



UNIV 1301: An Introduction to Collegiate Studies

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Required Texts:

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

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.

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 with help from the writing center. 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 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: 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. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

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** 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.

Absences on Religious Holy Days: University policy states that a student who is absent from class for the 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. Student must be excused to travel for observance of a religious holy day. A student who wishes to be excused for a religious holy day must present the instructor with a written statement describing the holy day(s) and the travel involved. The instructor should provide the student with a written description of the deadline for the completion of missed exams or assignments.

University ADA Policy: Sam Houston State University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere 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.

Grading Scale: (See Appendix A for a Grade Worksheet - optional)

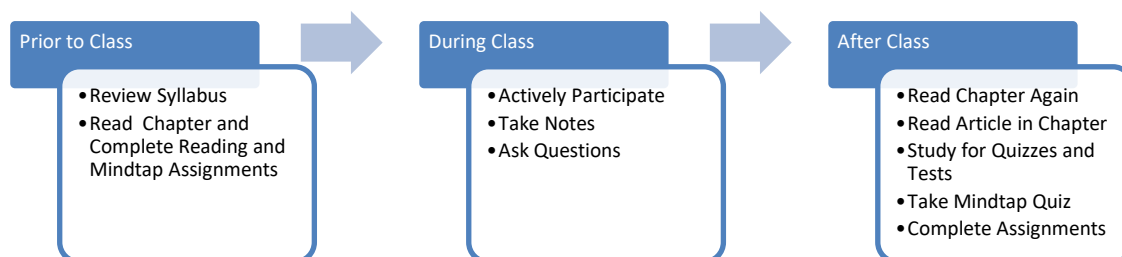
90-100	A	Excellent Work
80-89	B	Good Work
70-79	C	Acceptable Work
Below 70	F	Failing Work

Late Work/Missed Exam Policy:

All Students are Expected to Complete Learning Tasks on Schedule

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 a personal situation that prevents you from doing so, you will need to discuss this with me prior to the due date. Assignments can be submitted via Mindtap or Campus Cruiser My Assignments **PRIOR to a class** if you will be absent. Extensions are only given in rare situations and at my discretion. If provided, a missed exam may be administered orally.

Your Learning Experience:



Assignments:

Chapter Assignments (30%):

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)
 - 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
 - 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
 - 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 Participation (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, including the discussion board participation (see appendix C). To fully participate in many of these in-class assignments, you will need to complete related tasks prior to class.

Written Assignments (30%):

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.

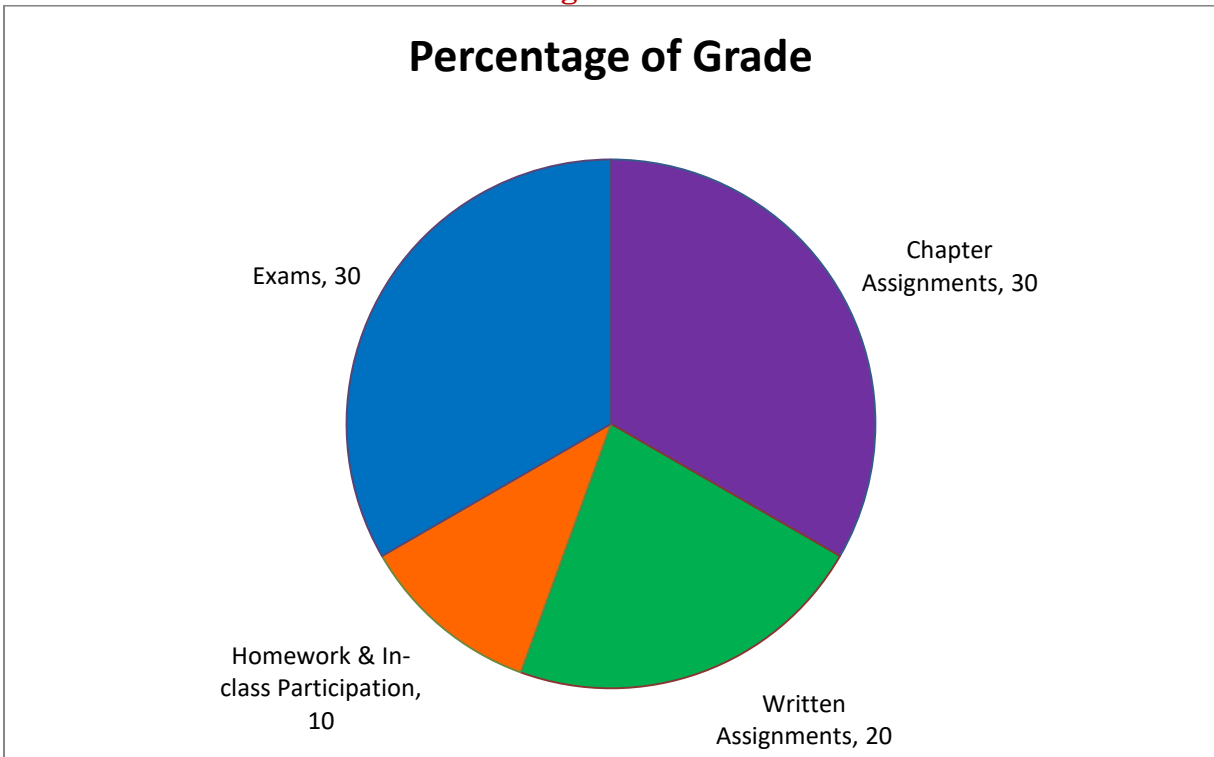
1. Reflection Assignment 1: Academic Journey (2-3 pages). Reflect back on your academic experiences prior to college and your experience in college thus far. Describe your journey as a student. Address both in and out of the classroom experiences.
 - Part 1: In K-12, what went well? What challenges did 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: Progress Report and Action Plan (2-3 pages each). Reflect back on your academic goal for this semester; discuss progress and action steps needed.

- 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).
 4. Service Learning & Student Organization Reflection Paper (1-2 pages). You will be required to complete the following requirements. After attending these events you will be responsible for turning in a one to two page, typed, double-spaced paper. Each paper should cover the following areas (unless otherwise noted):
 - a. Event title and date
 - b. Did the event meet your expectations?
 - c. Was the event fun, interesting, educational, exciting ...?
 - d. What did you learn from the event?
 - e. What did you learn about yourself?
 - f. What does this have to do with yourself and your education?
 - g. Would you attend an event like this again? Why or why not?
 5. Career Paper
 This research assignment is career focused, you must research a specific criminal justice related career. I will randomly assign careers to everyone. The paper must include the following:
 - history of the career
 - current facts about the career
 - facts from someone who is currently employed in this career
 - lastly if this is a career that you would choose and why or why not. Use your MBTI and SII results to complete this portion.
 - Your paper must have a writing center stamp for full credit.

Exams 30%

As you are discovering, testing is a powerful way to learn. You will be taking a midterm (10%) and a cumulative final exam (20%) that will consist of a combination of multiple choice and short answer questions (these will be from your reading assignments).

Grading Information



Chapter Assignments	30%
Written Assignments	30%
Exams	30%
Homework and In-Class Participation	10%

Course Calendar (Subject to Change)

Week	Date	Homework/Assignments/ Readings prior to each class day	Class Day Topic/Speaker	Due
Week 1	Thurs 8/24	“Getting to Know You” Discussion Board	Introductions Overview course & syllabus Chapter 1: College Expectations: Being a Critical Thinker Your College Vs. High School Experience	
Week 2	Tues 9/5	Reading Assignment Chap 1 Reflection Assignment: Academic Journey(Due 9/10 at Midnight)	Chapter 1: College Expectations: Being a Critical Thinker	9/10
	Thurs 9/7	Chapter 1 Mindtap Assignment Time for Action 1.2 -Student Success Advice Chapter Quiz(DUE 9/10 at midnight)	Chapter 1 Contd.	9/10
Week 3	Tues 9/12		Chapter 2: Skills You Need: Memory, Note-Taking, and Studying Techniques continued	
	Thurs 9/14	MBTI /SII needs to be completed	Boys & Girls Club Service Learning Presentation	9/10
Week 4	Tues 9/12	Reading Assignment Chap 2	Guest Speaker: SAM Center Mentor Meet in Kerper Courtroom	9/17
	Thurs 9/14	Chapter 2 Mindtap Assignments Time for Action 2.6 - Note-taking Apps Chapter Quiz All DUE 9/17 at MIDNIGHT		9/17
Week 5	Tues 9/19	Reading Assignment Chapter 3 Reading Assignment: Exploring the Research in Summary Worksheet for Sana, Weston, & Cepeda (2013) article	Chapter 3: Setting Goals and Making the Most of Your Time Meet in Kerper Courtroom Community Service Project/Advising Info	9/24
	Thurs 9/21	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 Chapter Quiz All DUE 9/24 at MIDNIGHT	Chapter 3 Continued MBTI Review	9/24

Week 6	Tues 9/26	Common Reader	Midterm Review	
	Thurs 9/28	Student Org. Reflection Paper Due	Meet in Kerper Courtroom , HEALTH CENTER	10/1
Week 7	Tues 10/3	Reading Assignment Chapter 4 Services Learning Week @ BGC	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 Midterm Exam		10/8
Week 8	Tues 10/10	Reflection Assignment: Progress Report and Action Plan	Chapter 4 Continued	10/15
	Thurs 10/12	Common Reader Chapter 4 Quiz	CJ INTERNSHIPS OFFICE Visit &/OR Resumes Meet in Kerper Courtroom	10/15
Week 9	Mon 10/16 Tues 10/17	Service Learning Project Begins Reading Assignment Chapter 5	Chapter 5: Motivation, Resilience, Stress Management: Strategies for When College and Life Get Challenging Service Learning Preparation	
	Thurs 10/19	Chapter 5 Mindtap Assignments Time for Action 5.1 -Motivation and College Chapter Quiz	Chapter 5 continued Work in Groups on Project	10/22
Week 10	Tues 10/24	Service Learning Reflection Paper	Common Reader	10/29
	Thurs 10/26		MEET in KERPER COURTROOM- Student Money Management	
Week 11	Tues 10/31	Reading Assignment Chapter 6 Exploring the Research in Summary Worksheet for Group Project Article	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 Chapter Quiz		11/5

Week 12	Tues 11/7	Reading Assignment Chapter 7	Chapter 7: Making Good Academic, Career, and Financial Decisions Work in Groups on Project	11/12
	Thurs 11/9	Chapter 7 Mindtap Assignments Time for Action 7.11 -Your Online Presence: Creating a Professional Profile Chapter Quiz	MEET IN LSC BALLROOM Will Allen Keynote and Book Signing 2 p.m. - 3:20 p.m. LSC Ballroom	11/12
Week 13	Tues 11/14		Chapter 7: Making Good Academic, Career, and Financial Decisions continued Service Learning Reflection Exercise	
	Thurs 11/16		“What’s Your Story” Meet in CJ Courtroom	11/20
Week 14	Tues 11/21		Student Career Presentations	
	Thurs 11/23	Thanksgiving Holiday		
Week 15	Tues 11/28	Career Research Paper Due	Student Career Presentations	
	Thurs 11/30		Final Review	12/4
Final	12/7		Final Exam	

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.***

Appendix: Grading Rubrics

Chapter Assignments

"A" Work (90-100%):	Well written comprehensive responses to questions- grammatically correct, good organization, free of spelling errors <ul style="list-style-type: none">• 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

"A" Work (90-100%):	<p>Well written - grammatically correct, good organization, free of spelling errors, cited source appropriately</p> <p>Completely answered all questions:</p> <ul style="list-style-type: none"> ✓ Introduction- Clear explanation of purpose of study and what question researchers were seeking an answer to ✓ 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
"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; 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; • Missed key research findings; • Minimal or no details provided

Chapter Activities

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?

Mindtap Assignments:

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.

Chapter 1 Mindtap Assignment

Time for Action 1.2 Student Success Advice

Chapter Quiz

Chapter 2 Mindtap Assignments

Time for Action 2.6 Note-taking Apps

Chapter Quiz

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

Chapter Quiz

Chapter 4 Mindtap Assignments

Time for Action 4.10 Technology Tools for Groups

Chapter Quiz

Chapter 5 Mindtap Assignments

Time for Action 5.1 Motivation and College

Chapter Quiz

Chapter 6 Mindtap Assignments

Time for Action 6.5 Learning from Mistakes

Chapter Quiz

Chapter 7 Mindtap Assignments

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

Chapter Quiz

Appendix B

Required Online MBTI and SII Student Assessments: Completion Due Date:9/7/2017

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.



shsu.edu/careerservices | 936.294.1713 | jobsforkats.com

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Appendix C
Reflective 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

Reflective Reading Schedule – Everyone will post twice

Day	Date For Initial posts	Date for responses	Students Assigned			Assigned Reading
2	9/7	9/10	Samir Amar	Brando Trevino	Evelin Castro	pages 19-39
3	9/14	9/17	Robert Ardie	Victoria T. Guererrero	Azucena Diaz	pages 43-62
4	9/21	9/24	Marche'Nique Bell	Renisha Sullivan	Jaja Jackson	pages 63-87
5	9/28	10/1	Chloe Carlson	Jason Stevenson	Juan Martinez	pages 88-108
6	10/05	10/8	Doresha Sadler	Mahayla Segura	Carley Soules	pages 111-129
7	10/12	10/15	Arman Winters	Gail Salinas	Gianni Nunez	pages 130-151
8	10/19	10/22	Ashley Willett	Kili Salazar	Jillian Palazzolo	pages 152-174
9	10/26	10/29	Sakina Whitley	Christian Martinez	Tre' Pardue	pages 175-207
10	11/2	11/5	Colton Wahle	Samantha Rust	Ada Pena	pages 208-236
11	11/9	11/12	Genisis Valdez	Kaylee Pulido	Eriss Pierre	pages 237-249

Purpose: To explore a text deeply in light of one's own values and intentions




We are going to read approximately 20 pages per day. Each day 2-3 assigned students will post to the Discussion Board. These students will choose between the Square-Triangle-Circle **OR** the Four A's Text Protocol prompts to answer.

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

Four A's of Text Protocol

1. What Assumptions does the author of the text hold?
2. What do you Agree with in the text?
3. What do you want to Argue with in the text?
4. What parts of the text do you want to Aspire to (or Act upon)?

The rest of the class will reply to 2 of the assigned posters with 3 complete sentences using proper spelling and grammar. A response of "I agree" is not considered a correct response and will not receive credit.

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?