



Syllabus

UNIV 1301.07: An Introduction to Collegiate Studies – Fall 2017

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Office Hours: By appointment
Class meeting Time: TTH 12:20-1:50
Classroom Location: CJC 110
Career Counselor: Michelle Meers

Course Description

UNIV 1301: An Introduction to Collegiate Studies. The content of the course features a study of the research and theory of strategic learning, cognition, and motivation. Students use assessment instruments to identify their own strengths and weaknesses as strategic learners. Students will research, think critically, write, and present on various topics to develop the skills necessary to excel in coursework. Students are expected to apply the learning skills discussed across their own academic programs and become effective and efficient learners. As a result of this course, students will have the tools necessary to engage in increasingly complex academic endeavors, civic responsibility, marketable skills development, and career planning.

Learning Objectives

IDEA Objectives: in this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

- **Essential:** Learning to apply course material to improve thinking, problem solving, & decisions.
- **Essential:** Learning to analyze and critically evaluate ideas, arguments, and points of view.
- **Important:** Developing skill in expressing oneself orally or in writing.



Materials

Required Texts – One Class Text and the SHSU Common Reader

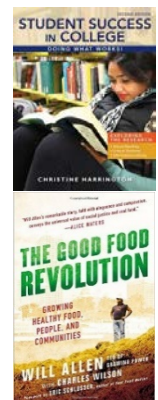
Student Success: Doing What Works!

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

2017 Common Reader – *The Good Food Revolution* by Will Allen. You should receive a copy at Orientation or it is available at the First-Year Experience Office.

Other Required Materials

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



Course Content

Learning Outcomes

1. Analyze academic skills and employ critical thinking and problem-solving strategies for success in the college culture.
2. Initiate career exploration and major/minor exploration. Develop an action plan for college completion based on the analysis and application of college knowledge, personal strengths, and career goals.
3. Create effective communications in written, oral, electronic, and visual representations, and critically analyze your interpretation of ideas expressed by others.
 - i. Explore library literacy skills and describe unintentional and intentional plagiarism.
 - ii. Compare and contrast ideas, values, and beliefs about the role a college education plays in different cultures and develop skills that will allow you to effectively interact with people of diverse cultures.
 - iii. Work collaboratively through group discussions, activities, and projects to learn more about effective teamwork skills.
 - iv. Explore technology and best practices for online coursework.
4. Critically evaluate and apply life skills necessary for your success (e.g. health/stress, nutrition, relationships, and money management).
5. Synthesize and evaluate the meaning of experiences in service learning, leadership and civic responsibility.

Writing Enhanced Course

This is a “W” course, which means that at least 50 percent of your course grade will derive from writing activities designed to help you master course objectives. Writing in this course is one of the tools your instructor will use to help you learn course material. Some writing activities will require you to draft and revise your work. Other written assignments are designed to assist you in critical reflection of the course material. You should approach writing in this course as a tool to use as part of your learning as well as a tool your instructor will use to assess your level of learning. **All written assignments turned in to the instructor must be typed, double-spaced in Times New Roman 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.

Policies

Academic Honesty

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

Attendance, Tardiness, and Early Exit Policy: Attending class, arriving for class on time, and remaining in class until 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.

Office 365

Microsoft Office 365: Office 365 is available for all current SHSU students, faculty, and staff. With Office 365, you now have one terabyte of OneDrive storage and access to a free download of Office. To access your Office 365 account, go to <https://login.microsoftonline.com/>. Enter your official SHSU e-mail address (ex., abc123@shsu.edu) - rather than your alias - and click sign-in. You will be redirected to the SHSU login page where you will enter your SHSU credentials. Your initial login will take about five minutes as Office 365 creates your account.

Assignments and Grades

| Grading Scale: | Points | Percent | Letter | Description |
|----------------|----------|------------|--------|-----------------|
| | 895-1000 | 90-100% | A | Excellent Work |
| | 795-894 | 80-89% | B | Good Work |
| | 695-794 | 70-79% | C | Acceptable Work |
| | 0-694 | Below 70 % | F | Failing Work |

50% - Major Writing Assignments: 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.

30% - Class/Homework/Participation Includes in-class discussion and participation, chapter reading assignments, service learning community engagement, common reader reflection, and a group presentation. 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.

To accomplish all of our learning goals, you will need to be engaged in significant learning outside of the classroom. The textbook is 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.

Community Engagement/Service Learning Project (9 hours minimum) to be performed at:

The Boys and Girls Club of Walker County
300 Martin Luther King Blvd
Huntsville TX 77320
(936) 291-6054

20% - Major Assessments: Includes mid-semester assessment, and final

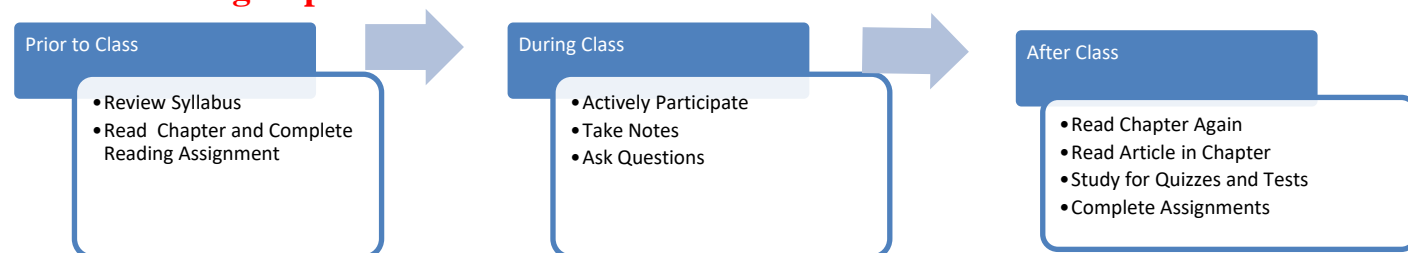
ALL ASSIGNMENTS ARE DUE ON THE DATE INDICATED IN THE SYLLABUS.
NO LATE ASSIGNMENTS WILL BE ACCEPTED.

Required UNIV 1301 Assessments

SII and MBTI (Syllabus page 4)

EQi – Emotional Intelligence Assessment (instructions in Blackboard)

Your Learning Experience:



MBTI and SII Assessment

After clicking on the following link, you will be required to register for the assessment platform site called *Elevate*. Once you are registered, you should be able to take both the Myers-Briggs Type Indicator (MBTI) assessment and/or the Newly Revised Strong Interest Inventory (SII) assessment. 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 respond naturally.

<https://Elevate.cpp.com/Respondent/ReturningUser?tokenId=a029b595-c7c9-4007-8273-547a97300781>

Service Learning Information – Boys and Girls Club of Walker County

Academic Community Engagement (ACE) is a teaching method that combines community engagement with academic instruction. The ACE initiative allows students to use the skills and knowledge learned in the classroom to make a difference and improve life in our community by understanding their roles as community members.

As a student, this course provides you the opportunity to make a difference in our community and to improve the quality of life for the people in the organizations with which you will be working. Enrolling in ACE designated courses helps you to embody the mission of the university by taking courses that also serve the community. ACE courses allow you to earn community service hours in your academic course.

ACE courses require a minimum of 9 hours of documented community service and offer the opportunity to network with community partners, earn credit for the ACE course, and possibly earn internship credit.

Service Learning Volunteer Requirement:

Each student will complete 9 hours of individual volunteer service with The Boys and Girls Club of Walker County starting 9/5/17 through 9/22/17.

Reflection Paper:

Each student will write a 1 page essay about your experience. Some useful questions that you can use for your paper include the following:

- Who / what is the organization?
- Who do they serve – what is their demographic? Why?
- What services do they provide? How does this help people or improve the community?
- Why do you think we selected this organization?
- What did you do? What did you like / dislike about the experience?
- What should society do about this issue?
- How has this service affected your life goals?

The reflection paper is due in class on 10/5/17.

The Boys and Girls Club of Walker County
300 Martin Luther King Blvd
Huntsville TX 77320
(936) 291-6054

Grade Worksheet

| Homework/Class Assignments | Points Possible | Due Date |
|--|-----------------|----------|
| Ch 2 Reading Assignment | 20 | 9/7/17 |
| Ch 3 Reading Assignment | 20 | 9/26/17 |
| Ch 4 Reading Assignment | 20 | 10/17/17 |
| Ch 5 Reading Assignment | 20 | 10/24/17 |
| Ch 6 Reading Assignment | 20 | 10/31/17 |
| Ch 7 Reading Assignment | 20 | 11/14/17 |
| MBTI/Strong/EI | 20 | 10/3/17 |
| Service Learning Participation/Refl. | 50 | 10/5/17 |
| Group Presentation (indiv grade) | 50 | 11/28/17 |
| General Classroom Participation | 60 | 11/28/17 |
| Total | 300 | |
| | | |
| Assessments | Points Possible | Due Date |
| Midterm | 100 | 10/10/17 |
| Final | 100 | 12/5/17 |
| Total | 200 | |
| | | |
| Writing Assignments | Points Possible | Due Date |
| Reflection Assignment 1 | 100 | 9/12/17 |
| Reflection Assignment 2 | 100 | 10/19/17 |
| Reflection Assignment 3 | 100 | 11/16/17 |
| Exploring Research Individual Assessment | 75 | 9/14/17 |
| Exploring Research Group Assessment (individual paper) | 75 | 11/28/17 |
| Common Reader | 50 | 11/2/17 |
| Total | 500 | |
| | | |
| Overall Grade | Points Possible | |
| Homework/Class Assignments | 300 (30%) | |
| Assessments | 200 (20%) | |
| Writing Assignments | 500 (50%) | |
| Total | 1000 | |
| Extra Credit OPTIONAL | | |
| Interview with a Professor | 20 | 9/19/17 |
| Time Management Exercise | 20 | 10/5/17 |
| Resume / Cover Letter | 20 | 10/19/17 |
| MBTI Reflection | 20 | 10/26/17 |
| Cultural Event Analysis | 20 | 11/14/17 |
| TOTAL POSSIBLE POINTS | 1100 | |

Grading Scale:

| Points | Percent | Letter | Description |
|----------|------------|--------|-----------------|
| 895-1000 | 90-100% | A | Excellent Work |
| 795-894 | 80-89% | B | Good Work |
| 695-794 | 70-79% | C | Acceptable Work |
| 0-694 | Below 70 % | F | Failing Work |

Chapter Assignments

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 Chapters 2 - 7, answer the below questions. Type answers in complete sentences using 12pt Times New Roman font, double spaced, 1 inch margins, and turn in during class on the due dates indicated.

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?

Chapter Assignments Grading Rubric

| | | |
|--------------|-----------------------------|--|
| 18-20 Points | "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 |
| 16-17 Points | "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 |
| 14-15 Points | "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 |
| 0-13 Points | "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 |

Major Writing Assignments

1. Reflection Assignment 1: Academic Journey (2 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 pages). Reflect back on your academic goal for this semester; discuss progress and action steps needed.
 1. Are you on track with your goal? What evidence exists to support your view?
 2. 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?
 3. 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. Reflection Assignment 3: Moving Forward – College and Beyond (2-3 pages). Looking into the future, reflect on your future career.
 - What have you chosen as your career (occupation)?
 - What skills and education are needed to be successful in this career? Incorporate information you have gathered through utilizing campus resources (Career Services, Sam Center, Newton Gresham Library), O*NET, Occupational Outlook Handbook and your own life/work experiences.
 - Is the expected salary range what you anticipated?
 - What things other than your formal education at SHSU is needed to enhance your success in this career? Think about how co-curricular activities, community service, internships, networking, part-time jobs will be of value.

Reflection Paper Rubrics

| | | |
|---------------|-----------------------------|--|
| 90-100 Points | "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) |
| 80-89 Points | "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 |
| 70-79 Points | "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 |
| 0-69 Points | "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 |

Major Writing Assignments (continued)

4. 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).
5. 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.

Exploring the Research in Summary Worksheets Rubrics

| | | |
|--------------|-----------------------------|---|
| 68-75 Points | "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 |
| 60-67 Points | "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 |
| 53-66 Points | "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 |
| 0-52 Points | "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 |

Class Presentation

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.*

Presentation Rubric

| | | |
|--------------|------------------------|--|
| 45-50 Points | "A" Work (90-100%): | <ul style="list-style-type: none"> • Article chosen is connected to student success and has research findings that will be useful to classmates • Well organized Power Point presentation- grammatically correct, free of spelling errors, cited source appropriately • Good eye contact and audience engagement • Emphasized key points by talking more loudly, pointing to a visual aid, etc. • Visually appealing slides- minimal use of words, effective use of Smart Art or other visual tools such as images or charts organize information; Grammatically correct, good organization, free of spelling errors, cited source appropriately • Completely addressed all of the following: <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 and emphasis on key findings ✓ Discussion- description of value of study and how students can use this information to their advantage |
| 40-44 Points | "B" Work (80-89%) | <ul style="list-style-type: none"> ✓ Well organized Power Point slides, - no more than one or two spelling or grammar errors ✓ Visually appealing slides- some images, charts or other tools were used to organize information ✓ Good eye contact and audience engagement ✓ Included information listed above- information was general in nature; not a lot of details provided |
| 35-39 Points | "C" Work (70-79%) | <ul style="list-style-type: none"> ✓ Generally well organized, some spelling and grammar errors ✓ Minimal use of visual tools such as images and charts ✓ Minimal eye contact; Relied on slides-sometimes reading them ✓ Provided general information about research study- missing some information; not a lot of details provided |
| 0-34 Points | "F" Work (0- 69%) | <ul style="list-style-type: none"> ✓ Many spelling and grammar errors ✓ Minimal or no use of visual tools such as images or charts ✓ Read presentation; Little to no eye contact ✓ Did not provide comprehensive information on research study selected; few details if any provided |

Extra Credit

Students can earn up to 100 points of extra credit by completing these 5 short assignments. Reflection papers must be 1-2 pages typed, double spaced, free of spelling errors and grammatically correct.

Interview with a Professor – due 9/19/17 - 20 points

Interview one of your professors (sample questions below). Write a summary of their responses and your reaction to their responses. What are the benefits of interviewing a professor?

Possible interview questions:

What was your first year of college like?

Where did you go to college? Why did you go there?

At what point in your life did you decide to teach? Why?

What do you like most about teaching? Least? Why?

What are some of the things that keep you busiest outside the classroom?

What do you expect from your students? What should they expect from you?

What advice can you offer to new college students?

Time Management Exercise – due 10/05/17 - 20 points

Complete a “before” picture of Tuesday/Wednesday 09/27/17 – 09/28/17 (available on Blackboard). Include the times that you will be in class, at work, eating a meal, and when/what you plan to study. Also include any planned free time. As you go through Tuesday and Wednesday, complete what really happened during these days. Use the “after” timetable. (Hint: It is easier to write things down as they happen rather than wait for the evening to remember what happened.)

After you analyze what happened versus what was scheduled to happen, write an essay about what you discovered doing this exercise. Did you discover that you like keeping to a schedule, or did you feel trapped by it? Did you actually study when you said you were going to? What things happened that were unexpected and threw off your planned schedule? Turn in your typed reflection and the before/after schedule.

Resume/Cover Letter – due 10/19/17 – 20 points

For this assignment, you are to create or update your resume and turn it in with a cover letter applying for a fictional job as a UNIV 1301 Teaching Assistant. For examples of resumes, please utilize the resources on Career Services website.

MBTI Reflection – due 10/26/17 – 20 points

Analyze your MBTI scores. After review, write an in-depth essay about the results. Were they accurate? Is this how you see your personality? The attached career section reflects careers suitable to your personality. Do these careers match what you think you would like to do?

Cultural Event Analysis – due 11/14/17 – 20 points

Attend a student (academic) SHSU Cultural Event (theater, dance, music, or art) and write an essay about it. What did you attend? Did you like it or not? Why? How much time do you think the faculty/students prepared for the event? If you were involved in a cultural event here, what things would you change in your schedule to prepare for the event?