

SAM 136.70 - Introduction to Collegiate Studies - Syllabus
Tuesday/Thursday, Thomason Building Room 209 (5:00 p.m. – 6:30 p.m.) Fall 2007

Instructor: Dannel Price, M.S.
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Office Hours: Scheduled appointments only

Texts: Gardner, J.N., A.J. Jeweler, and B.O. Barefoot (2008). Step by Step to College And Career Success (2nd Ed.) Boston, MA: Wadsworth Publishing.

Bronson, Po (2003). “What Should I Do With My Life” - The True Story of People Who Answered the Ultimate Question. New York, NY: Random House.

Course Description: SAM 136 is designed to increase student success at college. The overall goal of the course is to facilitate a smooth transition to college life by engaging the student in a structured curriculum of academic and life skills enhancement. To accomplish this goal, the content of the class includes: locating and utilizing campus resources, goal setting and time management skills, writing skills, test preparation and taking skills, critical thinking skills, career and major/minor exploration, cultural diversity issues, personal health and well-being strategies, money management, and leadership/civic service training.

Learning Objectives:

1. Learning to apply course material (to improve thinking, problem-solving, and decision-making).
2. Developing skills in expressing oneself orally or in writing.
3. Developing a clearer understanding of, and commitment to, personal values.
4. Acquiring skills in working with others as a member or a team.
5. Learning how to find and use resources for answering questions or solving problems.

Learning Outcomes:

1. Develop basic study skills (e.g. reading, writing, note taking and test taking).
2. Enhance critical thinking/problem solving.
3. Develop effective oral and written communication skills.
4. Locate and utilize university resources (e.g. Career Services, Library, SAM Center, Student Services, etc.).
5. Enhance leadership, service learning, and civic responsibility skills/values.
6. Initiate career exploration and major/minor area of study exploration.
7. Become sensitive to and value different cultures and respect diversity.
8. Develop life skills (e.g. health/stress, nutrition, relationships/sex, alcohol/drugs, and money management).
9. Enhance effective group dynamics through course activities.

Academic Dishonesty: 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. Cellular telephones and pagers must be turned off before class begins. Students are prohibited from eating in class, using tobacco products, making offensive remarks, reading newspapers, sleeping, talking at inappropriate times, wearing inappropriate clothing, or engaging in any other form of distraction. Inappropriate behavior in the classroom shall 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: Unannounced visitors to class must present a current, official SHSU identification card to be permitted in the classroom. They must not present a disruption to the class by their attendance. 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 shows respect for your instructor, your fellow classmates, and/or any guest speakers. Because of its importance, a combination of 2 tardies and/or early exiting will be counted as 1 absence for the class. A maximum of *two absences for TTH classes* will be allowed. After *two absences*, each absence will result in a half letter grade (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 missed work without penalty. However, students must inform 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 to afford 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	Excellent Work
80-89	B	Good Work
70-79	C	Acceptable Work
60-69	D	Not Acceptable Work
Below 60	F	Failing Work

Assignments/Grades:

Written (Individual Research Assignments) **40%**

Class Participation **40%**

Includes daily quizzes, journaling, in-class assignments, group work, homework, in-class discussion participation, in-class presentations, service learning and attendance. It is your responsibility to read the chapters before they are covered in class.

Tests, Midterm, Final **20%**

NO LATE ASSIGNMENTS WILL BE ACCEPTED OR MISSED TESTS MADE UP WITHOUT PRIOR APPROVAL, A DOCUMENTED MEDICAL OR FAMILY EMERGENCY.

SAM 136 Assignments/Projects & Exam Dates

A. Service Learning Opportunity: (Rita B. Huff Animal Center - Week of 11/5-11/10/07)

Each student will volunteer 5 hours of service learning to enhance their involvement in the culture of Sam Houston State and the surrounding community. More information will be given in class.

B. Journal Entries: *You will be assigned a journal entry topic most weeks during the semester. Your entries are always due by the start of the Thursday class period of the week they are assigned.* You must write at least one page with at least three paragraphs (introduction, body and conclusion), typed and double-spaced to receive credit for each entry. **Any exceptions will be noted on the class schedule and/or in class.** You may email these to me prior to Thursday's class time, but be sure to keep printed copies of your entries as a back-up.

C. Schedule an appointment to consult with your SAM 136 instructor – I would love to meet with each student at least once during the semester.

D. Individual Research Work: Career Research Paper & Class Presentation:

Topic: This paper and presentation should focus on a specific career of interest you have chosen to explore.

Information Sources: As much as possible, incorporate information you gathered in completing "The Next Step" sections at the end of each chapter in your SAM 136 textbook, through utilizing campus resources (Career Services, Sam Center, Newton Gresham Library, the Counseling Center, etc.) and your own life/work experiences.

Research Paper Content:

- a. Overview of your chosen industry and various occupations within that industry
- b. Job outlook and salary ranges
- c. Skills and education needed
- d. How you perceive your personality type indicators, skills, interests and work-related values as reported by the career assessments you've taken, (Academic Coach, MBTI, Strong Interest Inventory), may relate to the career you've chosen to research and perhaps pursue
- e. Statement regarding the educational and co-curricular goals you've set for yourself that will assist you in successfully maximizing and pursuing career opportunities upon graduation from college (example: specific classes, coursework, part-time jobs, internships, community service, campus organizations, networking, etc.)
- f. Conclusion summarizing your research

Research Paper Format:

- a. The paper should be *at least* 5 pages in length, typed and double-spaced.
- b. Reference list required (5 references – only 3 can be Internet) (must follow MLA Guidelines).
- c. Your original draft must be reviewed by Writing Center prior to turning in the final copy by the assigned due date. **NOTE: The Writing Center is not able to assist you with your paper the day that it is due - PLEASE PLAN IN ADVANCE!!**

Research Paper Class Presentation:

- a. Follow the "Six Steps to Better Public Speaking" as outlined in Chapter 5, pages 58-59 in your textbook - *please do not just read your paper to the class!*
- b. Audio-visuals and hand-outs are welcomed - arrange in advance for necessary equipment you may need.
- c. Please limit your presentation to 10 minutes.

Final Exam: December 13, 2007 (5:00 p.m. - 7:00 p.m. is official University assigned date/time.)

Comprehensive and consisting of short answer, listing, multiple choice, true/false, and essay questions.

TENTATIVE CLASS SCHEDULE

8/21 & 8/23 Course, Text, Common Reader, and Personal Introductions
Class Assignment: Buy Books, Write Class Schedules and Information in Calendar/Planner...etc.

8/28 & 8/30 Beginning Your College Experience: Setting Off on the Right Foot
Chapter 1 – Group Presentations
Journal #1 (Why are you in college, what are your goals for this semester and what do you hope to gain from SAM 136?)

September 3rd Labor Day Holiday

9/4 & 9/6 Managing Time and Staying Motivated: The Starting Line for Academic Success
Chapter 2
Class assignment: Bring Calendar/planner for this semester to class
Journal #2 (Did you accomplish all you wished to accomplish this week? Elaborate. Discuss your own unique challenges/strengths regarding your time management skills.)

9/11 & 9/13 Thinking Critically: Searching beyond Right and Wrong
Chapter 3
Class assignment: Find and attach a recent news article, printed information you found on the Internet, or magazine advertisement which you've chosen as an example illustrating one or more of the "logical fallacies" listed on pages 30-31 of your SAM 136 textbook. Identify the fallacy or fallacies and offer your response utilizing a critical thinker's approach. Prepare to share these examples in class on Friday.

*Class assignment: Take the VARK Learning Styles Inventory on pages 44-45. We will schedule to take the Myers-Briggs Type Indicator available from SHSU Career Services for class activities. **To be announced!***

9/18 & 9/20 Maximizing Your Learning Success: Engaging with Learning and Making the Most of Your Learning Style
Chapter 4
Quiz #1 Tuesday (Chapters 1-3)
Journal #3 (Describe your reaction to the results you obtained when you took the VARK assessment. Do you feel the results are representative of your perceived learning styles? How have you adjusted to your university instructors' various teaching styles?)
Class Assignment: Bring your notes from your English & History Cohort Classes to our class on Tuesday.

9/25 & 9/27 Listening, Note-Taking, and Participation in Class: Committing to Classroom Success
Chapter 6
Class Assignment: Bring your Po Bronson Book to class on Thursday.

10/2 & 10/4 Reading for Success: Mastering an Essential Skill
Chapter 7 – Possible Guest Speaker - **To be announced**
Class Assignment: Bring your Po Bronson Book to class on Thursday.

10/9 & 10/11 Taking Exams and Tests: Putting All Your Essential Skills to the Test
Chapter 8
Mid-Term on Thursday (Chapters 1-4, 6 & 7)

SHSU Homecoming Week begins 10/15/07 "A Night on the Orange Carpet"

- 10/16 & 10/18 Communicating Clearly: Writing & Speaking for Success
Chapter 5
Class Assignment: Bring your Po Bronson Book to class on Thursday
Journal # 4 (Create and draw a “logo” that best represents YOU! To get you started, think how you could illustrate what’s important to you (values, interests, hobbies, etc.) Write a brief description of what you’ve drawn on the same page and be prepared to share this journal entry with the class on Thursday following the “PREP formula” found on page 57 of this chapter as a guide.
- 10/23 & 10/25 Making the Right Choices for Your Major and Career: Planning Early and Keeping an Open Mind
Chapter 12
Class Assignment: If you haven’t already done so, take the Academic Coach assessment (Located on SamWeb) and the Strong Interest Inventory (Through Career Services)
Journal #5 (As a young child, what did you want to be when you “grew up”? Why? Have your interests changed and if so, what are you now considering? What factors have influenced your more recent career considerations? Finally, what, if any, of the Po Bronson stories made an impression with you regarding the career decision-making process or experience?)
- 10/30 & 11/1 Making the Right Choices for Your Major and Career: The Next Steps
Class Assignment: Make an appointment with Career Services staff to review your assessment results this week.
Journal # 6 (Topic: Are the reports generated by your career assessments consistent with your interests and personality type as you perceived them to be prior to taking these assessments? Comparing the results of the Academic Coach, MBTI and Strong, did you notice a common thread or theme? Were there any surprises concerning possible occupational choices? Which of the instruments did you find to be most helpful?)
Quiz #2 (Chapters 8, 5, 12) on Tuesday
- 11/6 & 11/8 Relationships: Diversity, and Values: Understanding and Respecting Yourself and Others
Chapter 9
Assignment: Complete your 5 hrs. of Community Service this week. 11/5 – 11/10
Journal # 9 (Reflect on your Community Service experience at The Rita B. Huff Animal Shelter this week.)
- 11/13 Experiencing College Life to the Fullest: Getting Involved on Campus and in the Wider Community
Chapter 11
- 11/15 Money Management
Journal #7 (This weekend, keep a log of all your expenses on the sheet provided: What were your challenges? Were there surprises? Did you see areas where you could improve?)

**Thanksgiving Holidays – No Class on Tuesday 11/20/2007
11/21-23**

- 11/27 & 11/29 Staying Healthy: Managing Stress and Achieving Wellness
Chapter 10
Journal #10 (What are your unique stressors? How do you handle these stressors currently or plan to incorporate future “stress-busters” into your college life?)
- 12/4 & 12/6 **Career Research Paper & Class Presentations**

12/11 Study Day

12/13 Final Exam 5-7p.m.