

Introduction to Collegiate Studies

Fall 2007 SAM 136W-06

MWF 1:00 to 1:50 Syllabus

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Office Hours: 8:00 a.m. – 5:00 p.m. M –F (by appointment only)

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Text: Gardner, J.N., A.J. Jeweler, and B.O. Barefoot (2008). Step by step to college and career success (2nd Ed.) Boston, MA: Thomson Wadsworth Publishing.

Bonson, 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. Plagiarism prevention software will be utilized to detect plagiarism.

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 *two absences for TTh classes or three absences for MWF classes* will be allowed. After *two or 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	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%
Assignments/Response Papers	10%
Class Presentations& Participation	30%
Includes online discussion, 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.	
Midterm and Final	20%

NO LATE ASSIGNMENTS WILL BE ACCEPTED.

All written assignments turned in to class should be typed, double-spaced, in a standard font and font size (12 point), using correct grammar, sentence structure, and terminology. When doing the research pieces, make sure that all sources are cited correctly using APA style (information can be found at <http://www.shsu.edu/~wctr/handouts.html>).

CLASS ASSIGNMENTS

Weekly Journal Participation: Each student will be expected to participate in on-line discussion topics assigned periodically by the instructor. Upon assignment, as a class you will participate in the online discussions of a given topic through Blackboard. You will be graded on the quantity and quality of your contribution to the discussion. You must use complete sentences and refrain from abbreviations commonly used in email or text messaging. Your participation will be date and time stamped and must be recorded by the due date they are assigned. No late assignments posted after the due date will be counted for credit.

Student Organizations: You will write about one or two student organizations that you are interested in and have spent time getting to know – use the following as an outline: Find out as much as possible about each by attending a meeting, talking to an officer or advisor, and obtaining and reading detailed information. The information you gather should be about, but not limited to, the following: what is their purpose, what types of programs or activities do they host or attend, are there membership dues, if so, how much, what are the membership requirements, etc. After doing the research on the organization(s), decide on whether or not you are still interested in pursuing membership in the organization(s). 2-3 pages in length **Due September 10, 2007**

Service Learning: You will spend some time thinking about how you fit into a community by involving yourself in a service learning project with the class. As a class, our project will be to volunteer support services for Rita B. Huff Humane Society. This organization is located adjacent to campus, just behind the new baseball stadium. During the week of September 9th thru 17th, you will be expected to spend 5 hours either in one block of time or spread out throughout the week. During the second week of class, you will sign up for a specific time during our week to serve. There is space for up to four students at a time to sign up per day. You will return a signed and dated statement to attest to your service. During the week of the project, we will discuss the project online and spend time on the following week processing this experience and what you learned about your education through this experience. In addition, using the service learning handout as a guide, you will reflect on the project and write a paper using the questions as a guideline. 2-3 pages in length. **Due October 1, 2007.**

Professional Growth Presentation: You will begin your exploration of the career you are interested in. Your presentation should include the following: an overview of your chosen industry and various occupations within that industry; job outlook and salary ranges; skills and education needed; role of your personality and how it may pertain to/affect your chosen career; statement regarding your educational goals that will lead to your chosen career (specific classes, coursework, part-time jobs, internships, hands-on experience, personal growth, networking, etc.). **Presentations will begin November 28, 2007.**

Group Presentation: The class will be divided into groups of five students. Your group will be assigned a topic to research and teach the class. A summary of the information will also be turned into the instructor. Your group should include activities, videos, etc. in the teaching of this information. Topics are: Alcohol and drug use on college campuses (including this one), Sexually Transmitted Diseases/Infections, and Wellness (stress, health, nutrition, exercise, etc.). Presentation length should be 15-20 minutes. Presentations begin **October 31, 2007. Papers are due after the group presentation.**

- (A.) The group will complete an annotated bibliography of at least five sources (one of which must be from a web page or list serve). A copy of the bibliography must be provided for each class member.
- (B.) The group will select (1) article that best describes the issues relevant to the topic and supply each class member with a copy.
- (C.) The group should provide a 1-page outline summarizing the main points of their presentation for each class member. The following outline should be followed for your presentation and summary:
- (D.) The group will present an oral presentation of their findings to the class. The presentation should be approximately 15 to 20 minutes in length.

Midterm and Final Exams: In order to test your knowledge of the information given in class, you will be given a midterm and a final exam. The **mid-term exam** will be given October 17, 2007 and the **final exam** will be given Wednesday, December 12, 2007 from 2pm to 4pm.

Individual Research Assignment: My Development as a College Student

Your major paper for SAM 136 this semester will be My Development as a College Student. This paper should serve as an exploration of self and should be a reflection of things that you have learned during the class as well as things you have learned about yourself this semester. This project will include many of the assignments that we will do in class or as homework assignments. Therefore, it is critical for you to complete all of the in-class and homework assignments thoroughly and on time. You will need them as references and/or sources for this paper. The paper will contain three major sections and each section will have a due date during the semester, with the final paper due, with all corrections from the three drafts made, at the end of the semester. **The paper and the sum of its parts will comprise 40% of your overall grade for this class.**

As part of the assignment for this paper, you are expected to make an appointment with the SHSU Writing Center to schedule a review of your paper. At this session the tutor will review your draft and make suggestions on how you could improve the writing of the paper. **NOTE: The Writing Center staff will not edit your paper or write your paper for you!!** Please schedule this appointment in advance of the due date of the paper. Do not wait until the last minute. ***When you turn in your final draft of your paper to me, you MUST also include the 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 grade will come from whether or not you revised your paper based on their suggestions.

The paper/project needs to be a minimum least 7 typed, double spaced pages in length. Also, for areas where you gather information from outside sources (internet references, books, library resources, personal interviews, etc) you will be expected to cite those sources correctly in the References section of the paper as well as the body of the paper where noted. Homework items and other relevant assignments that could pertain to this paper can be cited and also included in the Appendix. I also expect this paper to be very concrete, informative, and personalized. Also, please include examples from experience beyond SAM 136 and expand it to other classes or academic experiences. This paper should help me to know that you understand the topics we discussed in class and that you can apply their practical application to this class and beyond.

Section One: Myself as a Learner (Due October 10, 2007)

In this section, you will explore the aspects of yourself as a learner. You will reflect upon what you have learned this semester and spend time focusing on yourself as an individual and some of the more social aspects of college life. You will evaluate what you have learned thus far about study skills and how it has changed the way you manage your time, read a textbook, take notes, outline goals, study for tests, listen in class, engage with your learning, think critically, write better, etc. Be as specific as possible to get across what you have gained thus far from this class (You will be graded on content and how you express yourself, not on what you have learned. Keep in mind; this is NOT an evaluation of the class).

During the class we will learn about goal setting, time management, learning and personality styles, active learning, critical thinking, academic integrity, and study skills. Therefore in this first section of the paper, you will be expected to write about what you have learned about yourself as a result of the various topics. ***Consider the following questions when developing your paper. Though these are not the only questions you have to include, make sure that you discuss each of the major topics. The following questions should help you get started in the right direction.***

Suggested Topics/Information to Cover

- ❖ **Goals:** What are your short term and long terms goals? How did you develop them? What are you doing to ensure you meet your goals? Have these always been your goals? Why or why not?
- ❖ **Time Management:** What methods do you employ to manage your time? How does this method work for you? What challenges do you face in managing your time?
- ❖ **Learning Styles:** What is your dominant learning style? How do you manage to learn from a professor with a different teaching style? What challenges do you face with this learning style?
- ❖ **Personality Style:** What is your personality style? (Based on Profiles International) How does this affect you socially? Academically? Professionally? How does this impact your study habits? How do you think this interpretation “fits.”
- ❖ **Critical Thinking:** What aspects of critical thinking/active learning comes easiest for you? What aspects are harder for you to grasp? What can you do to strengthen your weaker aspects of critical thinking skills? Why do you think that critical thinking is important to your future?
- ❖ **Study Skills:** Which note taking method works best for you? How have you used the notes you have taken to enhance your studying habits? Which testing method do you prefer? Why? What kind of skills have you developed this semester for taking tests better? How has this impacted your collegiate future?
- ❖ **Values:** Discuss your values and how they have changed since coming to college; how do your values influence the decisions you make about substance use/abuse, sexual decisions, alcohol consumption; if there are discrepancies, what does this tell you about how your values are changing;
- ❖ **Money Management:** What will you do that you have never done or what will you do differently with regards to managing your finances, credit cards, bills, etc.;
- ❖ **Lifestyle:** How do you, and will you continue to, establish balance and maintain a healthy lifestyle (mentally, physically, spiritually) while attending college; how to reduce stress in your life;

Section Two: Myself as a World Citizen (Due November 2, 2007)

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.

Questions to consider might be: How do your values shape your decision making around alcohol or substance use, sexual decisions, relationships, and dating? Do your decisions ever go against your values? If there are discrepancies, how do you explain them and what does that tell you about your relationship, sexual relationships, and substance use? How do you choose to care for yourself physically/mentally/spirituality? What activities do you participate in that help relieve stress? What activities might you add or subtract to better maintain balance in your different cultures than yours influence how you participate as a citizen at SHSU/Huntsville/Texas/United States? 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? How did the service learning aspect of this class impact you?

Again, do not limit yourself just to answering these questions but evaluate the topics as a whole as it relates to you and your experiences. Give personalized and concrete answers for yourself. For example, you may include a campus group that you have explored as a possible means of getting connected or reducing your stress or enhancing your personal and spiritual life?

This assignment should help you learn about who you are and provide practical application and knowledge for your future. This assignment will be as beneficial as you allow it to be. Apply yourself and think of this assignment as a roadmap for the future.

Section Three: Myself as a Professional (Due November 19, 2007)

In this section, you will consider the major you have chosen or are considering choosing, professional areas of interest, and at least two potential career paths you could possibly take within these areas of interest. In this section, I expect you

to really start looking at your career path. Most students who graduate college are still unsure of what path they want to take and do not have a job when they graduate.

In this section, I expect you to take a hard look at the various career paths that you are interested in and research them. You should also incorporate some of the knowledge you have gained about your personality type and learning styles, value sort, and career services tour into this section. Be sure to include anything that you are doing now to prepare for your future career? What more could you be doing? What type of person are future employers looking for? Are you that type of person? Make sure that you cite all sources and include any external materials that are relevant in the appendix section of the paper.

As part of this section you will include the professional area that you “think” you want to go into after college. You should research that position and discuss the job expectations, salary, and education requirements for that field. You should also discuss the advantages and disadvantages that profession may have (ex: long hours, excessive travel, etc). Also as part of this section you should utilize an electronic job listing source that you learned about at Career Services and locate a job that you would want to apply for if you were graduating now. **Utilize this job listing to develop a letter of interest, resume, reference page, and/or portfolio. These items should be turned in as appendix items when this section is due. Though these items are appendix items, this section of the paper is not considered complete without them.**

***You will also receive bonus points if you schedule a mock interview with Career Services for this position or complete an interview with an professional currently in that field of work. Sample questions and responses should be included in the paper.** This would allow you to practice what a real life interview would be like; giving you a real life experience to derive from. NOTE: Do not wait till the paper is due to schedule a mock interview. The interview itself can be done at anytime during the semester; but will probably serve most effective if done during the development of this section so that that information can be included in the paper.

Research Paper Points Possible (Remember this paper is 40% of your overall grade)

Section One: Myself as a Learner	30%
Section Two: Myself as a World Citizen	30%
Section Three: Myself as a Professional(Including resume, letters, references, etc)	30%*
Final Draft (with corrections)	10%

*** Does not include bonus points possible for Mock Interview**

FIRST YEAR EXPERIENCE: SAM 136

FALL 2007 SECTION 6

Class Session	Date	Topic
1	M-8/20	Introductions, Syllabus, & Blackboard
2	W-8/22	Strategies for Success & SMART Method Goal Setting
3	F-8/24	Time Management
4	M-8/27	Time Management & Budgeting
5	W-8/29	Newton Gresham Library Tour Meet at Library Reference Desk Guest Speaker: Marsha Dickens
6	F-8/31	Academic Integrity Plan of Action for Major Paper Discussion
N/A	M-9/03	Labor Day-Holiday-No Class
7	W-9/05	Library Orientation Meet at Newton Gresham Library Room 157: Linda Meyer
8	F- 9/07	Research & Using the Library Effectively APA vs. MLA
9	M- 9/10	Reading Strategies Guest Speaker: Wally Barnes <u>Student Organization Paper Due</u>
10	W- 9/12	Listening, Note Taking, & Participating Note Taking Video
11	F- 9/14	Listening, Note Taking, & Participating Service Project Discussion
12 Service Project WK	M- 9/17	Career Exploration Meet at Career Services
13 Service Project Wk	W- 9/19	Career Exploration Career Services Expo Johnson Coliseum

14	Service Project Wk	F- 9/21	Myself as a Professional Discussion Professional Integrity Exercise
15		M – 9/24	Service Learning Project Reflection Day Quiz Review
16		W – 9/26	Quiz I
17		F – 9/28	Computer Services Presentation Guest Presenter: Jacob Spradlin
18		M- 10/1	Values & Diversity Values Sort Understanding Your Personal Value System <u>Service Project Reflection Due</u>
19		W- 10/3	Diversity Presentation Guest Presenter: SQUAD Members Ashley McDonough
20		F-10/5	HKC Event Blind Hunter Meet at HKC: Frank Harrison WEAR CLOSED TOE SHOES
21		M- 10/08	Critical Thinking
22		W- 10/10	Critical Thinking Bloom's Taxonomy <u>Section One of Research Paper Due</u>
23		F- 10/12	How We Learn Personality Style MBTI
24		M-10/15	Learning Styles Mid Term Review
25		W-10/17	Mid Term Exam
26		F-10/19	SHSU History & Traditions Video
27		M-10/22	Effective Writing
28		W-10/24	SHSU Writing Center Tour Meet in Farrington Room 111
29		F-10/26	Effective Speaking Guest Speaker: Dr. T. Thibodeaux

30	M-10/29	Academic Coach Presentation
31	W-10/31	Academic Coach Presentation Research Group Projects
32	F-11/2	Research Group Project Section Two of Research Paper Due
33	M- 11/5	Health Guest Speaker: Michelle Lovering
34	W-11/7	Health
35	F-11/9	Health
36	M-11/12	Money Management
37	W-11/14	Money Management
38	F- 11/16	Money Management
39	M- 11/19	Money Management
W & F 11/21 & 11/23		Thanksgiving Holidays-NO CLASS
40	M- 11/26	Relationships
41	W- 11/28	Myself as a Professional Presentation Section Three of Research Paper Due
42	F – 11/30	Myself as a Professional Presentation
43	M- 12/3	Myself as a Professional Presentations
44	W-12/5	Final Review Class Reflection Day Final Draft of Research Paper Due
45	W-12/12	FINAL EXAM 2PM TO 4PM