

**Introduction to Collegiate Studies – Fall, 2007**  
**SAM 136-01 Syllabus --MWF 9 am – 9:50 am**

**Instructor:** Dana Grant  
**Office:** Residence Life Office Room 212  
**Phone:** 936-294-1816  
**Email:** danagrants@shsu.edu  
**Office Hours:** 2 pm – 4 pm daily or by appointment

**Texts:** Gardner, J.N., A.J. Jeweler, and B.O. Barefoot (2008). Step by step to college and career success (2<sup>nd</sup> Ed.) Boston, MA: Thomson 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 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).
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 show 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 *three absences* will be allowed. After *three 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 for 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	<b>A</b>	Excellent Work
80-89	<b>B</b>	Good Work
70-79	<b>C</b>	Acceptable Work
60-69	<b>D</b>	Not Acceptable Work
Below 60	<b>F</b>	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.***

**Service Learning Opportunity:**

Each student will volunteer 5 hours of service learning to enhance their involvement in the culture of Sam Houston State and the surrounding community. The service learning project for Fall 2007 will assist the Rita B. Huff Humane Society with their daily operations. The week for this activity is October 22 – 27, 2007.

**Weekly Assignments:** You will be assigned a weekly topic to write about. Your entries are always due by 5 p.m. on the Friday of the week they are assigned. You must write at least one page, double-spaced, to receive credit for each entry. Each assignment should include paragraphs for the introduction, body and conclusion. Any exceptions will be noted on the class schedule and/or in class. Keep all of your entries together in your portfolio. This portfolio will be turned in at the end of the semester.

**Individual Research Assignments:** See next page. The instructor may utilize plagiarism prevention software for written assignments.

**Midterm Exam:** Midterm Exam will consist of short answer, listing, multiple choice, true/false, and essay questions.

**Final Exam:** The final exam will consist of short answer, listing, multiple choice, true/false, essay etc. questions. The final will be a comprehensive exam.

## **Individual Research Assignment:**

You will be required to complete an individual portfolio (binder) which entails your growth as a student as well as a future citizen/professional of the community. The portfolio will include a 7 page paper and presentation. This project is 40% of your grade.

### **Section One: Myself as a Learner**

In this section, you will explore the aspects of yourself as a learner. During the first section of this class, we will be learning about goal setting, time management, learning styles, personality styles, active learning, critical thinking, academic integrity and study skills. Therefore, in this section of the paper, you are expected to write about what you have learned about yourself with each of these topics.

Consider some of these questions to assist you in developing this section (however, you are not limited to these questions only):

1. What are your short term and long term goals? How did you develop them? What would happen if you change them? How will you know when you have met them?
2. What methods you to employ to manage your time? How is that working for you? What challenges do you face in managing your time?
3. What is your dominant learning style? How can you compensate for learning under a professor with a different teaching style?
4. What is your personality style (Myers-Briggs, Profiles International, etc)? How does this affect your academic life? How does this influence your studying?
5. What aspects of critical thinking/active learning come easiest for you or make the most intuitive sense? What aspects are harder for you to grasp? What can you do to strengthen your weaker aspects of critical thinking skills?
6. Which note taking method works best for you? How have you used the notes you have taken to enhance your study for tests?

Throughout the lecture weeks on this section, you should provide examples of the Myers-Briggs Type Indicator, examples of notes taken in other classes, time management schedules, and short term / long term goals to be stored in your portfolio.

### **Section Two: Myself as a Future Professional**

In this section, you will consider the major you have chosen (or are considering choosing), areas of interest professionally, and at least two career paths you could take. I expect you to incorporate some of the knowledge you have gained about your personality type and learning style as your personal interests class to discuss why you have chosen (or are thinking of choosing) a particular path of study. Also, for the potential careers, I expect that you will conduct research on job expectations, salary and education requirements for that field.

We will be touring the library and Career Center. Both of these places will give you access to excellent resources to complete this section. When you need to cite another author, please use APA format.

### **Section Three: Myself as a World Citizen**

In this section, you will consider yourself as it pertains to the more social aspects of college life and citizenship in your community as it is broadly defined. In this section of the course, we will talk about service learning, relationships, sexual decision making, alcohol and drug use, stress reduction, nutrition and fitness, diversity, and values.

Consider some of these questions to assist you in developing this section (however, you are not limited to these questions only):

1. How do your values shape your decision making around substance use, sexual decision making and dating? If there are discrepancies, how do you explain them and what does that tell you about changes happening in your understanding of your own values?
2. What does it mean to be a person of integrity (academically and personally)?
3. What are the reasons behind the decisions you currently making about your relationships, sexual relationships, substance use?
4. How do you choose to care for yourself physically/mentally/spiritually? What activities might you add or subtract to better maintain balance in your emotional/physical/spiritual being?
5. How does your understanding or lack of understanding of individuals from different cultures than yours influence how you participate as a citizen at SHSU / Huntsville / Texas / United States?
6. How does service serve to broaden your understanding of the community you live in? What does that understanding do to change or influence your personal values? What does this mean about your future activity within your community?

## **Portfolio Contents**

## **Due Dates**

### ***SECTION I***

Semester and Long Term Goals	08/24/07
“Before and After” Time Management Schedule	08/31/07
Preliminary MBTI / Profiles International Scores	09/14/07
Notes from another class (2 different note taking styles)	10/05/07
Section I draft due (2.5 pages)	10/19/07

### ***SECTION II***

Resume and Cover Letter	10/26/07
Research on your potential career -job expectations, salary ranges, education needed	11/02/07
Section II draft due (2.5 pages)	11/02/07

### ***SECTION III***

Service Learning Reflection	11/02/07
Reflection on Integrity (academically and personally)	11/09/07
Your best tips on stress reduction	11/16/07
Section III draft due (2 pages)	11/16/07

<b>Complete Portfolio</b> including 7 page paper and presentation	11/28/07
---	----------

## **CLASS SCHEDULE (tentative)**

- WEEK 1:** **August 20 - 24**  
Step 1 Introductions and Syllabus/Beginning Your College Experience
- WEEK 2:** **August 27 - 31**  
Step 2 Time Management
- WEEK 3:** **September 5 - 7**  
Step 3 Thinking Critically  
Chapters 1 – 19 due 9/7/07 - What Should I Do With My Life?
- WEEK 4:** **September 10 - 14**  
Step 4, 5 Learning Styles, Writing and Speaking for Success
- WEEK 5:** **September 17 - 21**  
Research / Library Tours
- WEEK 6:** **September 24 - 28**  
Step 5 Writing and Speaking for Success
- WEEK 7:** **October 1 - 5**  
Step 6 Listening, Note-taking, Participating
- WEEK 8:** **October 8 – 12**  
Money Management, MID TERM
- WEEK 9:** **October 15 – 19**  
Step 12 Careers  
Chapters 20 – 38 due 10/15/07 - What Should I Do With My Life?
- WEEK 10:** **October 22 - 26**  
Step 11 Getting Involved  
Service Learning Activity at Rita B. Huff Humane Society
- WEEK 11:** **October 29 – November 2**  
Step 7 Reading
- WEEK 12:** **November 5 - 9**  
Step 8 Taking Exams  
Chapters 39 – 57 due 11/9/07 - What Should I Do With My Life?
- WEEK 13:** **November 12 - 16**  
Step 9 Relationships, Diversity, Values
- WEEK 14:** **November 19 -** Work on projects
- WEEK 15:** **November 26 – 30**  
Step 10 Staying Healthy; Individual Presentations  
PORTFOLIO DUE
- WEEK 16:** **December 3 – 5 - PRESENTATIONS /** Review for Final
- WEEK 17:** **FINAL EXAM**