



UNIV 1301:04 An Introduction to Collegiate Studies Fall 2017

Instructor: Dr. Shantha Stokes

Office: SHCC, 2nd Floor

Phone: 936-294-1720

Email: sys003@shsu.edu

Office Hours: By appointment between the hours of Monday-Friday 10am to 3pm.

Career Counselor: Michelle Meers

Day and time the class meets: Monday, Wednesday, Friday, 1:00pm-1:50pm, Building CJC, Room A201

Textbooks

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)

Allen, Will (2012). *The Good Food Revolution*. New York: Penguin Random House.

(Students received a copy at summer orientation)

Other Required Materials

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

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 extensively 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 area of study exploration and 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, 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 the 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/sex, alcohol/drugs, and money management).
5. Synthesize and evaluate the meaning of experiences in service learning, leadership and civic responsibility.

Teaching Strategies

- Small group discussion/projects
- Peer review and evaluation
- Computer assisted learning programs
- Visits to various campus resources
- Student presentations
- Review of writing assignments
- Lecture

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 **APA format (6th edition)**.

Academic Community Engagement (ACE) / Service Learning Course

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 use 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 all 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.

Visitors in the Classroom: If the visitor is not a registered student, it is at the instructor's discretion whether or not the visitor will be allowed to remain in the classroom.

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/or any guest speakers. You are expected to attend class each time we meet. **After two class absences each additional absence may result in a 5 points drop in the student's final letter 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.

Late Assignments / Make Up Policy: Assignments both in and out of class will not be accepted late unless extenuating circumstances can be documented. This includes but is not limited to: in class quizzes, discussion groups, presentations, and exams. Even after documentation is provided decisions regarding rescheduling and makeups are at the discretion of the instructor. Examples of extenuating circumstances include documentation of the following: illness, family emergency, death of a loved one or participation in a required university sponsored activity.

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:

90-100	A	900-1000 Points	Excellent Work
80-89	B	800-899	Good Work
70-79	C	700-799	Acceptable Work
Below 70	F	Below 700	Failing Work

Assignments/Grades:

Writing

This involves several writing assignments. Fifty 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 research, make sure that all sources are cited correctly using APA format (6th edition).

Writing Assignments Outlined Below = 50% of total grade

Reflection Paper – 10% of written grade (80 points)

Students are required to attend four campus activities/events outside of class. These activities can include theatre/musical productions, student involvement activities, guest speaker series, author's forum, conferences, workshops and seminars. Papers are due one week after the event.

Students must complete a one page reflection paper for each activity attended (a total of **four papers**, 20 points each). Each paper should address the following questions:

- Event title and date
- Rationale for attending the event. Why did you choose this specific event?
- Did the event meet your expectations?
- Was the event fun, interesting, educational, exciting?

- What did you learn from the event?
- What did you learn about yourself?
- How did attendance of the even enhance your knowledge and integration into campus life and academic success?
- Would you attend an event like this again? Why or why not?

Journal Entries – 10% of written grade (120 points)

Each week students will submit a journal entry. The goal of the journal is for active personal reflection over structured topics examining areas of challenge for first year students. Journal entries can be related to topics discussed in class but are not limited to these topics. This active reflection will enable students connect in the classroom and out of the classroom experiences and give them the opportunity to develop a higher understating of personal values and growth. Journal entries should be typed, double spaced and 1 page in length and should include an introduction, body and conclusion/summary. Journal entries are due every Monday by the end of the class time (1:50pm), week 4-9; a total of **six** journal entries, 20 points each.

Integrated Career Research Assignment (MBTI, SII, EQ-i) 30% of written grade (300 points):

This research will use the feedback you receive from your **MBTI, SII** and **EQ-i** to assist students in creating and implementing an action plan that incorporates college knowledge, library literacy skills, major and career interests, 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.

This paper should focus on a specific career of interest you have chosen to explore. Students should incorporate: information from the MBTI, SII and EQ-i feedback/results, information received from Sam Center/Advising, Career Services and library resources such as the Occupational Outlook Handbook.

Research Paper Content should include the following:

- An overview of the industry/career you've chosen to explore and why you chose this career to explore (work environment, duties, hazards)
- The job outlook for that career (salary, job prospects)
- Skills and education needed
- What major field of study will prepare one for a career in this occupation
- What characteristics or qualities a person must possess to be a success in the chosen occupation, i.e. work related interest, skills, personality type indicators, etc.
- Educational, training and co-curricular activities one most engage in to be successful in the chosen career
- MBTI/ SII results as it relates to your chosen career choice (i.e. how are your results aligned or not aligned your choice of a career)
- EQ-i results as it relates to your chosen careen (i.e. how are your results aligned or not aligned with the characteristics/qualities needed to be effective in your chosen career, how is emotional intelligence and your specific profile applicable to your chosen career's work setting, job duties, and skills needed to perform the job)
- Conclusion/summary of your research

Research Paper Format:

Typed, double spaced, 7-8 pages in length. Must have a minimum of 5 references with no more than 2 references from non-scholarly internet resources, **APA guidelines must be adhered to.**

Class Participation- 30% of total grade

- 15%, 150 points - will includes quizzes, in class assignments/discussion, in class campus tours/guest speakers, homework, Blackboard discussions. Pop quizzes will be given four or more times during the semester.
- 15%, 150 points - Service Learning/Community Engagement Presentation - Each student will complete 5 hours of service learning to enhance their involvement in the culture of Sam Houston State University. Each student will be required to complete three hours of individual volunteer service on campus on in the Huntsville community. **Your volunteer experience may not be with an organization you are currently employed with.**
 - Class presentations will include:
 - What organization you volunteered with
 - Why you chose this organization
 - What you did
 - How did it impact you, what did you learn or discover
 - Was it worth your time, why or why not
 - Does your volunteer experience fit into your major/career choice

Resources for Volunteer Experiences:

- Rita B. Huff Animal Shelter
- SHSU - Fall Festival
- SHSU = Multicultural Student Services - <http://www.shsu.edu/dept/student-activities/multicultural-student-service/volunteer.html>
- Boys and Girls Club of Walker County
- SHSU - Center for Leadership and Service
- Hospitality House of Huntsville, Texas: <http://thehospitalityhouse.org/>
- Huntsville Family YMCA
- SAAFE House: <http://www.saafefhouse.org/volunteer/>
- SHSU – Food Pantry: http://www.shsu.edu/pin_www/T@S/2014/foodpantry.html

Tests: Midterm, Final – 20% of total grade

Midterm – 75 points

Final Exam – 125 points (comprehensive)

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

Campus Resources

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

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

Counseling Center <http://www.shsu.edu/dept/counseling/>

Note. This is a tentative syllabus and is subject to change by the instructor. Students may not drop this course without written permission from the First-Year Experience Department.

Required UNIV 1301 Assessments

- **MBTI & SII (online – SHSU Career Center)**

**Appendix B
MBTI & SII**

**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

Enter the following in your browser's address bar: **<https://online.cpp.com/>**

1. Enter Login: **bearkat (case sensitive)**
2. Enter password: **careerpath18 (case sensitive)** Leave the third field blank as an ID# is not needed at this time.
3. Choose either the **MBTI® Step I (Form M)** or the **Newly Revised Strong Interest Inventory** as assigned by your University 1301 instructor by clicking the appropriately corresponding green “Begin” button. (If you are taking both assessments, you will need to return to this area of the website after completion of the first assessment to begin the second in the same manner.)
4. Under “Assessment Information”, select “[Your Instructor’s Last Name 1301]” from the drop-down “Batch Name” menu.
5. Fill out required Background Information and begin assessment.
6. Click “Submit” when finished. You will be given an ID# at this time; be sure to write it down in case you need it to log in later.
7. Once you submit your completed assessment, the results will be sent to the SHSU Career Center career counseling staff. Please disregard the automatically generated message you receive about contacting the Career Center to make an individual appointment to review your results if your University 1301 instructor has made arrangements for you to receive your results in class or through a group presentation.

REMINDERS

1. There are no “right” or “wrong” answers.
2. Choose the answer that reflects what feels most natural to you.
3. Mark one answer for every item. Do not spend too much time thinking about each one - rely on your first impression.

936-294-1713

Career Services
www.shsu.edu/careerservices

careerservices@shsu.edu

**Tentative Schedule
(Subject to Change)**

Week of:	Harrington Chapter	Allen pages (Fridays)
8/23, 8/25	1	
8/28, 8/30, 9/1	1	xi-18
9/4 , 9/6, 9/8	3	19-39
9/11, 9/13, 9/15	2	43-62
9/18, 9/20, 9/22	5	63-87
9/25, 9/27, 9/29	4	88-108
10/2, 10/4, 10/6	4	111-129
10/09, 10/11, 10/13	6	130-151
10/16, 10/18, 10/20	6	152-174
10/23, 10/25, 10/27	Emotional Intelligence & EQ-i	175-207
10/30, 11/1, 11/3	7	208-236
11/6, 11/8, 11/10	Class presentations	237-249
11/13, 11/15, 11/17	Class presentations	
11/20, 11/22 , 11/24	Wellness, Diversity, Relationships & EQ-i	
11/27, 11/29, 12/1	Catch up & Review	
12/06	Final Exam, 2:30-4:30pm	

<u>Important Dates</u>	
<u>Assignment</u>	<u>Due Date</u>
Library Presentation	9/6, Room 155
Career Services Overview MBTI/SII	9/11
Weekly Journal	Every Monday beginning 9/11 thru 10/16
Sam Center	9/25
Boys and Girls Club Training	
Be the Match	
Midterm Exam	10/13
MBTI / SII Feedback Session	10/18
Money Management Presentation	
Reflection Paper	Final submissions 11/3
Class Presentations	11/6 thru 11/17
Draft of Research Paper Due	11/10
Health Promotions Presentation	
Research Paper Due	11/29
Final Exam	12/06, 2:30-4:30pm