

SAM 136.07: Introduction to Collegiate Studies
3 Hour Course, Fall 2007
Syllabus

Sam 136.07

Meeting Location: HKC 248

Meeting Time: MWF 1:00 – 1:50 pm

Instructor: Frances Crawford Fennessy

Office: Sam Houston Writing Center
Farrington Building, Room 111

Phone: 294-3681

Email: Crawford@shsu.edu

Office Hours: Tuesday and Thursday from 9:00 to 11:00 am but be sure to make an appointment because I will be in and out. I will be happy to meet with you at a time more convenient for you if you just let me know.

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.

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.

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: See the attachment

A	Excellent Work
B	Good Work
C	Acceptable Work
D	Not Acceptable Work
F	Failing Work

Assignments/Grades:

Written **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%**

Attendance and Early Exit Policy

You are responsible for your success in this class, so regular attendance is important. After your third absence, your grade may be adversely affected by additional absences. For each absence over five, you may be assessed a five-point deduction from your end-of-semester grade. Two tardies or early leaving may be counted as one absence.

According to the university, excused absences are those related to religious holidays, death in the immediate family, and representing the university at a collegial function. Other than those functions related to representing the college, in order to clarify that you had an excused absence, you should take your evidence to the Dean of Students office. The Dean of Students office is your representative. Please do not bring your excuse to me or ask to be treated differently than your peers.

Note: This is a university class; it is expected that you understand and accept the responsibility of being here. If you do not come to class prepared, you may be asked to leave. If this happens, you will receive an unexcused absence and a zero for any classroom assignments related to that day.

Late Work Policy

Unless you have an excused absence related to the previously described Attendance Policy, your work cannot be made up. This class teaches practical skills that require physical participation. For your utmost benefit, you need to attend class daily, participate regularly, and complete your work timely. You cannot do this if you are not in class.

Service Learning Opportunity: (October 1-6)

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 assigned to this class for Fall 2007 relates to students working at the Rita B. Huff Animal Shelter during the week of October 1-6. There is an essay assignment related to this experience.

Journal Entries: You must write at least one page, double-spaced, to receive credit for each entry. Each journal 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 folder/binder.

Research Assignments: You will write a research paper referring to your career choice. We will go over the specific instructions in class.

Tests, Midterm and Final Exams: You will have a midterm and a final exam. The final exam will not be comprehensive. Both exams will have a significant writing component.

Sam 136.07
Grading System:

Each final paper is worth up to 15 points:

A = 15 points

B = 10 points

C = 5 points

D = 0 points

F = 0 points

You have 2 final papers with a maximum of: 30 points

Each classroom writing assignment is worth 1 point.

Your classroom writing assignments include peer reviews, peer evaluations, and similar writing assignments. If you do not provide lengthy, thought out, critical responses, you will receive 0 points.

You have 6 classroom writing assignments for a maximum of:

6 points

Each group led discussion OR group led oral presentation is worth 1 point:

If you are not fully prepared and do not participate in the discussion (in 2 ways – #1 read and discuss your part; #2 add a comment to another group's discussion), you will receive 0 points.

You have 23 discussions for a maximum of:

23 points

Midterm Portfolio:

12 points

Midterm Journal Entries:

13 points

MIDTERM EXAM:

15 points

Final Portfolio: 13 points

Final Journal Entries:

9 points

FINAL EXAM: 15 points

136 possible points

A = 115 - 136

B = 103 - 114

C = 92 - 102

D = 81 - 91

F = 0 - 80

Tentative Fall 2007 Schedule for Sam 136.07

<u>Monday, August 20, 2007:</u>	Ice breakers, syllabus, group assignments, and collaboration skills * Assign groups, exchange group member information
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<u>Wednesday, August 22, 2007:</u>	<i>Chapter 1: Strategies For Success</i>
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HOMEWORK DUE AT THE BEGINNING OF CLASS: Have all of your reading completed. Be sure to be able to contribute questions and answers to the class discussion. (**Journal #1**) Use page 17 as your guide. Answer all of the questions using complete sentences.

◇ Groups will assemble and discuss *Working Together* on Page 16.

Discussion #1: GROUP DISCUSSIONS SHOULD INCLUDE a summary of the reading as well as a review of possible answers to the questions related to the assignment or identification of questions and answers that will further the conversation.

◇ Group 1 will lead the discussion (4-8)

◇ Group 2 will lead the discussion (8-16)

<u>Friday, August 24, 2007:</u>	<i>Chapter 2: Time Management</i>
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HOMEWORK DUE AT THE BEGINNING OF CLASS: Have all of your reading completed. Be sure to be able to contribute questions and answers to the class discussion. (**Journal #2**) Use page 40 as your guide. Answer all of the questions using complete sentences.

Groups will assemble and discuss *Working Together* on page 38.

Discussion #2: GROUP DISCUSSIONS SHOULD INCLUDE a summary of the reading as well as a review of possible answers to the questions related to the assignment or identification of questions and answers that will further the conversation.

◇ Group 3 will lead the discussion (20-27)

◇ Group 4 will lead the discussion (30-36)

<u>Monday, August 27, 2007:</u>	<i>Chapter 2: Time Management</i>
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HOMEWORK DUE AT THE BEGINNING OF CLASS: Complete assignment 2.4 on page 39.

Discussion #3:

◇ Groups will assemble and discuss their ideas of the “perfect life” ten years from now. What goals do you need to set now in order to achieve these dreams?

◇ Campus Scavenger Hunt: Groups will work together to solve specific problems by locating offices that students can go to for help, collecting related brochures, identifying open hours, identifying related fees, and determining contact information.

<u>Wednesday, August 29, 2007:</u>	<i>Chapter 2: Time Management</i>
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HOMEWORK DUE AT THE BEGINNING OF CLASS: Have all of your reading completed. Be sure to be able to contribute questions and answers to the class discussion. Complete “Achieve it!” on page 37 and Exercise 2.1 on page 38.

Discussion #4:

◇ Groups will assemble and discuss behaviors that students consider rude or disrespectful. What role can students play in enhancing civility in the classroom? How does time management relate to “civility”? Why might a faculty member and other students be irritated if a student arrives late to class? What might tardy students miss?

◇ Groups will report about the Scavenger Hunt.

Friday, August 31, 2007: *Chapter 3: How We Learn*

HOMEWORK DUE AT THE BEGINNING OF CLASS: Have all of your reading completed. Be sure to be able to contribute questions and answers to the class discussion. (**Journal #3**) Use page 62 as your guide. Answer all of the questions using complete sentences. Complete the VARK Questionnaire on page 54.

- ◇ Open discussion regarding interviewing a professor assignment. This assignment (**Journal #7**) will be due on September 10.

Discussion #5:

- ◇ Groups will assemble and discuss why it is important for new college students to understand how they learn best. What does learning style mean? Think about the ways that faculty members approach teaching. Are there different styles of teaching? What is the relationship between teaching and learning? What did you learn about yourself after you completed and scored the VARK? Discuss the five learning styles models presented in Chapter 3. Which was the easiest or most difficult to understand? Which of the models did group members like best and why?
- ◇ Group 1 will lead the discussion (44-58)

Monday, September 3, 2007: *Labor Day Holiday*

Wednesday, September 5, 2007: *12th Class Day – Last day to drop without a “Q” and get 100% refund*
Chapter 4: Engagement With Learning

HOMEWORK DUE AT THE BEGINNING OF CLASS: (**Journal #4**) Use page 78 as your guide. Answer all of the questions using complete sentences.

- ◇ Groups will assemble and discuss *Working Together* on page 77 and Exercise 4.1.

Discussion #6:

- ◇ Group 2 will lead the discussion (63-78)
- ◇ Complete Exercise 4.3 and 4.4 with your groups.

Friday, September 7, 2007: *What Should I Do With My Life?*

HOMEWORK DUE AT THE BEGINNING OF CLASS: Have all of your reading completed. Be sure to be able to contribute questions and answers to the class discussion. (**Journal #5**) Write a summary of the story that has been assigned. How does this story relate to you?

Discussion #7: GROUP DISCUSSIONS SHOULD INCLUDE a summary of the reading as well as a review of possible answers to the questions related to the assignment or identification of questions and answers that will further the conversation.

- ◇ Group 3 will lead the discussion (79-83: “A College Man”)
- ◇ Groups will assemble and discuss question 2 on page 397.

Monday, September 10, 2007: *Chapter 5: Critical Thinking*

HOMEWORK DUE AT THE BEGINNING OF CLASS: Have all of your reading completed. Be sure to be able to contribute questions and answers to the class discussion. (**Journal #6**) Use page 99 as your guide. Answer all of the questions using complete sentences. (**Journal #7**) Interview of a professor is due today.

- ◇ Make a list of words that “critical thinking” brings to mind.

Discussion #8:

- ◇ Group 4 will lead the discussion (80-94).
- ◇ Groups will assemble. Each group member should identify an item that he or she uses regularly. Create a list of these items. By looking at this list, what can you determine that first-year college students do with their time and what does this suggest about what they value as a group?

Wednesday, September 12, 2007: *Academic Language Discussion*

Discussion #9: In class language exercise and written response

- ◇ Consider where you fit on the spectrum. Do you think you actually belonged where you were placed? Do you think other people were in their correct place? Write a couple of sentences describing placement on the spectrum.
- ◇ Language is used for communication. Other than the basic “dialogue,” what do we communicate through our language and word choice?
- ◇ Consider the spectrum a moment. Do you think that Americans actually judge other people by their language? What statement did you make or receive that was particularly judgmental? Write a couple of sentences describing language.

Friday, September 14, 2007: *Chapter 5: Critical Thinking*

HOMEWORK DUE AT THE BEGINNING OF CLASS: Each group should bring a copy of 3 different newspapers to class today; for example: the Huntsville Item, the Houston Chronicle and the New York Times.

Discussion #10:

- ◇ Each group should assemble and choose an article about a social issue. Is there a bias? Did the author approach the subject with an open mind? Are there assumptions or conclusions that do not seem accurate? How does one newspaper handle the article compared to another?

Monday, September 17, 2007: *Chapter 6: Listening, Note-Taking, and Participating*

HOMEWORK DUE AT THE BEGINNING OF CLASS: Have all of your reading completed. Be sure to be able to contribute questions and answers to the class discussion. (**Journal #8**) Use page 126 as your guide. Answer all of the questions using complete sentences.

- ◇ Groups will assemble and discuss statements 1-10 on pages 104-105. Each group will take 2 statements. Are there flaws in any of these statements? Why or why not?

Discussion #11:

- ◇ Group 1 will lead the discussion (104-123)

Wednesday, September 19, 2007: *Chapter 7: Reading Strategies*

HOMEWORK DUE AT THE BEGINNING OF CLASS: Have all of your reading completed. Be sure to be able to contribute questions and answers to the class discussion. (**Journal #9**) Use page 144 as your guide. Answer all of the questions using complete sentences.

- ◇ Groups will assemble and complete Exercise 7.1 on the board. We will discuss the differences, the pros and cons of each and which seems to work better for you.

Discussion #12:

- ◇ Group 2 will lead the discussion (128-144)

Friday, September 21, 2007: *Chapter 8: Improving Your Memory*

HOMEWORK DUE AT THE BEGINNING OF CLASS: Have all of your reading completed. Be sure to be able to contribute questions and answers to the class discussion. (**Journal #10**) Use page 158 as your guide. Answer all of the questions using complete sentences.

- ◇ Groups will assemble and discuss the Myths about Memory on pages 148-149. Which of these myths would most students believe are true? Why?

Discussion #13:

- ◇ Group 3 will lead the discussion (146-156)

Monday, September 24, 2007: *Chapter 9: Taking Exams and Tests*

HOMEWORK DUE AT THE BEGINNING OF CLASS: Have all of your reading completed. Be sure to be able to contribute questions and answers to the class discussion. (**Journal #11**) Use page 182 as your guide. Answer all of the questions using complete sentences.

- ◇ One important step to preparing for exams and tests is to predict test questions from your lecture notes or other resources. Groups will assemble and prepare a minimum of 25 possible test questions for the midterm exam. The test questions should relate directly to the group's assigned discussion pages. Further, there should be a variety of test items included here: essay, multiple-choice, true/false, and matching. Questions should include answers and page numbers (except for essay questions).

Wednesday, September 26, 2007: *What Should I Do With My Life?*

HOMEWORK DUE AT THE BEGINNING OF CLASS: Have all of your reading completed. Be sure to be able to contribute questions and answers to the class discussion. (**Journal #12**) Write a summary of the story that has been assigned.

Discussion #14: GROUP DISCUSSIONS SHOULD INCLUDE a summary of the reading as well as a review of possible answers to the questions related to the assignment or identification of questions and answers that will further the conversation.

- ◇ Group 4 will lead the discussion (46-50: "The Brain Candy Generation")
- ◇ Groups will assemble and discuss question 24 on page 401.

Friday, September 28, 2007: *Service Learning*

HOMEWORK DUE AT THE BEGINNING OF CLASS: Have all of your reading completed. Be sure to be able to contribute questions and answers to the class discussion. (**Journal #13**) Write a one page response to the following prompt: What does Service Learning mean? How can it contribute to your overall learning?

- ◇ Power Point presentation about Service Learning
- ◇ **Note: Service Learning Project at Rita B. Huff is the week of October 1-6!**

Monday, October 1, 2007: *Midterm Conferences*

Wednesday, October 3, 2007: *Midterm Conferences*

- ◇ We will meet in my office at the Writing Center for private conferences. Be on time, or you will earn a zero for your midterm grade. Bring your portfolio and be ready to identify the journal entry that you want graded.
- ◇ While we are private conferencing, you should be working on your Service Learning project and preparing for your midterm exam.

Friday, October 5, 2007:

Midterm Exam

- ◇ Bring a Scantron and a Blue Book for the midterm exam. This is NOT an open book test.

Monday, October 8, 2007:

Chapter 10: Effective Writing and Speaking

HOMEWORK DUE AT THE BEGINNING OF CLASS: Have all of your reading completed. Be sure to be able to contribute questions and answers to the class discussion. (**Journal #14**) Use page 204 as your guide. Answer all of the questions using complete sentences.

- ◇ Open lecture about Service Learning Paper assignment

Discussion #13:

- ◇ Group 1 will lead the discussion (184-200)

Wednesday, October 10, 2007:

Last day to drop a class without an "F"

Chapter 10: Effective Writing and Speaking

HOMEWORK DUE AT THE BEGINNING OF CLASS: Bring to class 2 styles of pre-writing that you completed for your Service Learning Paper assignment.

- ◇ Open discussion regarding thesis statements, topic sentences, and supporting evidence.

Classroom Writing #1: In class assignment: complete peer reviews of pre-writing

- ◇ On a separate sheet of paper, respond to the pre-writing completed by one of your classmates. Remember to separate the idea from the person. Help this writer to further his or her ideas. 1) Focus on the particular items that stand out to you, and suggest at least five other items that the writer may not have thought about. These suggestions MUST relate to his or her subject. 2) Provide at least five questions to the writer that may help him or her think about his or her subject differently. Your work will be graded.

Friday, October 12, 2007:

Chapter 10: Effective Writing and Speaking

- ◇ Continue open discussion regarding thesis statements, topic sentences, and supporting evidence.

Classroom Writing #2: In class assignment: begin rough draft for your Service Learning Paper assignment

- ◇ Students will identify their thesis statements, topic sentences and several supporting statements before they begin their rough draft.

Monday, October 15, 2007:

Chapter 10: Effective Writing and Speaking

HOMEWORK DUE AT THE BEGINNING OF CLASS: Bring one copy of your rough draft to class today.

Classroom Writing #3: In class assignment: complete peer review of rough draft

- ◇ Look at the handouts that follow this list of assignments. Your peer review sheet is connected. It is titled: Service Learning Paper Peer Critique Sheet. On a separate sheet of paper, respond to the rough draft(s) of your classmates. Remember to separate the idea from the person. Help the writer further his or her writing by providing critical feedback. Your work will be graded.

Wednesday, October 17, 2007:

Group Conferences and Service Learning Paper Discussion

Discussion #14: Group members will conference with me in an open forum during the class period. (**To receive credit for this exercise, be prepared to discuss your paper's progress and have a unique question about your paper, the assignment, or the advice that you received**)

Friday, October 19, 2007:

Chapter 10: Effective Writing and Speaking

HOMEWORK DUE AT THE BEGINNING OF CLASS: Have 1 copy of your revised rough draft ready for peer evaluation. Bring 1 copy of your evaluation sheet to class.

Classroom Writing #4: In class assignment: complete peer evaluations of revised rough drafts.

- ◇ Look at the handouts that follow this list of assignments. A grading rubric for evaluation is connected. Make a copy of this rubric and evaluate the final draft that you have received. Remember to be very specific by using plenty of details. Your work will be graded.

Monday, October 22, 2007:

Chapter 11: Research and College Libraries

HOMEWORK DUE AT THE BEGINNING OF CLASS: Have all of your reading completed. Be sure to be able to contribute questions and answers to the class discussion. (**Journal #15**) Use page 224 as your guide. Answer all of the questions using complete sentences.

- ◇ Groups will assemble and discuss questions 105 on pages 206-207

Discussion #15: GROUP DISCUSSIONS SHOULD INCLUDE a summary of the reading as well as a review of possible answers to the questions related to the assignment or identification of questions and answers that will further the conversation.

- ◇ Group 2 will lead the discussion (206-220)

Wednesday, October 24, 2007:

Chapter 11: Research and College Libraries

HOMEWORK DUE AT THE BEGINNING OF CLASS: Have all of your reading completed. Be sure to be able to contribute questions and answers to the class discussion.

- ◇ Open discussion regarding Career Research Paper assignment

Discussion #16: GROUP DISCUSSIONS SHOULD INCLUDE a summary of the reading as well as a review of possible answers to the questions related to the assignment or identification of questions and answers that will further the conversation.

- ◇ Group 3 will lead the discussion regarding the web site below:
- ◇ go to the following web site: <http://library.shsu.edu/research/instruction/index.php>
- ◇ then click on: *introduction module*

Friday, October 26, 2007:

Chapter 11: Research and College Libraries

HOMEWORK DUE AT THE BEGINNING OF CLASS: Be sure to be able to contribute questions and answers to the class discussion.

- ◇ Continue open discussion regarding Career Research Paper assignment

Discussion #17:

- ◇ Group 4 will lead the discussion regarding the web site below:
- ◇ go to the following web site: <http://library.shsu.edu/research/instruction/index.php>
- ◇ then click on: *find a book*
- ◇ Group 1 will lead the discussion regarding the web site below:
- ◇ go to the following web site: <http://library.shsu.edu/research/instruction/index.php>
- ◇ then click on: *advanced catalog functions*

Monday, October 29, 2007: *Chapter 12: Majors and Careers: Making the Right Choices*

HOMEWORK DUE AT THE BEGINNING OF CLASS: Have all of your reading completed. Be sure to be able to contribute questions and answers to the class discussion. (**Journal #16**) Use page 251 as your guide. Answer all of the questions using complete sentences.

◇ Groups will assemble and conduct their prewriting for their career papers.

Discussion #18: GROUP DISCUSSIONS SHOULD INCLUDE a summary of the reading as well as a review of possible answers to the questions related to the assignment or identification of questions and answers that will further the conversation.

◇ Group 2 will lead the discussion (228-246)

Wednesday, October 31, 2007: *Chapter 12: Majors and Careers: Making the Right Choices*

◇ The class will meet at the Career Center for a tour.

Friday, November 2, 2007: *Chapter 12: Majors and Careers: Making the Right Choices*

HOMEWORK DUE AT THE BEGINNING OF CLASS: Have all of your reading completed. Be sure to be able to contribute questions and answers to the class discussion. (**Journal #17**) Write a one page journal response regarding your career center tour. Answer the following questions: What? So What? Now What? Follow the general guidelines you used for the Service Learning paper.

◇ Groups will create a thesis statement, topic sentences, and identify several examples that will be used as evidence.

◇ Open discussion regarding creating a Works Cited page.

Monday, November 5, 2007: *Chapter 13: Relationships*

HOMEWORK DUE AT THE BEGINNING OF CLASS: Have all of your reading completed. Be sure to be able to contribute questions and answers to the class discussion. (**Journal #18**) Use page 271 as your guide. Answer all of the questions using complete sentences.

◇ Open discussion from page 256.

Discussion #19: GROUP DISCUSSIONS SHOULD INCLUDE a summary of the reading as well as a review of possible answers to the questions related to the assignment or identification of questions and answers that will further the conversation.

◇ Group 3 will lead the discussion (254-266)

Wednesday, November 7, 2007: *Chapter 14: Diversity*

HOMEWORK DUE AT THE BEGINNING OF CLASS: Have all of your reading completed. Be sure to be able to contribute questions and answers to the class discussion. (**Journal #19**) Use page 289 as your guide. Answer all of the questions using complete sentences.

◇ Groups will assemble to define and discuss bias, stereotyping and prejudice. What are the sources of these attitudes and beliefs? Where do they start?

Discussion #20: GROUP DISCUSSIONS SHOULD INCLUDE a summary of the reading as well as a review of possible answers to the questions related to the assignment or identification of questions and answers that will further the conversation.

◇ Group 4 will lead the discussion (274-286)

Friday, November 9, 2007: *Chapter 14: Diversity*

- ◇ **HOMEWORK DUE AT THE BEGINNING OF CLASS:** We will have a potluck lunch today. Each student from Groups 1 and 2 **MUST** bring a dish that is representative of his or her culture. Each person will discuss his or her family's culture, discuss the dish that he or she brought, and provide everyone with a recipe card.
- ◇ Brief discussion regarding **Journal #21** due on Wednesday, November 14.

Monday, November 12, 2007: *Chapter 14: Diversity*

- ◇ **HOMEWORK DUE AT THE BEGINNING OF CLASS:** We will have a potluck lunch today. Each student from Groups 3 and 4 **MUST** bring a dish that is representative of his or her culture. Each person will discuss his or her family's culture, discuss the dish that he or she brought, and provide everyone with a recipe card.

Wednesday, November 14, 2007: *Chapter 15: Exploring Your Values*

HOMEWORK DUE AT THE BEGINNING OF CLASS: Have all of your reading completed. Be sure to be able to contribute questions and answers to the class discussion. (**Journal #20**) Use page 313 as your guide. Answer all of the questions using complete sentences. (**Journal #21**) Write a one page journal response regarding the diversity potluck lunches. Answer the following questions: What? So What? Now What? Follow the general guidelines you used for the Service Learning paper.

- ◇ Groups will assemble and answer *Working Together* on Page 311.

Discussion #21: GROUP DISCUSSIONS SHOULD INCLUDE a summary of the reading as well as a review of possible answers to the questions related to the assignment or identification of questions and answers that will further the conversation.

- ◇ Group 1 will lead the discussion (294-301)
- ◇ Group 2 will lead the discussion (301-308)

Friday, November 16, 2007: *Chapter 16: Staying Healthy*

HOMEWORK DUE AT THE BEGINNING OF CLASS: Have all of your reading completed. Be sure to be able to contribute questions and answers to the class discussion. (**Journal #22**) Use page 344 as your guide. Answer all of the questions using complete sentences.

- ◇ Groups will assemble and answer *Working Together* on Page 340.

Discussion #22: GROUP DISCUSSIONS SHOULD INCLUDE a summary of the reading as well as a review of possible answers to the questions related to the assignment or identification of questions and answers that will further the conversation.

- ◇ Group 3 will lead the discussion (316-327)
- ◇ Group 4 will lead the discussion (327-337)

Monday, November 19, 2007: *Thanksgiving Holidays*

Wednesday, November 21, 2007: *Thanksgiving Holidays*

Friday, November 23, 2007: *Thanksgiving Holidays*

Monday, November 26, 2007: *Career Research Paper*

HOMEWORK DUE AT THE BEGINNING OF CLASS: Each group member should bring 1 copy of the rough draft ready for peer evaluation.

Classroom Writing #5: In class assignment: complete peer review of rough draft

- ◇ Look at the handouts that follow this list of assignments. Your peer review sheet is connected. It is titled: Career Research Paper Peer Critique Sheet. On a separate sheet of paper, respond to the rough draft(s) of your classmates. Remember to separate the idea from the person. Help the writer further his or her writing by providing critical feedback. Your work will be graded.

Wednesday, November 28, 2007: *Career Research Paper*

HOMEWORK DUE AT THE BEGINNING OF CLASS: Groups should have assembled and prepared a minimum of 25 possible test questions for the final exam. The test questions should relate directly to the group's assigned discussion pages. Further, there should be a variety of test items included here: essay, multiple-choice, true/false, and matching. Questions should include answers and page numbers (except for essay questions).

Discussion #23: Group members will conference with me in an open forum during the class period. **(To receive credit for this exercise, be prepared to discuss your paper's progress and have a unique question about your paper, the assignment, or the advice that you received)**

Friday, November 30, 2007: *Career Research Paper*

HOMEWORK DUE AT THE BEGINNING OF CLASS: Each group member should bring 1 copy of the revised rough draft ready for peer evaluation. Bring 1 copy of your evaluation sheet to class.

Classroom Writing #6: In class assignment: complete peer evaluations of revised rough drafts.

- ◇ Look at the handouts that follow this list of assignments. A grading rubric for evaluation is connected. Make a copy of this rubric and evaluate the final draft that you have received. Remember to be very specific by using plenty of details. Your work will be graded.

Monday, December 3, 2007: *Final Conferences*

Wednesday, December 5, 2007: *Final Conferences*

- ◇ We will meet in my office at the Writing Center for private conferences. Be on time, or you will earn a zero for your final grade. Your entire group should be assembled and ready to discuss your Career Research Paper. If you do not show up for your group's appointment, you will earn a zero for your grade. You should also have your portfolio ready for grading at this time.
- ◇ While we are private conferencing, you should prepare for your final exam. The final exam will consist of a variety of questions provided from participating groups as well as one essay question.

Friday, December 7, 2007: *Study Day*

Final Exam Schedule for Sam 136.07: Wednesday, December 12, 2007 from 2:00 – 4:00