER DUE IN CLASS ON TUESDAY, NOV 7

WEEK 13: November 14, 16

Presentations (8) on Tuesday

Presentations (8) on Thursday

WEEK 14: November 21, 23 (HOLIDAYS)

NO CLASS THIS WEEK

WEEK 15: November 28, 30

Presentations (8) on Tuesday

Finals Review and Wrap-Up on Thursday

Journal #10: *How would you persuade new students to take UNIV 1301? What are the benefits of the course?*

FINAL EXAM IS TUESDAY, DECEMBER 5 from 3:30 – 5:30 pm

Appendix A

CAREER RESEARCH PAPER INFORMATION AND RUBRIC

Paper Information and Specifications

Your individual research work for UNIV 1301 this semester will be an exploration of your potential career and should include a reflection of things that you have learned during the class as well as things you have learned about yourself this semester, and ultimately how they will affect your professional career. This assignment should provide practical application and knowledge for your future. Apply yourself and think of this assignment as a roadmap for the future.

I expect you to incorporate some of the knowledge you have gained about your personality type and learning style to discuss why you have chosen (or are thinking of choosing) a particular path of study. Also, for the potential careers, I expect that you will conduct research on job expectations, salary and education requirements for that field. Be sure to include anything that you are doing now to prepare for your future career. Make sure that you cite all sources. NOTE: I am not looking for your opinion on the requirements for your chosen path, but factual information cited by documented sources. (O*Net and Bureau of Labor Statistics are great resources)

As part of the assignment for this paper, you are expected to make an appointment with the SHSU Writing Center to schedule a review of your rough draft of your paper. At this session the tutor will review your draft and make suggestions on how you could improve the writing of the paper. **NOTE: The Writing Center staff will not edit your paper or write your paper for you!!** Please schedule this appointment in advance of the due date of the paper. Do not wait until the last minute. The draft should include the Writing Center stamp along with the notations of the suggestions that they make for the paper. Your draft will be turned in along with your final paper.

The paper needs to be a minimum of 4 typed, double-spaced pages in length, 12 point Times New Roman font, 1" top and bottom margins and 1 ¼" side margins. Also, for areas where you gather information from outside sources (internet references, books, library resources, personal interviews, etc.) you will be expected to cite those sources correctly in the Works Cited section of the paper as well as the body of the paper where noted. I expect that you will cite your sources correctly in MLA format. **A minimum of 3 sources** are required; only one may be an internet source.

You can find resources to help you cite correctly at either 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, at maximum will result in a grade of "0".

DUE TUESDAY, NOVEMBER 2

Grading Criteria for Career Research Paper

Content	35 points	Clear thesis statement; Thoroughly addresses career choice and research on career
Style	10 points	Use of MLA style throughout paper
Length	10 points	Paper should be a minimum of 4 full pages, typed and double-spaced
Use of "The Good Food Revolution" common reader	5 points	Must reference at least one topic area from "The Good Food Revolution" in an appropriate and logical manner
Works Cited	20 points	Works cited page must be in MLA style; minimum of 3 works cited, only 1 may be from internet; Citations must be included in the actual paper in MLA style.
Grammar, Spelling and Punctuation	20 points	Paper should be grammatically correct with proper spelling and punctuation for readability

TOTAL POSSIBLE POINTS	100
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Appendix B

Active Reading through *The Good Food Revolution*

IDEA Objectives	Course Learning Outcomes	Activity Objective
Learning to analyze and critically evaluate ideas, arguments, and points of view	Analyze academic skills and employ critical thinking and problem-solving strategies for success in the college culture	Students will complete the Common Reader while employing a reflecting and processing strategy and will engage in discussion of the book with their peers. After completing this activity, students have a general understanding of the structure and content of the book and should be able to identify major themes.

Reading Schedule:

Students	Date	Assigned Reading
Megan Bernhardt, Cameron Gourley, Alexis Thames	August 31 (Thurs)	pp. xi-18
Jessica Meadows, Wilbert Batiste,	September 3 (Sun)	pp. 19-39
Hana Schar, Landry Nutt,	September 7 (Thurs)	pp. 43-62
Cailin Shelton, Mason Null	September 10 (Sun)	pp. 63-87
Jamarcus Preston, Pary Vendt	September 14 (Thurs)	pp. 88-108
Rasheed Bankhead-Butler, Ronni Cantrell	September 17 (Sun)	pp. 111-129
Chantal Riley, Destinee Cagan	September 21 (Thurs)	pp. 130-151
Lillian Jackson, Nicole Jeffery	September 24 (Sun)	pp. 152-174
Isabel Whelchel, Jeremiah Mathews	September 28 (Thurs)	pp. 175-207
Shalliyah Reid, Aaliyah Thomas	October 1 (Sun)	pp. 208-236
Florence Scott, Isabel Thacker	October 5 (Thurs)	pp. 237-249

Discussion Assignment:

Each student is responsible for addressing any of the following prompts for their assigned reading:

Square-Triangle-Circle

What is one thing that you read that squares with your beliefs?



What are three points to remember from the reading?



What is a question circling in your mind?

Appendix C
SERVICE LEARNING REFLECTION
(Due Oct 29 – Journal # 8)

Community service, in itself, can be meaningful, pointless, or harmful. Reflection is the key to getting meaning from the service experience. Write a 1 ½ - 2 page reflection on your experience with a service learning project, answering the questions posed in the 3-step process outlined below:

What is reflection?

1. Reflection is a process by which service-learners think critically about their experiences, and in effect gives meaning to the service.
2. Reflection motivates the learner to move beyond the task they did, enables them to broaden their worldview, and enhances their personal value system.
3. Reflection can happen through writing, speaking, listening, and reading about the service experiences.

Why is reflection important?

Learning happens through a mix of theory and practice, thought and action, observation and interaction. It allows students to learn from themselves.

Step 1 - What?

Step 2 - So What?

Step 3 - Now what?

The *What?* pertains to the substance of the experience and what happened to the student. It deals with facts and leads naturally into interpretation. The What is used to start the reflection process by asking, “What happened in the service experience?”

What did I do for this project?

What did I like/dislike about the project?

What skills did I bring to the project?

The *So What?* pertains to the difference the experience made to you. It looks at the consequences of the service experience and gives meaning to it. Abstract and generalize what you are learning and shift from the descriptive to the interpretive. The So What? asks, “What did your experience mean to you?” and/or “What did you learn from your experience?”

What have I learned about this issue?

What have I learned about myself?

How is this service related to my studies?

The *Now What?* Step 3 involves the process of taking lessons learned from the experience and reapplying them to other situations and the larger picture. It is a time for goal setting and long range planning. The Now what? asks, “Where do you go from here?”

What would I do differently next time?

What should society do about this issue?

What am I going to do about this issue in the future, if anything?