

INTRODUCTION TO COLLEGIATE STUDIES

SAM 136.75W -- FALL, 2007 -- Course Syllabus

(CLASS: TuTh, 2:00 p.m. – 3:20 p.m., SHB 204)

Instructor: Mrs. Terri A. Harvey

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Office Hours: Monday – Friday, 9:00 a.m. – 3:00 p.m.

Texts: Gardner, J.N., Jeweler, A.J., and Barefoot, Betsy O. (2008). Step By Step to College and Career Success (Second Edition) 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 (Paperback Edition) 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 test 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 learning experience.

Learning Objectives:

1. Learning to apply course material (to improve thinking, problem solving, and decisions).
2. Developing skills in expressing oneself orally and 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 and solving problems.

Learning Outcomes:

1. Develop basic study skills (reading, writing, note-taking, and test taking).
2. Enhance critical thinking/problem solving skills.
3. Develop effective oral and written communication skills.
4. Locate and utilize university resources (i.e. 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 (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 entering the classroom and not turned on until class is over and you have walked out of the classroom. 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. Disruptive behavior in the classroom shall result in a directive to leave class. Students who are especially disruptive 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 and must adhere to all the rules and regulations of the class as is expected of the registered students in the class. 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. Students 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 within the first two weeks of the semester. 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 Semester Paper/Project) **40%**

Class Participation **40%**

(May include daily quizzes, journaling, in-class assignments, group work, homework, in-class discussion participation, in-class presentations, service learning and attendance. **Remember, it is your responsibility to read the chapters before they are covered in class.**)

Exams **20%**

Late Assignments: Late assignments will be accepted up to one week beyond the original due date. Late assignments will automatically have a 10-point reduction in the assignment grade for being turned in late. Assignments not submitted within the one week late period will receive a grade of "0."

Service Learning Opportunity: All SAM 136 students are required to volunteer a minimum of 5 hours of service learning to enhance their involvement in the culture of Sam Houston State and the surrounding community. There will be several service learning projects available for the semester. This class will be assigned a project, as a group, to complete this requirement. The instructor will announce to the class which project the class has been assigned to participate in and the date(s) and time(s) for working on this project.

Newspaper, Magazine, and/or Journal Papers: You may be assigned a paper in which you explore a particular topic. You will be asked to examine newspapers, magazine articles, and/or professional journals to find information on your topic and you will be expected to reflect your personal opinion and/or experiences concerning the information gathered for your paper. You must write at least one page, double-spaced, 12 point font, 1-inch margins (left, right, top and bottom), with your name, date, and topic title at the top of the page to receive credit for the paper. Each paper should include a minimum of three paragraphs (introduction, body, conclusion). You must attach a copy of the article to the back of your paper. All papers are to be printed out and turned in to the instructor. Papers are not to be sent by email, digital drop box, or by any other internet means.

- OR -

Discussion Board Participation: **(due by 5:00 p.m. on the Friday of the week they are assigned)** As a class, you will be asked to participate in several online discussion topics. You will be graded on the quantity and quality of your contribution to the discussions. The more you discuss topics with your classmates, the higher your grade will be, but you must use complete sentences and refrain from abbreviations commonly used in email or text messaging. Your participation will be date and time recorded by the computer and viewed by the instructor. Only discussions done Monday thru Friday of the assignment topic will be included in the weeks grading.

Semester Paper/Project Assignment: (40% of your final course grade for the semester) Your major paper/project this semester is an “Exploration of Self.” This project will include many of the assignments we will do in class or for homework. You will need to keep all your assignments associated with this project in a common folder/binder. The final paper/project needs to be at least 7 pages in length and will require you to do an oral presentation to the class at the end of the semester. The paper/project will be due in three sections, each graded at various points during the semester with the final paper due altogether at the end of the semester. All of the assignments pertaining to the paper/project throughout the semester (topic selection, notes, outlines, avoiding plagiarism, etc.) will be graded and will be part of your final grade on this project. You are expected to take each writing section to the Writing Center for help from the staff there. Also, for areas where you gather information from outside sources (internet resources, library resources, etc.), I expect that you will cite your sources correctly (according to MLA guidelines). You will also be required to do an oral class presentation at the end of the semester over your work on this project. Any handouts and/or visual aids associated with your presentation will enhance your grade on the project.

Section I: *Myself as a Learner and an Achiever* (due by Thursday, September 27th)

In this section, you will explore the aspects of yourself as a learner. During the first section of the 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 part of the paper, you will be expected to write about what you have learned about yourself with each of these topics. Consider some of the following questions, although your paper is certainly not limited to these questions. What are your short-term and long-term goals? How did you develop them? How will you know when you have met them? What methods do you employ to manage your time? How is that working for you? What challenges do you face in managing your time? What is your dominant learning style? How can you compensate for learning under a professor with a different teaching style? What is your personality style (Myers-Briggs results)? How does this affect your academic life? How does this influence your studying? What aspects of critical thinking and/or active learning come easiest for you? What aspects are harder for you to grasp? What can you do to strengthen your weaker aspects of critical thinking skills? Which note-taking method works best for you? How have you used the notes you have taken to enhance your study for tests? Which testing method is easiest for you? What skills have you developed to better prepare yourself for taking tests?

Your answers and/or examples should be concrete and very personalized. For example, at some point in the semester, you will have to show me evidence that you have taken the Myers-Briggs Type Indicator test and your results should be attached as an addendum. Also, use examples from your experience beyond SAM 136 and expand it to other classes or academic experiences.

Show me rough drafts of your work and proof that you have visited the Writing Center for help with this section of your paper.

Section II: *Myself as a Growing Professional* (due by Thursday, October 25th)

In this section, you will consider the major you have chosen (or are considering) and at least two potential career paths you could take. I expect you to incorporate some of the knowledge you have gained about your personality type and learning style 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 do some preliminary research on job expectations, salary ranges, educational requirements, and/or any additional training necessary for this type of work.

Show me rough drafts of your work and proof that you have visited the Writing Center for help with this section of your paper.

Section III: Myself as a World Citizen (due by Thursday, November 29th)

In this section, you will consider yourself as it pertains to the more social aspects of college life and citizenship in your community (i.e. 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 substance use, sexual decisions, 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? What does it mean to be a person of integrity (academically and personally)? What are the reasons behind the decisions you are currently making about your relationships, sexual relationships, substance use, etc.? How do you choose to care for yourself physically, mentally, and spiritually? What activities might you add or subtract to better maintain balance in your emotional, physical, and spiritual being? How does your understanding or lack of understanding of individuals from different cultures influence how you participate as a citizen at SHSU, in Huntsville, in Texas, in the United States? How does service learning 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?

Show me rough drafts of your work and proof that you have visited the Writing Center for help with this section of your paper.

Exams: (20% of your final course grade) You will have 4 exams during the semester. The exams may consist of short answer, listing, multiple choice, true/false, and/or essay questions.

CLASS SCHEDULE

Aug. 20 - 24 **Introductions and Syllabus Review**

Aug. 27 – 31 **Step 1 – Beginning Your College Experience**

Paper: (due by 5 p.m. on Thursday, August 30th) Turn in at least a one-page paper explaining why setting goals are important, list at least three of your short-term goals (with at least one being related to SAM 136) and three of your long-term goals, explain how you plan on achieving these goals, and what you expect to gain from working toward your goals.

Dr. Caroline Crimm – History Department (08/28/07)

Sept. 3 ***LABOR DAY HOLIDAY (NO CLASSES)***

Sept. 4 - 7 **Step 2 – Managing Time and Staying Motivated**

Scavenger Hunt: (Tuesday, September 4th) All students are expected to come to class and participate in our scavenger hunt. Wear comfortable clothing because you will be walking around campus. Attendance will be taken at the beginning of the class period and at the end of the class period.

Homework: (due by 5 p.m. on Thursday, September 6th) Start making a calendar for the semester – show me at least our SAM 136 entries placed in the “daily planner” that may be distributed in class or your own personal planner.

Sept. 10 – 14 **Step 3 – Thinking Critically**

Newton Gresham Library: (Tuesday, September 11, 2007) All students are expected to meet in the lobby of the Newton Gresham Library for a tour of the facility and then meet in Room 157 following the tour for an orientation session covering how to utilize the library’s services and information available at that facility.

Mrs. Marsha Dickens – Newton Gresham Library (09/11/07, 2:00 p.m., Lobby)

Mrs. Linda Meyer – Newton Gresham Library (09/11/07, 2:30 p.m., Room 157)

Paper: (due by 5 p.m. on Thursday, September 13th) (newspaper, magazine, or journal article) Find an article in which you are challenged to do some critical thinking. Turn in at least a one-page paper discussing the article, what made you want to know more about the subject, where you found more information, what additional information you found on that subject, and critique the article. Attach a copy of the article to the back of your paper.

Sept. 18 **EXAM 1 (Steps 1, 2, and 3)**

Sept. 20 - 25 **Step 4 – Maximizing Your Learning Success**

Homework: (due by 5 p.m. on Tuesday, September 25th) Take the short version of the Myers-Briggs Type Indicator test on the computer. Go on the internet to <http://similar minds.com/myers-briggs.html>; click on “16 Type Jung Tests” (in box), then under the heading for “Jung Tests (IESNFTJP)” click on “Short Test (53 questions).” Take the test, submit your answers, print your results, and bring them to class ready to discuss the results and/or ask questions.

Dr. Trey Charrier – Counseling Center (09/25/07)

- Sept. 27** **SECTION I of your semester paper assignment (Myself as a Learner and an Achiever):** (due by 5 p.m. on Thursday, September 27th)
Career Services Center: All students are expected to meet at the Career Services Center for an orientation session about the services and information available through that office.
Mrs. Rachel Phelps – Career Services (09/27/07)
- Oct. 1 - 5** **Step 5 – Communicating Clearly**
Discussion Board Participation: (due by 5 p.m. on Friday, October 5th) Share with your classmates why you believe that writing, body language, and speaking are important tools in every aspect of your life. How can poor speaking and writing affect your education and your career? What does your body language tell others about you and why is it important?
Academic Advisement
Dr. Bill Bridges – English Department (10/02/07)
- Oct. 8 - 12** **Step 6 – Listening, Note-Taking, and Participating in Class**
Homework: (due by 5 p.m. on Thursday, October 11th) Bring some class notes from another course that you have taken this semester. Be ready to discuss what note-taking method you used for taking notes in that class. Do you use the same method in every class? What makes you listen more attentively? What makes you participate more in class? How can you improve your listening, note-taking, and participating strategies in the classroom?
Dr. Bernice Strauss – SAM Center (10-09-07)
- Oct. 16** **EXAM 2 (Steps 4, 5, and 6)**
- Oct. 18** **Common Reader In-Class Discussion:** (chapters will be assigned)
- Oct. 22 - 26** **Step 7 – Reading for Success**
Discussion Board Participation: (due by 5 p.m. on Friday, October 26th) Share with your classmates the techniques you use to help improve your strategies for reading. How well do they work for you? What can you do to improve your techniques? Will you be trying some of the techniques used by one or more of your classmates to help you improve your reading? If so, what are they and why do you think they may work for you?
Mr. Wally Barnes – Reading Center (10-25-07)
- Oct. 25** **SECTION II of your semester paper assignment (Myself as a Growing Professional):**
(due by 5 p.m. on Thursday, October 25th)
- Oct. 30 –** **Step 8 – Taking Exams and Tests**
Homework: Complete the assignment on page 97 of your textbook (A Step Ahead – Understand the Key Words on Exams) and bring it to class with you.
- Nov. 1** **Common Reader In-Class Discussion:** (chapters will be assigned)
- Nov. 5 – 9** **Step 9 – Relationships, Diversity, and Values**
Paper: (newspaper, magazine, or journal article) (due by 5 p.m. on Thursday, November 8th) Turn in at least a one-page paper about an article you found relating to a topic on diversity. Discuss the article, your views concerning the subject matter, and any suggestions you may have that could help resolve the problem. Attach a copy of the article to the back of your paper.
Dr. Beth Charrier – Counseling Center (11-08-07)

Nov. 13 **EXAM 3 (Steps 7, 8, and 9)**

Nov. 15 **Step 10 – Staying Healthy**

Discussion Board Participation: (due by 5 p.m. on Friday, November 16th) Discuss with your fellow classmates the importance of drinking responsibly and/or taking responsibility for your actions in any situation. How do you handle peer pressure when it comes to something you really don't want to do? What do you do to avoid uncomfortable situations?

Mrs. Michelle Lovering – Student Health Center (11-15-07)

Nov. 20 - 27 **Step 11 – Experiencing College Life to the Fullest**

Discussion Board Participation: (due by 5 p.m. on Tuesday, November 27th) Share your experiences concerning activities you have participated in on campus or off, organizations you have examined, and any organizations you have joined. What made you choose these activities and/or organizations? What did you like or dislike about them? Would you recommend them to others? How have you made the most of your first semester in college? What advice would you give to other students about how they can experience college life to the fullest?

Mrs. Angie Burns – Student Activities Office (11/20/07)

***Semester Paper/Project Oral Class Presentations:** Oral class presentations on your semester paper assignment will begin on November 29th (sign-up for presentation date and position slot with the instructor and also let her know if you need special equipment to help with your presentation). Any handouts and/or visual aids associated with your presentation will enhance your grade on the project.

Nov. 21 – 23 ***THANKSGIVING HOLIDAYS (NO CLASSES)***

Nov. 29 **Step 12 – Making the Right Choices for Your Major and Career**

SECTION III of your semester paper assignment (Myself as a World Citizen): (due by 5 p.m. on Thursday, November 29th)

Semester Paper/Project Oral Class Presentations: Oral class presentations on your semester paper assignment will begin.

Dec. 4 **Exam 4 (Steps 10, 11, and 12)**

Dec. 6 **Semester Paper/Project Oral Class Presentations:** Oral class presentations on your semester paper assignment will continue.

Dec. 7 ***STUDY DAY (NO CLASSES)***

Dec. 13 **FINAL EXAM 2 – 4 p.m.**