

SAM HOUSTON STATE UNIVERSITY
College of Arts & Sciences
First-Year Experience

SAM 136.73 (W)
Education Cohort - Introduction to Collegiate Studies
Tu. - Th. @ 9:30a.m. - 10:50a.m.
Teacher Education Center (TEC) - Room 107G

Teacher Information:

Mr. Wally Barnes
Email: wbb001@shsu.edu
Phone: 936/294-3110

Office: Reading Center
Farrington Building
Suite 109

Office Hours:

Mon.
Wed. 8:00am – 9:00am & 1:00pm – 5:00pm
Tu. – Th. 8:00am – 9:00am & 3:30pm – 5:00pm
Fri. 8:00am – 9:00am & 11:30am – 2:00pm

Required Text:

Gardner, J.N., A.J. Jeweler, and B.O. Barefoot (2006), *STEP BY STEP to College & Career Success* (2nd Ed.) Boston, MA: Thomason Wadsworth.

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.

Required Materials for Learning Portfolio:

- | | |
|--------------------------|---------------------|
| 1. 1.5” Binder w/Pockets | 4. Highlighter(s) |
| 2. 10 Dividers | 5. Stapler |
| 3. Loose Leaf Paper | 6. Three-hole punch |

****Materials for Service Learning Binder will be discussed at a later date.**

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



Welcome to SHSU!

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 decisions).
2. Developing skill 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).
 - a. Alcohol 101+
 - b. Money Management seminars
9. Enhance effective group dynamics through course activities.

Academic Integrity: 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 Policy: Attending class is fundamental to academic success. A maximum of *three hours of absence* will be allowed. After three hours, each hour of 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 for missed work without penalty. However, students must inform the instructor *prior* to the absence. Coursework, lecture notes, and classroom assignments that are done in your absence are your responsibility to complete within one week of the absence. Tardiness and early departure likewise disrupt both your learning and the learning of others. Therefore, any combination of three (3) late arrivals and/or early departures counts as one (1) absence. If your late arrival or earlier departure is longer than twenty (20) minutes, you will be charged with one (1) absence. You will still be eligible for class participations points, quiz grades, etc. if you are in class when the activity or engagement occurs.

Extended Absences: If you must miss more than two consecutive class periods, contact the Dean of Students’ Office (DOSO) and inform them of the reason for the absence. You will be required to provide written confirmation of the reason for your absence (i.e., letter/release from doctor’s office, funeral notice, etc.) The DOSO will send a memo to all your instructors, including me, confirming the reason for your absence. Reasons for absences will be reviewed individually, but without this information, no consideration for prolonged absence will be given.

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.

Assignments/Grades:

Written (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%

Service Learning Project: Portfolio & Class Presentation

As a future educator, you are required to participate in at least two hours per week of community service/service learning projects for at least five weeks. Since your plans are to be educators, you will be placed in a public school in Huntsville ISD to help teachers in their classrooms. You may grade papers, read to students, work with computers, or possibly help with physical education. On your scheduled presentation date, you will provide turn in Service Learning Portfolio including: (a) a signed time sheet with dates worked, times in and out, and hours worked from an official at the school; (b) the contact information for the teacher with whom you worked, (c) the daily notes you took about your experience, (d) five weekly reflections of your experience; and (e) your 5-page paper detailing your learning experiences at the school.

The paper should include the following components:

- what you did during the experience
- what you learned about the organization prior to and during the experience
- what you learned about yourself during the experience
- what was it like working with your group of students
- what did this kind of activity add to your educational experience
- what experiences occurred to reinforce your commitment to become a professional educator

The paper is due the day you present to your classmates regarding your experience. Your presentation should be between 8-10 minutes long, including all of the ideas listed above. Creativity is certainly desired. Both your peers and your professor will evaluate your presentation based on guidelines in an evaluation rubric.

Scavenger Hunt: You will complete a scavenger hunt to help you learn about the physical layout of the SHSU campus. Also, on your scavenger hunt you will visit many of the places which can be extremely beneficial to your academic personal growth and development. This project uses Total Physical Response (TPR) because you will exercise your body as you exercise your mind.

SHSU Student Organization Research Paper: This paper should focus on two student organizations in which you might enjoy participating. Find out as much as possible about each organization by obtaining and reading detailed information, attending meetings, and talking to officers and/or advisors of the organizations. After completing your research on the organizations, you will write a paper discussing what you learned about each organization. Additionally, you will discuss whether or not you are still interested in pursuing membership in the organizations. The paper should be at least 3 typed pages using MLA format.

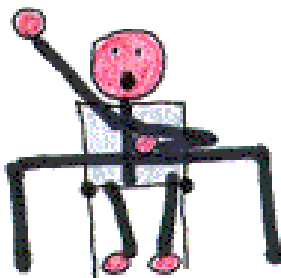
Co-curricular Activities: You are required to attend specific activities outside of class and write thoughtful reflections of the event. These activities are on your tentative schedule in bold italics print on the day each event occurs.

Learning Portfolio: You will develop a Learning Portfolio throughout the semester. Your portfolio will be much like the professional portfolio you will develop as teacher candidate once you are accepted into the College of Education. You will be evaluated on the portfolio and the presentation of the material. Requirements and expectation for portfolio development and grading rubric will be on a separate handout and discussed thoroughly throughout the semester.

Learning Portfolio Presentations: You will be expected to formally and informally discuss your Learning Portfolio in small groups or in whole-class discussion several times throughout the semester.

Reader Reflections: You will write thoughtful responses about your reading activities, including the text, the common reader, handouts that you download, and handouts that are given to you in class. Reflections\ writing and instructor expectations will be discussed in detail.

Final Reflection: In this paper, you will reflect on your entire semester in SAM 136. The four important areas you that you need to critically discuss are: (a) what did I learn about myself, (b) what did I learn about my classmates, (c) what did I learn about teaching as a profession, and (d) how can I use all of this information to enhance my academic endeavors. This paper should be a minimum of 3 typed pages and not more than 5 typed pages using MLA format.



Asking relevant questions creates opportunities to learn and grow!

Tentative Schedule:**15 week semester****90 minute class – Twice a week****(Tuesday/Thursday 9:30 – 10:50am)****WEEK 1****Class 1 – 8/21**

Introductions, Expectations, Goal Setting

Textbook Overview

Discuss Syllabus

Discuss Writing Assignments

Introduce Chapter 1 – Beginning Your College Experience: Setting Off on the Right Foot

H.W.:

Read Chapter 1 & complete all activities – Beginning Your College Experience: Setting Off on the Right Foot, pp. 3-13.

Read Handout – High School vs. College.

Internet Search – Locate reputable Internet sources on Academic Integrity, print and read an article, be prepared to discuss on 8/23

Write thoughtful reflections for Chapter 1, the High School vs. College handout, and your article on Academic integrity

8/22 - Better Grades in Less Time in LSC Ballroom (6:00pm – ?) You must attend and write a thoughtful reflection*Class 2 – 8/23**

Small Group Discussions – Chapter 1 and reflections

Discuss Chapter 1 – College Makes the Difference: Strategies for Success

Discuss Handout – High School vs. College

Introduce Chapter 2 – Managing Time and Staying Motivated: The Starting Line for Academic Success

Discuss Learning Portfolio Development - Handout

Discuss Scavenger Hunt - Handout

H.W.:

Bronson book – Read Chapter 8 – The Brain Candy Generation, pp. 46-50. Respond thoughtfully to question 24 on page 401.

Internet Search – From the SHSU Home Page, locate and print webpage for all organizations on Scavenger Hunt handout

Complete Scavenger Hunt

WEEK 2***8/27 - Administrator & Organization's Fair in LSC Mall (11:00am – 1:00pm) Visit fair and get brochures of interest to you.****Class 1 – 8/28**

Completed Scavenger Hunt Artifacts and Signature Sheet Due

Service Learning Project Presentation – Dr. Charles Stowe, Professor – COBA, SHSU

Discuss Service Learning Project and Portfolio

Discuss SHSU Student Organizations Research Paper

H.W.:***8/28 – Funny Money Presentation in the LSC Theater (6:00pm - ?) You must attend and write a thoughtful reflection.**

Read Chapter 2 & complete all activities – Managing Time and Staying Motivated: The Starting Line for Academic Success, pp.14-25

Write an insightful reflection for Chapter 2 of your text

Begin research for SHSU Student Organizations Research Paper**Class 2 – 8/30**

Bearthat One Card Presentation – Mrs. Kari Zella, Bearkat One Card Services

Discuss Chapter 2 – Managing Time and Staying Motivated: The Starting Line for Academic Success

Introduce Chapter 7 – Reading for Success: Mastering an Essential Skill

H.W.:

Read Chapter 7 & complete all activities – Reading for Success: Mastering an Essential Skill, pp. 74-85.

Write a thoughtful reflection for Chapter 7 of your text

**Get involved! Meet new people! Make new friends!**

WEEK 3

Class 1 – 9/4

Meet in Reading Center – FAR 109, Office 109
Discuss Reading Strategies – Power Point Presentation
Visit Writing Center
Introduce Chapter 3 – Thinking Critically: Searching beyond Right and Wrong

H.W.:

Read Chapter 3 and complete all activities – Thinking Critically: Searching beyond Right and Wrong, pp. 26-37
Write a thoughtful reflection for Chapter 3 of your text
Continue work on SHSU Student Organization Research Paper

Class 2 – 9/6

Service Learning Project – Mrs. Pam White, Principal, Huntsville Elementary School
Discuss Service Learning Project – Volunteering at Huntsville Elementary
Discuss SHSU Student Organizations Research Paper

H.W.:

Bronson book – Read Chapter 2 – Have You Looked under the Bed? pp. 9-14. Respond thoughtfully to question 20 on p. 400.
Continue work on SHSU Student Organization Research Paper

WEEK 4

Class 1 – 9/11

Small Group Discussion – Critical Thinking Activity
Introduce Chapter 11 – Experiencing College to the Fullest: Getting Involved on Campus and in the Wider Community
Discuss Goals for the Fall 07
Introduce Book Talk Requirements and Expectations

H.W.:

Print and read Teacher Education handouts on Blackboard Course Documents
Write two thoughtful discussion questions that are important to you about your teacher education
Be prepared to discuss and ask questions after the presentation by Dean Brown
Choose and begin reading book for book talk
Complete Rough Draft of SHSU Student Organizations Research Paper and visit Writing Center

Class 2 - 9/13

Dr. Genevieve Brown, Dean, College of Education
Visit with Associate Dean, Department Chairs, Academic Counselors, Field Service Director, Students in Methods Block

H.W.:

Read Chapter 11 and complete all activities – Experiencing College to the Fullest: Getting Involved on Campus and in the Wider Community, pp. 122-133
Write a thoughtful reflection for Chapter 11 of your text
Continue reading book for book talk
Visit Writing Center and write revised copy of SHSU Student Organizations Research Paper



Reading strengthens the muscle in your head!

WEEK 5

Class 1 – 9/18

Dr. Joyce McCauley – American Democracy Project Presentation

Discuss Visit by the Dean of the College of Education

Introduce Chapter 4 – Maximizing Your Learning Success: Engaging with Learning and Making the Most of Your Learning Style

Discuss VARK Questionnaire

HW.:

Read Chapter 4 and complete all activities – Maximizing Your Learning Success: Engaging with Learning and Making the Most of Your Learning Style, pp. 38-49

Write a thoughtful reflection for Chapter 4 of your text

Work on Final Copy of SHSU Student Organizations Research Paper

Class 2 – 9/20

Small Group Discussion – Results of VARK Questionnaire

Discuss Learning Portfolio Development

Discuss and Revise Goals for Fall 07

Introduce Chapter 5 – Communicating Clearly: Writing and Speaking for Success

H.W.:

Read Chapter 5 and complete all activities – Communicating Clearly: Writing and Speaking for Success, pp. 50-61

Write a thoughtful reflection for Chapter 5 of your text

Complete Final Copy of SHSU Student Organizations Research Paper

WEEK 6

Class 1 – 9/25

Final Copy of SHSU Student Organizations Research Paper Due

Dr. Terry Thibodeaux – Associate Dean, College of Humanities and Social Sciences

Small Group Discussion – Student Organization Papers

Informal Class Presentation – Student Organization Papers

H.W.:

Review Chapter 5 – Communicating Clearly: Writing and Speaking for Success, pp. 50-61

Bronson book – Read Chapter 29 – The Phi Beta Slacker Dances for Herself, pp. 189-195. Respond thoughtfully to question 2 on p. 397

Class 2 – 9/27

Dr. Bill Bridges – Chair, English Department

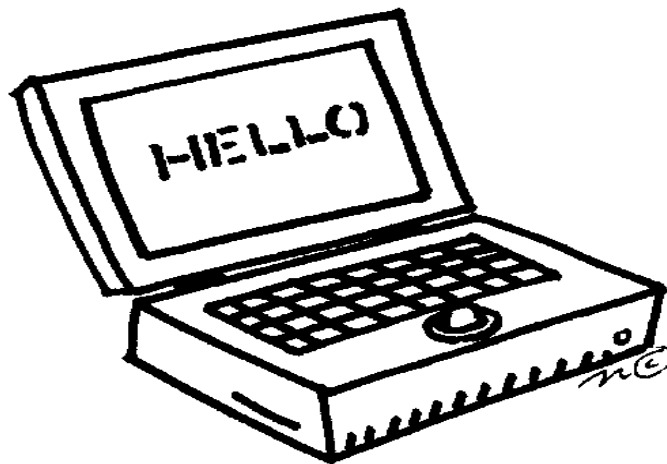
Introduce Chapter 8 – Taking Exams and Tests: Putting All Your Essential Skills Together

H.W.:

Read Chapter 8 and complete all activities – Taking Exams and Tests: Putting All Your Essential Skills Together, pp. 86-97

Write a thoughtful reflection for Chapter 8 of your text

Bronson book – Read Chapter 34 – The Toner Queen Unmasks Herself, pp. 224-230. Respond thoughtfully to question 27 on p. 402



Used wisely, technology is an extraordinary ally!

_____ **WEEK 7** _____

Class 1 – 10/2

Discuss Midterm

Discuss Service Learning Project – Volunteering at Huntsville Elementary

Review and Revise Goals for Fall 07

Review book talk requirements and expectations

H.W.:

Complete books for book talk

Class 2 – 10/4

Literacy Circles

Book Talks

H.W.:

Study for Midterm

_____ **WEEK 8** _____

Class 1 – 10/9

Oral Midterm – Be prepared to discuss the most important idea, concept, or lesson learned in Fall 07 in small groups and with entire class

H.W.:

****10/9 - DWI Seminar, LSC Ballroom, 6:00 – 8:00pm – You must attend presentation and write a thoughtful response***

Class 2 – 10/11

Service Learning Project at Huntsville Elementary

H.W.:

Continue developing Learning Portfolio

_____ **WEEK 9** _____

Class 1 – 10/16

Co-Curricular Transcripts – Amelia McGlone, Graduate Assistant

Book Talks – Bring book and discuss with class

Introduce Chapter 9 – Relationships, Diversity, and Values: Understanding and Respecting Yourself and Others

H.W.:

Read Chapter 9 and complete all activities – Relationships, Diversity, and Values: Understanding and Respecting Yourself and Others, pp. 98-109

Write a thoughtful reflection for Chapter 9 of your text

Work on Learning Portfolio

Class 2 – 10/18

Service Learning Project at Huntsville Elementary

H.W.:

Work on Service Learning Portfolio



Managing your time wisely is vital to academic success!

_____ **WEEK 10** _____

Class 1 – 10/23

Diversity Presentation – M.I.S.S. Program

Creating Common Ground

H.W.:

In your Response Journal, discuss racism and prejudice. Compare/contrast the two ideas. How do you feel about these two words?

Class 2 – 10/25

Service Learning Project at Huntsville Elementary

H.W.:

Reflect on your personal perspectives and the changes you might have to make concerning racism and prejudice. Write these ideas in your Response Journal.

WEEK 11

Class 1 – 10/30

SAM Center Presentation – Dr. Bill Fleming, Senior Director, Student Advising & Mentoring (SAM) Center

Cultural Activity for Understanding and Accepting Differences

Preview and discuss Alcohol 101+

H.W.:

Begin Alcohol 101+ computerized tutorial

Class 2 – 11/1

Service Learning Project at Huntsville Elementary

H.W.:

Work on Alcohol 101+ computerized tutorial

WEEK 12

Class 1 – 11/6

Michelle Lovering, Student Health Center

Review and revise Goals for Fall 07

Brainstorm short term goals for Spring 08

Discuss Learning Portfolios, Service Learning Presentation and Paper

H.W.:

Complete computer application of Alcohol 101+

In your Response Journal, thoughtfully discuss your learning as you participated in Alcohol 101+. Jot notes as you work through the program.

Class 2 – 11/8

Service Learning Project at Huntsville Elementary

H.W.:

Read Chapter 16 and complete all activities – Staying Healthy, pp. 315 – 339

Write a reflection of your learning from the chapter in your Response Journal.

Continue developing Service Learning Portfolio

Begin working on your paper and presentation



All work and no play create boredom and stress!

WEEK 13

Class 1 – 11/13

Discuss Learning Portfolios, Service Learning Presentation and Paper

H.W.:

Write three health goals for the Spring 06 semester.
Continue working on service learning paper and presentation

Class 2 – 11/15

Complete Service Learning Project – Huntsville Elementary

H.W.:

Brainstorm and list ideas in your Response Journal for your expectations for the Thanksgiving Holiday at home; fears, hopes, what are you looking forward too, etc.
Writing Center conference on service learning project

WEEK 14

Class 1 – 11/20

Visit HKC and take the nickel tour

Guest Speakers from Recreational Sports and Wellness Program – Franklin Harrison and/or Tina DeAses

Introduce Chapter 16 – Staying Healthy, p. 315

H.W.:

11/21 – 11/23 – Thanksgiving Break

WEEK 15

Class 1 – 11/27

Learning Portfolio Presentations

H.W.:

Work on Service Learning Paper

Class 2 – 11/29

Learning Portfolio Presentations

Review goals for Fall 06 Semester and begin setting new goals for Spring 07 Semester

H.W.:

Update goals if necessary
Work on Service Learning Paper and Project

WEEK 16

Class 1 – 12/4

All Service Learning Papers Due

Learning Portfolio Presentations

H.W.:

Find a snack that defines you and your learning experience this semester. Make it fun, but do not be silly. Be creative, but please be able to make a clear connection between you, your learning, and the food item. Bring the item to class on Thursday, 12/7. Please bring enough for the class to share.

Class 2 – 12/6

Celebration of Learning and Success

H.W.:

Study for all of your finals!!

Winter Break 12/14/07 – 1/16/08

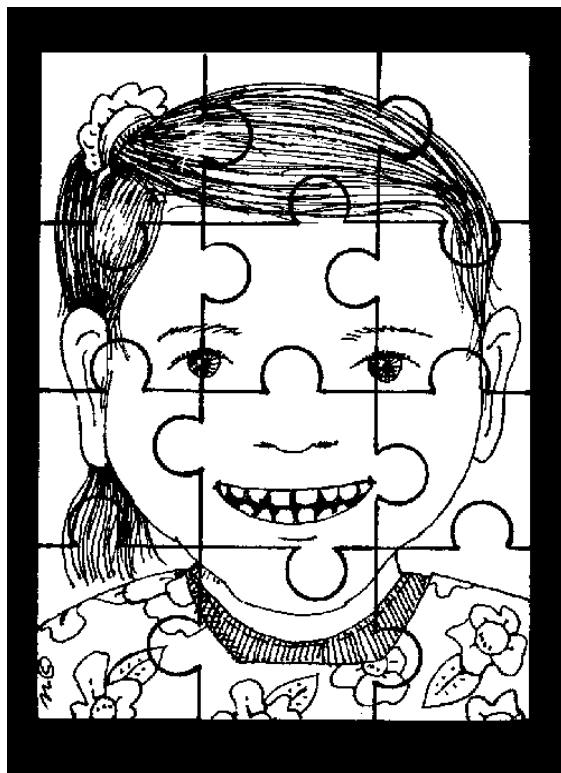
**I hope your holiday season is wonderful!!
Have fun and be safe.**

****NOTE****

Our class is a place where everyone deserves the opportunity to learn. The learning environment is most beneficial for you and your classmates when mutual respect is displayed by all students and the instructor. To receive the most benefit from class, all students should honor these few requests.

1. Turn off cell phones when entering class and keep in pocket, purse, or backpack
2. Refrain from engaging in side conversations.
3. Refrain from making negative remarks.
4. Come to class prepared and ready to participate.
5. Have a positive learning attitude.

Self-control is one key to success at the university level. Please make wise choices. I know you will strive for excellence. Working together, we will all learn.



All the pieces together = YOU!