



## Syllabus | Dr. Angrove

### UNIV 1301.15 An Introduction to Collegiate Studies – Fall 2017

<b>Instructor:</b> Dr. Kay Angrove <b>Office hours:</b> By Appointment <b>Phone:</b> 936-294-3423 <b>Email:</b> <a href="mailto:kangrove@shsu.edu">kangrove@shsu.edu</a> <b>Class meets:</b> Mon. and Wed. 4:00pm – 5:20pm <b>Location:</b> ABIV 203	
<b>Career Counselor:</b> Carol Adams-Shearer <b>Email:</b> <a href="mailto:cma057@shsu.edu">cma057@shsu.edu</a> <b>Office Location:</b> Career Services Center, ABIV 210	<b>Instruction Librarian:</b> W. Cole Williamson <b>Office Phone:</b> (936) 294-4782 <b>Email:</b> <a href="mailto:wcm010@shsu.edu">wcm010@shsu.edu</a> <b>Office location:</b> 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)

2017 Common Reader – *The Good Food Revolution: Growing Health Food, People, and Communities* by Will Allen. You received a copy at summer orientation or it is available at the First-Year Experience Office.

**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 strengths and weaknesses as strategic learners. Students will research, think critically, write, and present on various topics to develop the skills necessary to excel in coursework. Students are expected to apply the learning skills discussed across their own academic programs and become effective and efficient learners. As a result of this course, students will have the tools necessary to engage in increasingly complex academic endeavors, civic responsibility, marketable skills development, and career planning.

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

**Essential:** Gaining Factual Knowledge  
**Essential:** Learning to apply course material to improve thinking, problem solving, & decisions.  
**Important:** 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 (e.g. reading, writing, note taking and test taking) 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 a 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 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.
4. 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.

### **Writing Enhanced Course**

This is a "W" course, which means that at least 50 percent of your course grade will derive from writing activities designed to help you master course objectives. Writing in this course is one of the tools your instructor will use to help you learn course material. Some writing activities will require you to draft and revise your work. Other written assignments are designed to assist you in critical reflection of the course material. You should approach writing in this course as a tool to use as part of your learning as well as a tool your instructor will use to assess your level of learning. All written assignments turned in to the instructor must be typed, double-spaced, in either Times New Roman or Arial font style and 12 pt. font size, using correct grammar, sentence structure, citations, references, and terminology. When doing the research pieces, make sure that all sources are cited correctly using MLA or APA format (6th edition) as directed by your instructor.

### **Academic Community Engagement (Service Learning)**

As educated citizens, you will have important opportunities to impact your community. In this course, you will not only learn knowledge and skills, but also actively apply them to make a difference in our community to improve the quality of life. This experience, it is hoped, will help you see yourself as a positive force in this world and deepen your understanding of your role as an educated citizen.

**Academic Honesty:** 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.

**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. If you attend EVERY class period in the semester, you will earn a 100 point bonus on your final grade point total. After **two absences**, each additional absence will result in a 100 point reduction in your final grade point total 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](#) 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

**Assignments/Grades:**

**50% - Written**

Includes two "Create Your Future" research/writing assignments, a Scholarships4Kats scholarship application. And a "Learning What SAM has to Offer" Reflection.

**30% - Class Participation**

Includes class attendance, online MBTI, SII, and EQ-I 2.0 assessments, in-class student chapter presentations, in-class assignments, group work, and quizzes. Please be prepared for class by reading the textbook chapters and/or SHSU Common Reader chapters **before** they are covered in class.

**20% - Service Learning Project**

Includes 5 hours of service to the community. The Public Service Announcement (PSA) script and video will be completed on a topic related to the SHSU Common Reader to be discussed in class,

**Required UNIV 1301 Assessments (Online)**

- SII (online see Appendix B for instructions)
- MBTI (online see Appendix B for instructions)
- EQ-I 2.0 (online see Appendix B for instructions)

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

**Writing Assignment Details (500 pts.)****Creating Your Future (Two Assignments - 300 points total)**

A major research project for UNIV 1301 this semester is entitled "Creating My Future". This project will consist of two separate but related assignments and will serve as an evidence-based exploration of your college and career plan. As you discover resources, develop research-based strategies to learn and apply learning theory; think of this two-assignment project as a blueprint for your future.

These assignments can include information from guest speakers, from chapter presentations, from independent library research, and from many of the assignments that we will do in class or as homework. Therefore, it is critical for you to attend and complete all of the in-class and homework assignments thoroughly and on time. You will need them as references and/or sources for these two papers.

As part of these assignments, you are expected to make an appointment with the SHSU Writing Center (Academic Success Center) to schedule a review of the Career Exploration paper. At this session the tutor will review your draft and make suggestions on how you might improve the writing of the paper. Please schedule these appointments in advance of the due date. Do not wait until the last minute because the writing center will become booked and you will not be able to complete this portion of the assignment. **When you turn in the final copy of the Career Exploration paper, you will also include the marked up draft that you took to the Writing Center.** The draft should include the Writing Center stamp along with the notations of the suggestions that they make for the paper. Part of your final grade will come from whether or not you revised your paper based on their suggestions.

The Career Exploration paper must to be a minimum of 4-7 typed, double spaced pages in length, 12 point Times New Roman font, 1" top and bottom margins and 1 ¼" side margins. Additionally, you will cite sources used in an additional page labeled "References" We will work together to cite sources correctly in APA format. You can find resources to help you cite correctly at the Newton Gresham library website. Also see the Writing Center Handouts:

<http://www.shsu.edu/centers/academic-success-center/writing/handouts.html#loc>

We will spend time defining plagiarism and applying good writing practices to avoid it. Assignments received that are not correctly cited or are obviously copied from another place, or otherwise suspected of plagiarism may receive no credit. If you have any questions about how to do this that have not been answered by those resources provided above or our time in class, please feel free to ask me before turning in your paper and I would be happy to assist you.

**Creating My Future: College Plan (150 pts.)**

During the class we will learn about research on goal setting, time management, active learning, critical thinking, academic integrity, and study skills. Think about how you might use information from your advisors, your Degree Works degree plan, and the university website to make your college plan. Please include the following information in your college plan. We will spend some class time defining what this should look like.

- a. Introduction (statement of purpose) with an overview of what this written assignment will be about. (20 pts)
- b. Detail the background and reasoning for choosing a particular college major & minor (family business, childhood dream, teacher inspired you, career assessment, undecided but considering, etc.) (10 pts.)
- c. What short-term (this semester) and long-term (two to five year goals have you set and some ideas of how you plan to achieve the goals. (20 pts)
- d. Provide a table or a page with your course plan by semester for your undergraduate studies. You can find this in detail in your Degreeworks profile or in the online undergraduate catalog. (20 pts.)  
<http://catalog.shsu.edu/degree-programs/>
- e. What methods do you (will you) employ to learn new material and manage your time? What challenges do you anticipate (face) in your other colleges classes? (20 pts.)
- f. Summary: Provide a summation of your exploration. (20 pts)
- g. Sources: Provide at least 3 properly cited sources – textbook, university website, and others - (20 pts)
- h. All sentences are well constructed with very few minor mistakes. Complex sentence structures are used effectively. (20 pts.)

**Creating My Future: Career Exploration (150 pts.)**

You may want to make an individual appointment with a career services counselor to guide you with some of this assignment. Other resources you may want to consult are: Your textbook, The Career Services website, O\*Net, and The Bureau of Labor Statistics, and the Newton Gresham librarian assigned to UNIV 1301 courses (Cole Williamson) Below are expectations for content and organization. See: <http://shsulibraryguides.org/univguides>

- a. Introduction (statement of purpose) and an overview of your top career choice related to your degree choice. Why did you choose this? What evidence did you use.(20 pts.)
- b. Details of top career choice (20)
  - i. Job outlook and salary ranges
  - ii. Skills and education
  - iii. Advantage & disadvantages of positions (i.e. travel, flexibility, relocate, work from home)
- c. Use evidence to explain why you think this is the most appropriate career path for you. Use the information from your MBTI and SSI assessments and other resources to justify why you chose this one. (20 pts.)
- d. Create the following:
  - i. A letter of interest for a hypothetical job in this field (cover letter) (See Career Services for samples) (20 pts)
  - ii. Develop a current resume (See Career Services for samples) (20 pts)  
<http://www.shsu.edu/dept/career-services/resumes/index.html>
- e. Reflective summary - Provide a summation of the process of your career exploration. What obstacles did you encounter? What evidence did you use? What information surprised you? Did you find this process useful for future explorations? (10 pts)
- f. Writing Center draft and corrections in your final paper (20 pts)
- g. All sentences are well constructed with very few minor mistakes. Complex sentence structures are used effectively. (20 pts.)

**Scholarships4Kats Essays (200 pts.)****a. Essay 1 (50 pts.)**

Please provide a statement of financial need. Indicate any unique family situations, exceptional hardships, and/or extenuating circumstances that you feel should be brought to the attention of the scholarship committees. Using the template below, provide an estimated total in dollars of anticipated funding for the 2017-2018 academic year from each of the following:

- i. Parents
- ii. Employment
- iii. Anticipated additional resources (outside scholarships)
- iv. Military benefits
- v. Other (please specify or explain any unique situation you feel the committee should be made aware of)

**b. Essay 2 (50 pts.)**

Provide the scholarship committee with an in-depth description explaining what influenced your decision to attend Sam Houston State University including your educational goals, any achievements or accomplishments, and your expectations after graduation.

**c. Three letters/emails requesting permission to list a person as a reference (50 pts)**

You must also write, and turn in to me, and send to your references, three letters that you have written to the individuals who you will list as references on the Scholarships4Kats Application. You will need to verify their contact information (telephone and email contact) so you can correctly submit that information on your Scholarships4Kats application.

**d. Submittal of Scholarships4Kats application with both essays and 3 valid references. (50 pts.)****Optional Bonus Assignment - Learning What SAM has to Offer (50)**

There are several campus events that will enhance what we are doing in class this semester. You will earn 50 pts credit for attending an outside of class event and 50 pts. credit for writing a one-page response paper for one event (you must provide proof that you attended the event or have proof sent to me by someone responsible for the event). Some of these programs include, but are not limited to:

1. **Author's Forum: *The Good Food Revolution*** <http://www.shsu.edu/fye-contests> or <http://www.shsu.edu/fye-events> (other than the ones we are attending as a class)
2. **Career Services events and/or appointments:** <http://www.shsu.edu/dept/career-services/>
3. **Student Money Management presentation** <http://www.shsu.edu/dept/smmc/>
4. **Multicultural Events** <http://www.shsu.edu/dept/student-activities/multicultural-student-service/index.html>
5. **SHSU Cultural Event**
  - i. Theatre and Musical Theatre: <http://www.shsu.edu/academics/theatre/>
  - ii. Dance: [http://www.shsu.edu/~dnc\\_www/](http://www.shsu.edu/~dnc_www/)
  - iii. Music: <http://www.shsu.edu/academics/music/>
  - iv. Art: <http://www.shsu.edu/academics/art/>
6. **SHSU Athletic Events:** <http://www.gobearkats.com/>
7. **Center for Leadership and Service program** [http://www.shsu.edu/~org\\_cls/about.html](http://www.shsu.edu/~org_cls/about.html)
8. **Health Center sponsored programs** <http://www.shsu.edu/dept/student-health-center/>

### **Class Participation Assignment Details (30% - 300 pts)**

**MBTI, SII, and EQ-I 2.0** assessments will reveal personality style, your strengths, and various career opportunities. , and the alignment between these and your current goals and objectives. Online assessment instructions are included in Appendix B of this syllabus. You will include results of this information in one or two of the "Create Your Future" research/writing assignments. **(150.pts)**

**In-class Presentations:** Each student will be part of a responsible for presenting information in a textbook chapter as it relates to some aspect of your college experience (15 minutes). Rubrics outlining expectations are provided under separate cover and an example presentation will be modeled for chapter 1. You must be in class on the day you are scheduled to present to get credit for these presentation assignments. **(150 pts.)**

**No Missed classes = +100**

**Missed classes** (after the second one) **(-100 pts.)**

### **Service Learning Project Details: (20% - 200 pts)**

Being a good citizen means making time to help others. We will spend some time thinking about our community and the culture of service learning. In keeping with our university motto – A Measure of a Life is its Service - each member of the class is responsible for a minimum of five (5) hours of service related work during our designated service-learning project. We will discuss our designated project as a class and 20% of your grade will be based on this assignment. (100 pts. for the written Public Service Announcement (PSA) script with storyboard, and 100 points for the PSA video you will make and post to YouTube.

## Course Calendar (Tentative)

Week	Date	Homework/Assignments/ Readings prior to each class day	Class Day Topic/Speaker	Due by 11:30 pm
<b>Week 1</b>	Wed 8/23		Introductions Overview course & syllabus Critical Thinking in College	
<b>Week 2</b>	Mon 8/28 and Wed 8/30	Hurricane Harvey – Campus Closed	Hurricane Harvey – Campus Closed	
<b>Week 3</b>	Mon 9/4		Labor Day – No Class	
	Wed 9/6	Reading Assignment Chap 1 Complete the EQ-i 2.0 Emotional Intelligence assessment in BB Chapter 1 Assignment Time for Action 1.2 -Student Success Advice Chapter 1 Quiz in BB	Syllabus Review Bio Poem Chapter 1: College Expectations: Being a Critical Thinker	EQ-i 2.0 Emotional Intelligence online assessment in BB
<b>Week 4</b>	Mon 9/11	Reading Assignment Chap 2	Instructor Presentation on application of Chapter 1 concepts  Chapter 2: Skills You Need: Memory, Note-Taking, and Studying Techniques	
	Wed 9/13	Chapter 2 MindTap Assignments Time for Action 2.6 - Note-taking Apps Chapter 2 Quiz Upload Chap 2 Student Presentation in BB	Student Presentation on application of a particular topic in Chapter 2	

<b>Week 5</b>	Mon. 9/18	Reading Assignment: SHSU Common Reader through page 73: Patience	Square/Triangle/Circle Notes Introduce PSA	
	Wed 9/20	SHSU Common Reader Public Service Announcement Research	Deliberative Dialogue: Service Learning Project Development – Brainstorm PSA Topics	MBTI and SII online assessment at link sent to you by Career Services
<b>Week 6</b>	Mon 9/25	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	
	Wed 9/27	Chapter 3 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 3 Quiz in BB	Student Presentation on the application of a particular topic in Chapter 3	Creating My Future: College Plan Due in BB
<b>Week 7</b>	Mon 10/2	Prepare for Scholarships for Kats Writing Workshop	Scholarships for Kats Writing Workshop	
	Wed 10/4	Prepare for Scholarships for Kats Writing Workshop	Scholarships for Kats Writing Workshop	Draft of Scholarships4Kats Essays Due in BB
<b>Week 8</b>	Mon 10/9	Reading Assignment Chapter 4	Chapter 4: It's Show Time: Tests, Papers, and Presentations	
	Wed 10/11	Chapter 4 MindTap Assignments Time for Action 4.10 -Technology	Student Presentation on the application of a particular topic in Chapter 4	
<b>WEEK 9</b>	Mon 10/16	Reading Assignment: SHSU Common Reader through page 207: Grit	Square/Triangle/Circle Notes	



	Wed 10/18	SHSU Common Reader Public Service Announcement Research	Deliberative Dialogue: Service Learning Project Development – Part 1	
<b>Week 10</b>	Mon 10/23	Reading Assignment Chapter 5	Chapter 5: Motivation, Resilience, Stress Management: Strategies for When College and Life Get Challenging: Service Learning Preparation	
	Wed 10/25	Chapter 5 MindTap Assignments Time for Action 5.1 -Motivation and College Chapter 5 Quiz in BB	Student Presentation on the application of a particular topic in Chapter 5	
<b>Week 11</b>	Mon 10/30	Reading Assignment: SHSU Common Reader <i>The Good Food Revolution</i> to End	PSA Workshop	Final Scholarships4Kats Essays Due in BB Submittal of Scholarships4Kats application Upload in S4K website
	Wed 11/1	Work on PSA	PSA Workshop	PSA Story Board Due
	Nov 6-9	Authors Forum- <i>The Good Food Revolution</i> LSC Ballroom <a href="http://www.shsu.edu/fye-events">www.shsu.edu/fye-events</a> <a href="http://www.shsu.edu/fye-contests">www.shsu.edu/fye-contests</a>	Thursday, November 9 Keynote and Book Signing by Will Allen from 2 to 4 p.m.	
<b>Week 12</b>	Mon 11/6	Work on Career Paper and PSA	Attend SHSU Common Reader event instead of class	
	Wed 11/8	Work on Career Paper and PSA	Attend SHSU Common Reader event Instead of class	

<b>Week 13</b>	Mon 11/13	Reading Assignment Chapter 6 Exploring the Research in Summary Worksheet for Group Project Article  Work on Career Paper and Scholarships for Kats Essays	Chapter 6: How Are You Doing? Maximizing Learning via Self-Reflection Work in Groups on Project	
	Wed 11/15	Chapter 6 MindTap Assignments Time for Action 6.5- Learning from Mistakes Chapter Quiz. Work on Career Paper	Student Presentation on application of a particular topic in Chapter 6	
<b>Week 14</b>	Mon 11/20	Reading Assignment Chapter 7 Chapter 7 MindTap Assignments Time for Action 7.11 -Your Online Presence: Creating a Professional Profile Chapter 7 Quiz in BB	Chapter 7: Making Good Academic, Career, and Financial Decisions continued Service Learning Reflection Exercise	Draft Creating My Future: Career Exploration Paper Due in BB
	Wed 11/22	<b>Thanksgiving Holiday</b>	No Class	
<b>Week 15</b>	Mon 11/27	Work on Career Paper & Work on PSA	Writing Workshop Career Paper	
	Wed 11/29	Work on Career Paper & Work on PSA	Student Presentation on the application of a particular topic in Chapter 7	Final Creating My Future: Career Exploration Paper Due in BB
<b>Final</b>	12/4	Monday, December 4, 2017 06:00 p.m. - 08:00 p.m.	PSA Presentations	PSA Video Due

This is a tentative syllabus and is subject to change by the instructor.  
Revised 9/6/2017

**APPENDIX A**  
**ASSIGNMENT DUE DATES AND GRADE WORKSHEET**

<b>Class Participation Assignments</b>	<b>DUE DATE</b>	<b>Points Possible</b>	<b>Points Earned</b>
EQ-I 2.0 – Due 9/6 online in BB		50	
MBTI – Due 9/20/17 – online in email from CS		50	
SII - Due 9/20/17 - online in email from CS		50	
In-class Chapter Group Presentation Due in BB: Varies – See Group Presentation Schedule		150	
<b>Total</b>		<b>300</b>	
<b>Service Project: Public Service Announcement</b>		<b>Points Possible</b>	<b>Points Earned</b>
Written Public Service Announcement (PSA) script with storyboard - Due in BB: 11/01/17		100	
YouTube Video - Due in BB: 12/4/17		100	
<b>Total</b>		<b>200</b>	
<b>Writing Assignments</b>		<b>Points Possible</b>	<b>Points Earned</b>
Creating My Future: College Plan – Due in BB: 9/27/17		150	
Scholarships4Kats Essays		200	
Draft Due in BB 10/4/17 in BB (50 pts.)			
Final Essays Due by 10/30 in BB (50 pts.)			
Final Submittal Due to Scholarship4Kats website: 10/30/17 (50 pts.)			
Creating My Future: Career Exploration		150	
Draft Due in BB 11/20/17			
Final Due in BB 11/29/17			
Optional Bonus Learning What SAM has to Offer Written Reflection			
Due 11/27/17			
		<b>500</b>	
<b>Overall Grade</b>		<b>Points Possible</b>	<b>Points Earned</b>
<b>In-Class Assignments</b>		300 (30%)	
<b>Service Project</b>		200 (20%)	
<b>Writing Assignments</b>		500 (50%)	
<b>Attendance (could +100 or – several 100)</b>			
<b>Bonus quizzes (up to 70 points)</b>			
<b>Total</b>		<b>1000</b>	

**APPENDIX B**

# **MBTI & SII**

## **INSTRUCTIONS FOR CAREER ASSESSMENTS OFFERED BY SHSU CAREER SERVICES**

### **FOR UNIVERSITY 1301 CLASSES**

Required Online MBTI and SII Student Assessments: **Completion Due Date: 9/20/2017**

- 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.

**Career Services**  
**[www.shsu.edu/careerservices](http://www.shsu.edu/careerservices)**

## **EQ-i 2.0 Emotional Intelligence Assessment**

Required online in BB Student Assessment. **Completion Date: 9/06/2017**

## APPENDIX C

## Student Success in College: Doing What Works! Assignments for Chapter Presentations

	<b>Student Name</b>	<b>Doing What Works! Textbook Chapter Presentation Assignment</b>	<b>The Good Food Revolution Service Project Topic</b>
1	Bowe, Jessica M.	7	
2	Bundage, Jasmine M.	7	
3	Bush, Desteny R.	7	
4	Carbajal, Moises	7	
5	Coit, Heather D.	7	
6	Cruz-Flores, Brenda L.	6	
7	Davis, Logan A.	6	
8	Delgado, Araceli	6	
9	Emerson, Anna E.	6	
10	Garland, Jordan L.	6	
11	Hill, Jackson A.	5	
12	Hosterman, Caitlin B.	5	
13	Howell, Kailee N.	5	
14	Hunt, Jared D.	5	
15	Hurley, Gianni O.	5	
16	Johnson, Sierra S.	4	
17	Maldonado, Genesis M.	4	
18	Maraffa, Aaron D.	4	
19	Marcotte, Courjohn S.	4	
20	Olivares, Diana	4	
21	Oquedo, Hugo H.	3	
22	Perez, Zachary L.	3	
23	Prosise, Jack L.	3	
24	Robinson, Peyton R.	3	
25	Robledo, Diana R.	3	
26	Samuel, Alexis S.	2	
27	Schmidt, Caleb J.	2	
28	Stafford, Terrance L.	2	
29	Stevens, Tyler B.	2	
30	Watzlavick, Spencer J.	2	
31	Woodard, Ariyon X.	2	