



UNIV 1301: An Introduction to Collegiate Studies

Instructor: Dr. Autumn J. Smith-Herron Class Meeting Hours: 4:00 – 5:20 Class Location: AB IV Room 203 Day and time the class meets: T;TR	Instructor Office Hours: M;W 1-4 Office Phone: 294-3788 Office Location: TRIES room 189c Email: smith-herron@shsu.edu
Career Counselor: Amy Greenwell Office Phone: 936.294.2537 Email: adg028@shsu.edu Office location: Career Services Center, ABIV 210	Instruction Librarian: W. Cole Williamson Office Phone: (936) 294-4782 Email: wcw010@shsu.edu Office location: NGL 132

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 C. (2013). *The Good Food Revolution*. New York: Penguin Random House.
(Students received a copy at summer orientation)

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 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: 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 for TTh classes or three absences for MWF 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.

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.

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

Grading Scale:

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

Assignments/Grades:

50% - Written

This is a writing enhanced course. The writing portion of this class includes (but is not limited to) in class writing assignment, reflection papers, campus presentation reflection papers, essays, and a final draft of your career research paper

30 % - Class/Homework Participation

Includes all in class individual and group reflection reports and in class common reader group assignments.

10 % - Community Engagement/Service Learning Project

A minimum of 5 hours of community service will be required for this course.

10 % - Quizzes, Tests, Midterm, Final

Includes career research presentation, weekly quizzes, midterm, and final exam.

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

Required Online UNIV 1301 Assessments

- **SII (online – SHSU Career Center – see Appendix B for instructions)**
- **MBTI (online – SHSU Career Center– see Appendix B for instructions)**

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

Tentative Class Schedule

Student Success in College Chapter Reading Assignments in Blue

The Good Food Revolution Reading Assignments in Red.


Guest speakers are indicated by purple text.

Week	Date	Homework/Assignments/ Readings prior to each class day	Class Day Topic/Speaker
Week 1	Thurs 8/24		Introductions Overview course & syllabus Cathy Chisum Blackboard Basics
Week 2	Tues 8/29	pp 1-18	MBTI/SII, Classroom
	Thurs 8/31		Chapter 1: College expectations: being a critical thinker
Week 3	Tues 9/5	pp 19-39	Chapter 1: College expectations: being a critical thinker quiz
	Thurs 9/7		Megan St. Vigne - Academic Advising
Week 4	Tues 9/12	pp 43-62	MBTI/SII Interpretations – Amy Greenwell
	Thurs 9/14		Chapter 2: Skills you need: Memory, Note Taking and Studying Techniques quiz
Week 5	Tue. 9/19	pp 63-87	Chapter 2: Skills you need: Memory, Note Taking and Studying Techniques Using mnemonics to help you study (in class assignment)
	Thurs 9/21		Career Services: Amy Greenwell: Professional Aspects (resume building)
Week 6	Tues 9/26	pp 88-108	Exam 1 (student success chapters 1,2,)
	Thurs 9/28		Chapter 4: It's Show Time: Papers, Presentations, and Tests

UNIV 1301: An Introduction to Collegiate Studies: An Introduction to Collegiate Studies. Fall 2016

Week 7	Tues 10/3	pp 111-129	Chapter 4: It's Show Time: Papers, Presentations, and Tests
	Thurs 10/5		Budgeting/Money management - Lupita Hernandez
Week 8	Tues 10/10	pp 130-151	Editor's Marks – Proofreading symbols exercise quiz
	Thurs 10/12		Professional Seminar: Dr. Mike Barger – Fish parasites of East Texas LDB room 2014
WEEK 9	Tues 10/17	pp 152-174	Introduction to the Library and online resources Cole Williamson – Class will meet at the Library
	Thurs 10/19		Quiz Research Portfolio Literature Search
Week 10	Tues 10/24	pp 175-207	Hold for Rosalin Lambey, Academic Mentoring
	Thurs 10/26		Hold for Health Promotion – Seminar: Stress Management
Week 11	Tues 10/31	pp 208-236	Taking the Who, what, why, when and how approach to writing: in class assignment Creating outlines quiz
	Thurs 11/2	pp 237-249	Exam 2 (student success chapters 4; common reader)
Week 12	Tues 11/7		Portfolio research

UNIV 1301: An Introduction to Collegiate Studies: An Introduction to Collegiate Studies. Fall 2016

	Thurs 11/9	Authors Forum-<i>The Good Food Revolution</i> LSC Ballroom www.shsu.edu/fye-events www.shsu.edu/fye-contests	Thursday, November 9 Keynote and Book Signing by Will Allen from 2 to 4 p.m.
Week 13	Tues 11/14		Portfolio research
	Tues 11/16		Portfolio research
Week 14	Tues 11/21		Community Service Day
	Thurs 11/23	Thanksgiving Holiday	
Week 15	Tues 11/28		Presentations
	Thurs 11/30		Presentations
Final			Final Exam

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

**Required Online MBTI and SII Student Assessments:
Completion Due Date: _____**

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.

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.

Professional Research Activity and Presentation

Career Research Portfolio - Each student will construct a research portfolio. This portfolio will outline the research and strategies that you will take to achieve your career goals. You will utilize the skills learned from *Student Success in College* as well as in class instruction to complete your portfolio. Each portfolio will contain:

- I. Introduction – an overview of your chosen career
- II. Details pertaining to your career choice
 - a. Job description
 - b. Salary
 - c. Skills and education required/formal coursework
 - d. Location (desired or required)
 - e. Societal need for this position
 - f. Projected work schedule
 - g. benefits
- III. Why is this career appropriate (good fit) for you? This information will come from you MBTI and SII interpretation results.
- IV. A letter of intent to apply for the job.
- V. Resume
- VI. Develop a detailed action plan for your career choice and opportunities you can identify that will help you to develop these skills.
 - a. Specific professional skills, behavior, and opportunities you can identify that will help you to develop these skills and behavior.
 - b. Specific internship opportunities related to your career choice. When will you apply for these internships, and what you will need to submit a competitive application.
 - c. Describe mentors, references, or someone that you aspire to be in your personal or professional network.

In-class literary presentation - Each student will give a 10-15-minute presentation summarizing 2-3 pieces of primary literature from their field of study (career choice). This presentation will allow each student to critically analyze a piece, an experiment, a historical figure, research project, synopsis, or case study, etc., and will be given in the following format:

- I. Introduction
- II. Background/literature review
- III. Research question(s)
- IV. Research Methods
- V. Findings/data
- VI. Discussion/conclusion(s)
- VII. Future Research/Directions
- VIII. References
- IX. Acknowledgements
- X. Questions