

Introduction to Collegiate Studies Syllabus – Fall 2006
SAM 136, Sec. T-TH – 930-10:50/ 11:00-12:30

Instructor: Karen McIntush
Email: kmcintush@shsu.edu
Office Hours: By appointment 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: 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.

Other Required Materials: 3-ring binder, paper, writing utensils

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:

To facilitate a smooth and successful transition for the first year student into

- 1. The academic culture of Sam Houston State University**
- 2. The community and culture of Sam Houston State University and Huntsville**

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.

Writing Intensive Course: This course counts as one of your *writing intensive courses* required at SHSU. Some of the writings will include the use of reference materials that must be properly cited. To ensure authenticity of your research writings, plagiarism software will be utilized to ensure academic integrity.

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 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 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 affording 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

Semester project: research presentation/portfolio	40%
Reflection papers	
Group Projects	

Class Participation *	30%
------------------------------	------------

Weekly Online Discussion	10%
---------------------------------	------------

Tests, Midterm, Final	20%
------------------------------	------------

***Class Participation:** 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.

Grading Scale:

90-100	A	Excellent Work/Well Above Average/Superior
80-89	B	Good-Very Good/Good
70-79	C	Acceptable/Competent/Satisfactory
60-69	D	Not Acceptable/Not Competent/Deficient
Below 60	F	Failing

NO late assignments will be accepted.

Please plan ahead to have assignments ready for each due date.

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 require that students assist at the Good Shepherd Mission sorting clothes, volunteering as necessary or helping with the evening meal. Students will be required to write a response paper about the experience when the event is completed. It will be due the Tuesday after the completion of the assigned week below.

The Good Shepherd Mission: DATES: 9:30 Class: October 29th – November 3rd
11:00 Class: November 5th – November 10th

Weekly Blackboard Participation: *You will be required to participate in the discussion board on Blackboard through SHSU's website.*

As a class students will participate in a weekly online discussion of a given topic. Students will be graded on the *quantity* and *quality* of their contribution to the discussion. Students must use complete sentences and refrain from abbreviations commonly used in email or text messaging. Students' participation will be date and time stamped and must be recorded by 5 p.m. on the Friday of the week they are assigned. It is the responsibility of the student to set up their Sam Mail account. This should have been done during freshman orientation and registration.

Common Reader Program: As part of SAM 136, students will take part in a common reader program. All students taking SAM 136 will be reading Po Bronson's book "What should I do with my life?" There are 57 stories or discussions about those trying to answer this question. The book will be used in the online discussions on Blackboard, as well as in small group discussions in the classroom. This will be similar to a Book Club, where the class will share with each other what they got out of the book. Since finding a career that suits each student is part of the college experience, it is hoped that insight will be gained from other people's experiences through this reader program.

Reflection Papers: Students will be required to write reflection papers throughout the semester over a variety of experiences from this class. The syllabus outlines when reflection papers are required, and due dates have been assigned. Guidelines will be provided for this reflection. Reflection papers are due the next class period after the event was held. For example, if the class attends a money management seminar on Tuesday, the paper will be due on Thursday. All papers must have a cover page formatted in APA style.

Individual Research Assignments: *See attached details – 40% of grade*

Tests, Midterm and Final Exams:

A midterm and final exam will be given, and will comprise 20% of your total grade. You should keep **all** quizzes and class notes to assist in studying for these exams.

Midterm: *September 27, 2007*

The midterm exam will consist of short answer, multiple choice, true/false, and essay questions. This will be given online via Blackboard.

Final Exam: *Week of December 10, 2006 (See SHSU Exam Schedule)*

The final exam will be comprehensive and will consist of short answer, multiple choice, true/false, and essay questions. You should review your midterm and all quizzes for this exam.

INDIVIDUAL RESEARCH PROJECT

My Life Story

Portfolio:

My Life Story: Where I have Been and Where I am Going

Part I

You bring to SHSU past experiences, habits and practices. The hope is that you will grow by what you learn in this course and your experience at SAM to become a life-long learner that will contribute to society through your personal growth and maturity, your career, and your service to the community around you. How you have grown in this class will be reflected in your portfolio.

Your portfolio acts as a great example of your growth this semester. It must maintain select writings, class and other activities in a 3-ringed binder. It should be neat, organized, and sectioned according to the topics below. You will also write a reflection paper over each section of the portfolio to be included at the front of each section in the notebook.

Portfolio Organization: The portfolio must have three sections containing the items detailed below. At the beginning of each section must be your reflection paper over how you have changed or what you have learned by the experiences in that section of the portfolio. Other items may be added or omitted to the sections as needed.

Section I. *Where I have Been and How I am Growing as a Learner* *Due Date:* _____

Reflection paper over this section of the portfolio
Semester and Long Term Goals
Information from club meeting – Reflection paper and handouts
Interview with a Professor Questions and Answers
“Before and After” Time Management Schedule
Semester Budget
Personality Inventory and Results (Meyers-Briggs/Profiles/Strong’s)
Notes from another class, clearly labeled (2 different note taking styles)

Section II. *Where Am I Going?* *Due Date:* _____

Reflection paper over this section of the portfolio
Citation example using 2 formats (MLA and APA)
Resume and Cover Letter
Research articles and notes on your potential career
 -job expectations, salary ranges, education needed
Outline of Career Research
Copy of PowerPoint Presentation

Section III. *How I Can Contribute As a Responsible Citizen* *Due Date:* _____

Reflection paper over this section of the portfolio
Service Learning Reflection paper
Alcohol 101 Reflection Paper
Notes and Handouts from Group Project on Social Issues
Reflection over Group Projects

Other requirements: Your portfolio must also have

- A cover page/Title Page (typed, be creative)
- A table of contents (typed)

Part II

My Life Story: Where am I going?

Now it is time to predict where you are going in life. In your individual research project, you will predict the ending to what you are going to do with your life! Explore career alternatives, researching a variety of sources to assist in making reasonable career choices. Below are questions to help guide your research.

- What are two career paths that you could take or have an interest in?
- How has knowledge you have gained about personality types and learning styles lead you to these choices? (Academic Coach, Myers-Briggs, etc.)
- What are the general job expectations for these career possibilities? (Work hours, travel, office or field work, computer experience, etc.)
- What is the necessary education required for these careers?
- What are the salary and benefit opportunities within these career paths? (starting salary, raises and how often, etc.) What are the advancement opportunities? Do they require further training or advanced education? Is the additional work worth the additional pay or benefits?
- Did the Profiles and Strong's tests align with the career choices you had originally picked? Did you make any changes or adjustments in your career choice because of what you learned from those assessments?
- How has knowledge you have gained about personality types and learning styles lead you to these choices? Did what you learned from the Myers-Briggs about your personality preferences align with the career you had chosen? Explain.
- Does it appear your personality style is in line with that needed for each position?
- What are your values concerning a career? Does this career require compromise of those values or do they compliment your career choice? (Example, earning enough money to live in the style you so choose, long hours or lots of traveling, having and supporting a family, having quality time/hobbies for yourself outside of work, etc.)
- Are you willing to compromise those values? Why or why not?
- Predict where you might be in 10 years based upon what you have learned about yourself and your career choices. How do these predictions fit into your long-term goals? Do you need to modify those goals?

Assignment:

The above information will be researched and compiled into an organized outline with appropriate documentation. The information gathered will be organized into a PowerPoint presentation that will be presented to the class. A complete bibliography in APA format must be included at the end of the report. Slides need to be documented appropriately as well. The presentation must include information gathered on **two** separate career options, detailing the above information in a succinct presentation. Predict which career best fits you and why. How do these predictions fit into your long term goals and where you want to be in 10 years?

The presentation will be graded on completeness, creativity, and speech presentation.

GRADING: The entire research project, including the outline, reflections, presentation, and portfolio will be worth **40%** of your grade for this class. A rubric will be provided for each section of the project.

SAM 136 CLASS SCHEDULE

- Aug. 21** Introductions and Step 1 – Beginning your College Experience
Personal Goals/Begin keeping track of time for one week
**Attend an orientation meeting for a club or organization (due 9/18)*
- Aug. 23** Step 2 - Managing Time and Staying Motivated
**Create a Before and After schedule*
- Aug. 28** Managing Time and Staying Motivated –continued
Step 6 - Listening, Note-taking, and Participation
**Take notes using 2 different formats*
**Interview a professor (Due 9/13)*
- Aug. 30** Step 1: Pages 10-11 - Money Management
**Create a Semester Budget*
- Sept. 2** Step 1: Pages 8-9 - Academic Integrity and Values
- Sept. 4** Step 7 – Reading for Success
- Sept. 6** SHSU Traditions
Jared King, Guest Speaker
- Sept 11** Step 4 – Learning How We Learn (MBTI/Strong’s)
Learning Styles and Personality Styles
- Sept 13** Step 3 – Thinking Critically
**Interview a Professor Questions and Answers due*
- Sept. 18** Step 8 – Taking Exams and Tests
Memory Techniques
**Reaction paper for Club or Organization meeting due*
- Sept. 20** **Book Club - Chapters 1-23**
- Sept. 25** Library Orientation and Research (Meet in the Library, Room 157)
- Sept. 27** Section I of Portfolio due
Section I Reflection Paper due
Mid-Term Exam – On Blackboard
- Oct. 2** Career Center Orientation and Research
(Meet at the Career Center)
- Oct. 4** Step 12 - Careers and Majors
Analyze Profiles Results/Resume Writing/Cover Letters
- Oct. 9** Step 5 – Communicating Clearly: Writing
Guest speaker from Writing Center/ MLA/APA citations
- Oct. 11** Step 5 - Communicating Clearly: Writing and Speaking
Oral Presentation Skills/Resume Writing Critique
- Oct. 16** Class presentation: Present personal speech

Oct. 18	Finish Speeches
Oct. 23	Meet at SAMCenter for Advising <i>or</i> Career Presentations
Oct. 25	Meet at SAMCenter for Advising <i>or</i> Career Presentations
Oct. 30	Career Presentations <i>*Part II: My Life Story Due</i>
Nov. 1	Book Club – Chapters 24-42 Section II of Portfolio due Section II Reaction Paper due
Nov. 6	<u>Step 9</u> – Diversity: Understanding and Respecting Yourself <i>*Service Learning Paper due – Section 13 (9:30 Class)</i>
Nov. 8	<u>Step 9</u> – Relationships: Understanding and Respecting Yourself Alcohol 101
Nov. 13	<u>Step 10</u> – Staying Healthy and Managing Stress <i>*Service Learning paper due – Section 23 (11:00 class)</i>
Nov. 15	<u>Step 11</u> – Experiencing College Life to the Fullest: Involvement and Service Learning Work on Group Presentations
Nov. 20	Group Presentations
Nov. 22	Thanksgiving Holidays – No Class Thursday.
Nov. 27	Group Presentations Section III Reaction Paper Due Section III of Portfolio due
Nov. 29	Portfolio Presentations <i>*Reflection over Group Presentations due</i>
Dec. 4	Portfolio Presentations
Dec. 6	Last Class : Review and final Book Club - Chapters 43-57 (Dec. 7 – Study Day/No Classes)
Dec. 10-13:	FINAL EXAM

Other Important Dates to Remember:

August 27	Last day to register and to process schedule changes
September 3	Labor Day Holiday for students and faculty
September 5	Last day to drop without a “Q” and receive 100% refund
October 10	Last day to drop without grade of F. Last day to resign without receiving mark of W
November 20	Thanksgiving holidays for students begin at 9:00 p.m. Residence halls close at 10:00 p.m.
November 21, 22, 23	WEDNESDAY, THURSDAY, FRIDAY. Thanksgiving holidays for students and faculty
November 25	Residence halls open. Time will be posted
November 26	Classes resume at 8:00 a.m.
December 6	Last Class Day. Last day to resign
December 7	Study Day
December 8, 9,10,11, 12, 13	Final Exams, check schedule
December 14	Residence halls close at 12:00 Noon

COMMON READER READING ASSIGNMENTS

READING DUE BY:

Aug. 21	Chapters 1-4
Aug. 28	Chapters 5-8
Sept. 4	Chapters 9-13
Sept 11	Chapters 14-19
Sept. 18	Chapters 20-23
Sept. 20	Book Club - Chapters 1-23
Sept. 25	Chapters 24-26
Oct. 2	Chapters 27-30
Oct. 9	Chapters 31-33
Oct. 16	Chapters 34-36
Oct. 23	Chapters 37-39
Oct. 30	Chapters 40-42
Nov. 1	Book Club – Chapters 24-42
Nov. 6	Chapters 43-46
Nov. 13	Chapters 47-49
Nov. 20	Chapters 50-52
Nov. 27	Chapters 53-55
Dec. 4	Chapters 56-57
Dec. 6	Last Class : Review and final Book Club - Chapters 43-57 (Dec. 7 – Study Day/No Classes)