



UNIV 1301: An Introduction to Collegiate Studies



Course Description

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.



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 90**

Instructor: Michelle Meers, MA, LPA, LPC-S, NCC, DCC

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

Location: CHSS 252

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

Support for UNIV 1301.90

Career Counselor: Carol Adams-Shearer - 936-294-1713

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Learning Outcomes

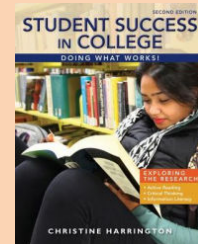
1. Analyze academic skills and employ critical thinking and problem-solving strategies for success in the college culture.
2. Initiate career exploration and major/minor exploration. Develop an action plan for college completion based on the analysis and application of college knowledge, personal strengths,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

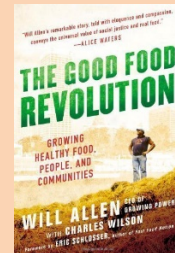


2017 SHSU Common Reader

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 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.



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 Tuesday-Thursday 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.

Attendance, Tardiness, and Early Exit

Policy: Attending class, arriving

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.

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:

Chapter Assignments (20%):

To accomplish all of our learning goals, you will need to be engaged in significant learning outside of the classroom. The textbook and related online resources in Mindtap are an important resource. Chapter assignments will give you an opportunity to practice essential skills such as reading actively, thinking critically, using practice retrieval, and applying skills learned.

For every chapter, you will

- Complete a reading assignment (see appendix for list of reading assignment questions)—(For a grade)
 - The purpose of this activity is to familiarize you with chapter content, build active reading skills, and provide you with background knowledge needed for class activities
- Complete application assignments in Mindtap (no grade)
 - The purpose of these activities are to assist you with developing a deeper understanding of course content, make personally meaningful connections, and further develop critical thinking skills.
- Take an online quiz in Mindtap (for a grade)
 - The purpose of the online quizzes is to assist you with learning the chapter content. Testing yourself is one of the best ways to learn (this is called the testing effect!). You will be able to take the quiz as many times as needed and your highest score will count.

Homework and In Class Assignments (10%)

Class participation in discussions and activities is expected during class. Participation is particularly important in a student success class and involves much more than being present (check out Chapter 2 for tips on being an active participant). Throughout the semester, you will be graded on a variety of in-class assignments. To fully participate in many of these in-class assignments, you will need to complete related tasks prior to class.

Written Assignments (50%):

Throughout the semester, you will be asked to complete several writing assignments. The purpose of these assignments is to enhance your writing and thinking skills while also learning course content.

1. **Reflection Assignment 1: Academic Journey** (2-3 pages). Reflect back on your academic experiences prior to college and your experience in college thus far. Describe your journey as a student. Address both in and out of the classroom experiences. **Due 9/14/17.**
 - Part 1: In K-12, what went well? What challenges did you encounter? How did you cope with these challenges?
 - Part 2: How is college going so far? Is it what you expected? What is going well? What challenges are you encountering? What is your academic goal?
2. **Reflection Assignment 2: End of Semester** (2-3 pages each). Reflect back on your academic goal for this semester; discuss progress and action steps needed. **Due 11/30/17.**
 - Are you on track with your goal? What evidence exists to support your view?
 - What specific actions will you take this week and throughout the rest of the semester to ensure that you will meet your goal with success?

- Evaluate how well you studied for the mid-term exam. How much time did you spend studying? What strategies did you use? What would you do differently to prepare for the final exam?
- 3. **Exploring the Research Worksheet 1: McClain (1983) article** (1-2 pages). For this assignment, read the original research article in Chapter 4 and summarize the article using the Exploring the Research Worksheet (see page 264). **Due 9/28/17.**
- 4. **Exploring the Research Worksheet 2: Presentation article** (1-2 pages). For this assignment, read the article your group will be using for the presentation and summarize it using the Exploring the Research Worksheet (see page 264). Note that this must be completed independently. **Due 11/7/17.**
- 5. **Good Food Revolution Discussion Board Activities.** You are expected to read this Common Reader if you have not already done so AND contribute to Discussion Board prompts as assigned and as a class.
- 6. **Service Learning Reflection Exercise**—Type a one to two FULL page (double-spaced) reaction paper to your experience with The Boys and Girls Club. **Due 11/2/17.** Address the following:
 - What did you learn about yourself through the experience?
 - What did you enjoy about the experience?
 - What surprised you about the experience?
 - How can you use this experience to help you in your career path?
- 7. **Career Exploration Paper**--*Topic: Focus on a specific career of interest you have chosen to explore.*
 - **Information Sources:** Incorporate information you gathered through utilizing campus resources (Career Services, Sam Center, Newton Gresham Library, the Counseling Center, etc.), O*NET, Occupational Outlook Handbook and your own life/work experiences.
 - **Research Paper Content:**
 - a. Overview and description of the occupation you have chosen to research.
 - b. Job outlook and salary ranges.
 - c. Skills and education needed.
 - d. How you perceive your choice of a major, your personality type indicators, emotional intelligence, skills, interests and work-related values as reported by the career assessments you've taken, (MBTI, Strong Interest Inventory, and Values Sorter), may relate to the career you've chosen to research and perhaps pursue.
 - e. Statement regarding the educational and co-curricular goals you've set for yourself that will assist you in successfully maximizing and pursuing career opportunities upon graduation from college (example: specific classes, coursework, part-time jobs, internships, community service, campus organizations, networking, etc.).
 - f. Conclusion summarizing your research.
 - g. **Include your REVISED resume. It will NOT count as one of the required pages for your paper.**
 - **Research Paper Format:**
 - a. The paper should be 3-5 *pages* in length, typed and double-spaced.
 - b. Additionally, a reference list is required (5 references – only 3 can be Internet) (must follow APA Guidelines). One of your references must be an Informational Interview with someone who is doing this career.
 - c. Your original draft must be reviewed by Writing Center (part of Academic Success Center) prior to turning in the final copy by the assigned due date. **NOTE: The Writing Center is not able to assist you with your paper the day that it is due – PLEASE PLAN IN ADVANCE!!**
 - **Due 11/28/17.**

Research Article Presentation 10%

You will work with several of your classmates to develop a presentation on a student success research study. The purpose of this assignment is to help you build skills such as collaboration, communication, critical thinking, and information literacy skills that will serve you well in college and in your career. *Note that you will be randomly assigned a part of the presentation to present on the day of the presentation. All group members need to know all of the content- view this as an independent project with a support team.*

Exams 20%

As you are discovering, testing is a powerful way to learn. You will be taking a midterm (10%) and a cumulative final exam (10%) that will consist of a combination of multiple choice and short answer questions (these will be from your reading assignments).

Community Engagement/Service Learning Project (5 hours minimum) 5%

Our class will be doing community service at the Boys and Girls Club of Huntsville. More information will be shared from the First Year Experience office. You are required to write a reflection paper over this experience.

Event Attendance 5%

There are events spread throughout the semester from various departments. You will be required to attend 2 events on campus. Events will be announced in class and posted on Blackboard. You will need to provide proof of attendance.

IMPORTANT ANNOUNCEMENTS!

You will need to make an appointment to meet with your instructor or another career counselor to review your Strong Interest Inventory results by the end of the semester. Keep in mind these results need to be included in your Career Exploration paper that is due 11/28/17. Call Career Services at 936-294-1713 and make an appointment with Michelle Meers or Carol Adams-Shearer for your results!

You are responsible for completing your Service Learning Hours.

You need to sign up for the following as a grade for class: KatSafe—See SHSU website AND Jobsforkats.com

You are required to take the following Career Assessments: The Myers-Briggs Type Indicator (due by 09/22) and Strong Interest Inventory (due by 11/26). These links will be emailed to your SHSU email.

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


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

Course Calendar (Subject to Change)

Completing MindTap Assignments will help you learn the chapter content and apply it to your own life. Write comprehensive responses to all of the questions and complete the chapter quiz.

Week	Date	Homework/Assignments/ Readings prior to each class day	Class Day Topic/Speaker	Due
Week 1	Thurs 8/24		Introductions Overview course & syllabus Chapter 1: College Expectations: Being a Critical Thinker	
Week 2	Tues 8/29	Reading Assignment Chap 1 (due 8/31) Chapter Quiz (due 8/31) Reflection Assignment 1: Academic Journey— (due 9/14)	Chapter 1 Continued	
	Thurs 8/31	Chapter 1 MindTap Assignment Time for Action 1.2 -Student Success Advice		
Week 3	Tues 9/5	Reading Assignment Chap 2 (due 9/14) Chapter Quiz (due 9/14)	Chapter 2: Skills You Need: Memory, Note-Taking, and Studying Techniques continued	
	Thurs 9/7	Chapter 2 MindTap Assignments Time for Action 2.6 - Note-taking Apps		
Week 4	Tues 9/12		Chapter 2 Continued Guest Speaker: SAM CENTER Mentor-Margaret Ferguson	
	Thurs 9/14	Reflection Assignment 1 due		
Week 5	Tue. 9/19	Reading Assignment Chapter 3 (due 9/28) Chapter Quiz (due 9/28)	Chapter 3: Setting Goals and Making the Most of Your Time MEET IN KERPER COURTROOM FOR CLASS FYE Presenters: Community Service Project at Boys and Girls Club CJ Presenter: Arica Castleberry	
	Thurs 9/21 9/22	Chapter 3 MindTap Assignments Time for Action 3.1 -Your Short-Term and Long-Term Academic Goals Time for Action 3.8 -Time Traps Time for Action 3.9 -Work and School Balance MBTI due	Chapter 3 Continued Academic Success Center Tour at end of class	
Week 6	Tues 9/26		Wrap Up Chapter 3 Review for Exam	

	Thurs 9/28	Exploring the Research Worksheet 1: McClain (1983) article due	Midterm Exam ONLINE MEET IN KERPER COURTROOM Guest Speaker from Health Center	
Week 7	Tues 10/3	Reading Assignment Chapter 4 (due 10/12) Chapter Quiz (due 10/12)	Chapter 4: It's Show Time: Tests, Papers, and Presentations	
	Thurs 10/5	Chapter 4 MindTap Assignments Time for Action 4.10 -Technology Tools for Groups		
Week 8	Tues 10/10		Chapter 4 Continued	
	Thurs 10/12	Begin working on Resumes (due 10/24) The Good Food Revolution Extra Credit Entries Due	MEET IN KERPER COURTROOM FOR CLASS! Guest Speaker: Carol Adams-Shearer to discuss resumes and internships	
WEEK 9	Mon 10/16	Community Service Project Hours Begin	Library Visit—MEET IN LIBRARY FOR CLASS Chapter 5: Motivation, Resilience, Stress Management: Strategies for When College and Life Get Challenging	
	Tues 10/17	Reading Assignment Chapter 5 (due 10/26) Chapter Quiz (due 10/26)		
	Thurs 10/19	Chapter 5 MindTap Assignments Time for Action 5.1 -Motivation and College	Work in Groups on Project	
Week 10	Tues 10/24	Resumes are due MBTI review in class	Turn in completed resume based on templates discussed in class. Chapter 5 continued	
	Thurs 10/26		MEET IN KERPER COURTROOM FOR CLASS Student Money Management Presentation.	
	Fri 10/27	Community Service project hours end		
Week 11	Tues 10/31	Reading Assignment Chapter 6 (due 11/7) Exploring the Research in Summary Worksheet for Group Project Article Chapter Quiz (due 11/7)	Chapter 6: How Are You Doing? Maximizing Learning via Self-Reflection Work in Groups on Project	
	Thurs 11/2	Chapter 6 MindTap Assignments Time for Action 6.5- Learning from Mistakes Service Learning Reflection Exercise Due		
Week 12	Tues 11/7	Power Point for Group Project Article Presentations due Exploring the Research Worksheet 2 due	Group Presentations	

	Thurs 11/9	SHSU Common Reader Author's Forum 	MEET IN LSC BALLROOM Will Allen Keynote and Book Signing 2 p.m. - 3:20 p.m. LSC Ballroom	
Week 13	Tues 11/14	Reading Assignment Chapter 7 (due 11/16) Chapter Quiz (due 11/16)	Chapter 7: Making Good Academic, Career, and Financial Decisions Work in Groups on Project	
	Thurs 11/16	Reflection Assignment: End of the Semester Reflection and Next Steps (due 11/30)	What is Your Story CJ Panel Kerper Courtroom 2pm-3:20pm	
Week 14	Tues 11/21	Research Day for your Career Papers	NO CLASS MEETING	
	Thurs 11/23	Thanksgiving Holiday	NO CLASS MEETING	
Week 15	Tues 11/28	Career Exploration Papers Due	Chapter 7: Making Good Academic, Career, and Financial Decisions continued	
	Thurs 11/30	Reflection Assignment: End of the Semester Reflection and Next Steps Due		
Final	12/5	Tuesday, December 5, 2017 03:30 p.m. - 05:30 p.m.	Final Exam Online	

Appendix A
Grading Rubrics
Chapter Reading Assignments

"A" Work (90-100%):	<ul style="list-style-type: none"> Well written comprehensive responses to questions- grammatically correct, good organization, free of spelling errors Used textbook terminology accurately and often Main ideas clearly stated with several supporting details included
"B" Work (80-89%)	<ul style="list-style-type: none"> Well written - grammatically correct, good organization, no more than a few spelling or grammar errors Addressed all areas above with general responses; some details provided Some references to textbook terminology
"C" Work (70-79%)	<ul style="list-style-type: none"> Generally well organized, some spelling and grammar errors Some main ideas included but not many details were provided Very few references to textbook terminology
"D" or "F" Work (0- 69%)	<ul style="list-style-type: none"> Writing not well organized, many spelling and grammar errors Did not highlight main points; Minimal or no details provided Did not incorporate textbook terminology

Reflection Paper Rubrics

"A" Work (90-100%):	<ul style="list-style-type: none"> Well written 2-3 page paper- grammatically correct, good organization, free of spelling errors. Completely answered all questions (including the Exam Reflection Questions where applicable)
"B" Work (80-89%)	<ul style="list-style-type: none"> Well written 2-3 page paper- grammatically correct and good organization, no more than a few spelling or grammar errors Answered all questions with general responses; not a lot of details provided
"C" Work (70-79%)	<ul style="list-style-type: none"> Generally well organized, some spelling and grammar errors Answered most questions with general responses; not a lot of details provided
"D" or "F" Work (0- 69%)	<ul style="list-style-type: none"> Writing not well organized, many spelling and grammar errors Did not answer most questions; minimal or no details provided

Exploring the Research in Summary Worksheets Rubrics

<p>"A" Work (90-100%):</p>	<ul style="list-style-type: none"> • Well written - grammatically correct, good organization, free of spelling errors, cited source appropriately • Completely answered all questions: • Introduction- Clear explanation of purpose of study and what question researchers were seeking an answer to <ul style="list-style-type: none"> ○ Method- overview of how study was conducted; description of participants and what participants had to do ○ Results- answer to research question; clear explanation of the key findings ○ Discussion- description of value of study and how students can use this information to their advantage
<p>"B" Work (80-89%)</p>	<ul style="list-style-type: none"> • Well written - grammatically correct, good organization, no more than a few spelling or grammar errors • Addressed all areas above with general responses; not a lot of details provided
<p>"C" Work (70-79%)</p>	<ul style="list-style-type: none"> • Generally well organized, some spelling and grammar errors • Answered most questions with general responses; not a lot of details provided
<p>"D" or "F" Work (0- 69%)</p>	<ul style="list-style-type: none"> • Writing not well organized, many spelling and grammar errors • Did not answer most questions; • Missed key research findings; • Minimal or no details provided

Appendix B

Student Success in College: Doing What Works!

Reading Assignments:

Writing comprehensive responses to the reading assignment questions will assist you in learning the course content and performing well on exams. **Provide a detailed summary of the text. Include the page number where you found the content.**

Chapter 1 Reading Assignment

1. What are the positive outcomes associated with earning a college degree?
2. Define academic integrity and strategies to avoid unintentional dishonesty.
3. Describe Bloom's taxonomy and discuss how critical thinking skills are developed.
4. Describe the 3R and SQ3R reading methods.
5. What is a peer-reviewed journal article? What information can you find in the different sections of a research article? Why is it valuable to learn how to read scholarly sources?

Chapter 2 Reading Assignment

1. What is the testing effect? Describe the key findings of the Einstein, Mullet & Harrison (2012) study and the value of the findings.
2. Describe how memory works and how students can use knowledge about memory to improve academic performance.
3. Compare and contrast at least 3 different note-taking methods.
4. Why is studying in groups advantageous? What does the research say about this learning approach?

Chapter 3 Reading Assignment

1. Describe the research study on multi-tasking that was conducted by Sana, Weston & Cepeda (2013). What is the value of this research?
2. Discuss the research on goal setting. How do goals contribute to success?
3. Describe the ABCS goal framework.
4. What is the best way to combat procrastination?
5. What factors should you consider when deciding what task is most important?

Chapter 4 Reading Assignment

1. What strategies should you use to identify a topic for a paper or presentation?
2. What factors should you consider when evaluating a source? How can you determine if it is a credible source?
3. When revising a paper, what strategies lead to the best outcome?
4. Describe Mayer's Multi-Media principles. How can these principles increase success when presenting?
5. Based on the research, what do the best performing students do when preparing for and taking tests?
6. What strategies can help groups function more productively?

Chapter 5 Reading Assignment

1. Compare and contrast behavioral, cognitive, humanistic, and social motivational theories.

2. Why is it important to get involved on campus and make professional connections?
3. Based on the research, what are the most important resilient factors? How can these skills be developed?
4. What campus supports are available to help you be successful?
5. How do successful individuals manage stress?

Chapter 6 Reading Assignment

1. Describe the academic self-regulation process and how engaging in this process can increase successful outcomes.
2. According to the research, how accurate are our self-assessments? Why is this important to know? Based on these findings, what actions might be needed?
3. How does attribution theory and locus of control play a role in success?
4. What self-reflective techniques will increase the likelihood of success?

Chapter 7 Reading Assignment

1. Describe the decision making process. What are some ethical considerations related to decision making?
2. What does the research say about who is successful in online courses?
3. What skills do employers value?
4. Compare and contrast Holland and Krumboltz's career theories. Describe the career exploration process.
5. Why is a professional social media presence important?
6. Why is your credit score important? How can you work toward a high credit rating?

Appendix C Grade Worksheet

Chapter Assignments (15%)	Due Date	Points Possible	Points Earned
Chapter 1 Reading Assignment	8/31	15	
Chapter 1 Quiz Completion	8/31	10	
Chapter 2 Reading Assignment	9/14	15	
Chapter 2 Quiz Completion	9/14	10	
Chapter 3 Reading Assignment	9/28	15	
Chapter 3 Quiz Completion	9/28	10	
Chapter 4 Reading Assignment	10/12	15	
Chapter 4 Quiz Completion	10/12	10	
Chapter 5 Reading Assignment	10/26	15	
Chapter 5 Quiz Completion	10/26	10	
Chapter 6 Reading Assignment	11/7	15	
Chapter 6 Quiz Completion	11/7	10	
Chapter 7 Reading Assignment	11/16	15	
Chapter 7 Quiz Completion	11/16	10	
Class Participation	Whole semester	25	
Total		200	
Homework/Class Assignments (15%)	Due Date	Points Possible	Points Earned
MBTI Completion	9/22	15	
SII Completion	11/26	15	
Appointment with Career Counselor to review SII	End of Semester	10	
Event Attendance (two required)	End of semester	10 (5 pts each)	
Completed Resume	10/24	30	
Service Learning Hours (5 required)	10/16-10/27 unless arranged with instructor	50 (10 pts per hour)	
Class Tasks	Throughout Semester	20 (5 pts each)	
1. KatSafe Sign up		5	
2. Library Tour Attendance		5	
3. Library Tutorial Completion		5	
4. Jobs for Kats Sign up		5	
Total		150	
Tests (20%)	Due Date	Points Possible	Points Earned
Midterm	9/28	100	
Final Exam	12/5	100	
Total		200	

Writing Assignments (50%)	Due Date	Points Possible	Points Earned
Reflection Assignment 1: Academic Journey	9/14	75	
Reflection Assignment 2: End of Semester and Next Steps	11/30	75	
Exploring the Research Worksheet 1: McClain (1983) article	9/28	50	
Exploring the Research Worksheet 2: Presentation article	11/7	50	
Service Learning Reflection Exercise	11/2	25	
The Good Food Revolution Discussion Board Participation (10 out of 11)	Varies	50 (5 pts each)	
Career Exploration Paper (include revised resume with paper)	11/28	125	
Total		450	
Research Article Presentation (5%)	11/7	50	
Overall Grade		Points Possible	Points Earned
Chapter Assignments		150 (15%)	
Homework/Class Assignments		150 (15%)	
Exams		200 (20%)	
Writing Assignments		450 (50%)	
Presentation		50 (5%)	
Total		1000	

APPENDIX D
The Good Food Revolution Discussion Board Prompts
And Reading Schedule

Reading Schedule:

Students		Day	Assigned Reading
Rosa Betancourt	Heather Davis	1 9/1	pp. xi-18
Jacob Dorman	Sulia Drewery		
Jennifer Flores	Kaylea Haas	2 9/5	pp. 19-39
Stephen Hampton	Jacob House		
Abigail Huls	Sinai Ibarra	3 9/6	pp. 43-62
Jacob Johnson	Cynthia Jordan		
Anthony Kambiss	Michelle Lopez	4 9/7	pp. 63-87
Roland Martinez			
Esmeralda Mata	Alyssa Moore	5 9/8	pp. 88-108
Dana Moreno			
Joshua Morrison	Jamie Oquinn	6 9/11	pp. 111-129
Reid Page			
Andres Puente	Norma Puga	7 9/12	pp. 130-151
Michael Raiborn			
Christopher Ramirez	Zachary Rast	8 9/13	pp. 152-174
Sierra Ribsam			
Alicia Rodriguez	Alana Rodriguez	9 9/14	pp. 175-207
Carley Soules			
Summer Turman	Erin Twohey	10 9/15	pp. 208-236
Anthony Vasquez			
Madison Westbrook	Amber White	11 9/18	pp. 237-249
J'Marqus Williams			

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?

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.