

Introduction to Collegiate Studies – Spring, 2008
SAM 136.02 Tuesday & Thursday 2:00 to 3:30
Syllabus

Instructor: Jessica Zuckero

Office: Residence Life Office, room 207

Phone: 936-294-1818

Email: jessicaz@shsu.edu

Office Hours: Monday through Friday 8:00 a.m. to 5:00 p.m. by appointment

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).
 - a. Develop basic study skills (e.g. reading, writing, note taking and test taking).
 - b. Enhance critical thinking/problem solving.
 - c. Develop life skills (e.g. health/stress, nutrition, relationships/sex, alcohol/drugs, and money management).
2. Developing skill in expressing oneself orally or in writing.
 - a. Enhance effective group dynamics through course activities.
3. Developing a clearer understanding of, and commitment to, personal values.
 - a. Enhance leadership, service learning, and civic responsibility skills/values.
 - b. Become sensitive to and value different cultures and respect diversity.
4. Learning how to find and use resources for answering questions or solving problems.
 - a. Locate and utilize university resources (e.g. career services, library, SAM Center, student services, etc.).
 - b. Initiate career exploration and major/minor area of study exploration.

Academic Dishonesty: All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

Classroom Rules of Conduct: Students will refrain from behavior in the classroom that intentionally or unintentionally disrupts the learning process and, thus, impedes the mission of the university. Cellular telephones and pagers must be turned off before class begins. Students are prohibited from eating in class, using tobacco products, making offensive remarks, reading newspapers, sleeping, talking at inappropriate times, wearing inappropriate clothing, or engaging in any other form of distraction. Inappropriate behavior in the classroom shall result in a directive to leave class. Students who are especially disruptive also may be reported to the Dean of Students for disciplinary action in accordance with university policy.

Visitors in the Classroom: Unannounced visitors to class must present a current, official SHSU identification card to be permitted in the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor's discretion whether or not the visitor will be allowed to remain in the classroom.

Attendance, Tardiness, and Early Exit Policy: Attending class, arriving for class on time, and remaining in class until the end of the class period are fundamental to academic success. Arriving on time for class and remaining in class until the end of the class period show respect for your instructor, your fellow classmates, and/or any guest speakers. Because of its importance, a combination of 2 tardies and/or early exiting will be counted as 1 absence for the class. A maximum of **two absences** 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 and make arrangements to make up missed work.

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

Grades:

Written (Individual Research Paper -- 25%, draft – 10%, and outline – 5%)	40%
Class Participation Includes quizzes, journals, in-class assignments, group work, homework, in-class discussion participation, and attendance. <u>It is your responsibility to read the chapters before they are covered in class.</u>	20%
Class Presentation (Individual In-Class Presentation & Common Reader)	15%
Midterm (March 6 th)	10%
Final (May 15 th)	10%
Service Learning Opportunity: Rita B. Huff Animal Shelter	5%

NO LATE WORK WILL BE ACCEPTED

Journal Entries: Throughout the semester, you will be assigned 5 journal topics. Journal entries are always due by 5:00 p.m on the Friday of the week they are assigned. You must write at least one page, double-spaced, to receive credit for each entry. Each journal should include paragraphs for the introduction, body and conclusion. Any exceptions will be noted on the class schedule and/or in class. Journals can be submitted via Blackboard, turning them in during class, or may be brought to me in the Residence Life Office.

Journal Due Dates:

January 18th / February 1st / February 29th / March 21st / April 25th

Service Learning Opportunity:

(Hours to be completed between January 30th and February 13th. Reflection paper due February 15th at 5:00 p.m.)
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 Spring 2008 will consist of working with The Rita B. Huff Animal Shelter and Humane Society.

After volunteering, students will submit a 2-page written response about the service learning experience. Each paper should cover the following:

- Explain what you did and what you learned while at Rita B. Huff
- How you felt about volunteering before and after your experience?
- Will you continue to volunteer in the future with Rita B. Huff or any other organization? Why or why not?
- What, if anything, did you feel you learn about yourself during this experience?
- Discuss whether or not you feel volunteerism is important. Why or why not?

Response Papers: You will be required to complete the following requirements. After attending these events you will be responsible for turning in a one page, typed, double-spaced RESPONSE PAPER. The paper is due within ONE week of the event. Each paper should cover the following areas (unless otherwise noted):

- Event title and date
- Did the event meet your expectations, if you had any prior to the event?
- Was the event fun, interesting, educational, exciting ...?
- What did you learn from the event?
- What did you learn about yourself?
- What does this have to do with yourself and your education?
- Would you attend an event like this again? Why or why not?

Each student must attend or complete 3 of the following:

- 1 SHSU Cultural Event (Theatre, Dance, Music, or Art)
- 1 Alcohol & Other Drug Abuse Activity (Alcohol 101+, S.W.A.A.T.)
- 1 Interview with a Professor –

- 1 Career Interview –
- 1 Campus Presentation - “Burning Issues” Documentary, President’s Speaker Series, Faculty Distinguished Speaker Series, Brown Bag Series, or Grassroots Series

Common Reader:

Group Work Assignment and Presentation:

The class will be divided into groups of two students. The groups will be assigned a chapter from “What should I do with my life? The true story of people who answered the ultimate question” to research and teach the class.

Each group will be responsible for the following:

- Reading the chapter
- Developing 3-5 discussion questions
- Leading a class discussion about the chapter
- Researching the individual from the chapter
- Drawing conclusions about the lesson(s) the author is trying to convey
- Submitting a presentation outline
- Submitting a 2 - 3 page paper addressing in depth the lesson(s) the author is trying to convey and the groups overall reaction to the chapter.
 - Topics you may want to consider addressing is:
 - Do you agree with the decisions/choices made by the individual? Why? Why not?
 - Can you relate to this person? Why? Why not?
 - What can we learn from this person?

NOTE: Everyone is responsible for coming to class having read the chapter that will be covered.

Individual Research Work:

Research Paper & Class Presentation

Your individual research work this semester is an exploration of self. This project will include many of the assignments you will do in class or for homework.

For the class presentation, you will focus on your past, present, and future success. The presentation should include a history of factors in your past, present and future that will affect the choices you have made or will make. It should, at the least, address who you are, your definition of success, why you have chosen your current major, challenges that you have faced in the past and present and challenges that you anticipate in the future, and how you plan on overcoming challenges so that you will graduate from college and be successful after graduation.

PRESENTATION DUE DATES:

February 21st – Presentation Outline Due

March 4th, 6th, 18th, and 20th – Presentations in class

For the research paper, research questions will be developed and approved by the instructor. This paper should focus on a specific major you wish to explore. This paper will tie in very closely with possible careers you have chosen or are thinking about choosing. Think about how you might utilize the SAM Center, Career Services, Newton Gresham Library, O*Net, internet, and any other sources you may find. Some of the major areas you should cover in the paper include, but are not limited to, the following:

- a. Reason for choosing a particular major.
- b. Primary sources from interviews with professors or professionals in the field.
- c. Overview of three career paths that are possible with the chosen major.
 - Advancement from entry-level to mid-level to executive-level positions
 - Job outlook and salary ranges
 - Skills and education (specific classes, minor, etc.) needed
 - Regional constraints

- d. Choose one of the three possible careers.
 - Identify skills not learned in the classroom, including extracurricular skills/activities that will be beneficial (part-time jobs, internships, practicums, volunteerism, student organizations, networking, etc.) needed
 - Role of your personality and how it may pertain to/affect your chosen career
 - Implications of results of career assessments (Academic Coach, MBTI, Strong Interest Inventory, etc.)
- e. Set short-term (up to one year) and long-term (more than five years) career goals and how you plan to achieve the goals for your success.
- f. Address whether or not you will pursue this major after exploring the above success factors. Why or why not?
- g. What do you wish you would have known prior to choosing your current major? Use lessons learned from the common reader, *What Should I Do with My Life?*, to address this question.

You are expected to take the paper to The Writing Center on campus for editing with the staff there. The paper must be 5-7 pages in length and 12 point Times New Roman font, 1" top and bottom margins and 1 ¼" side margins. A reference list is required (at least 5 references – only 3 can be internet) Also, for areas where you garner information from outside sources (internet resources, library resources), it is expected that the sources will be correctly cited using MLA format. You can find citation resources to help you at either The Writing Center website (http://www.shsu.edu/~wctr/handouts/MLA_Citation.pdf) or the Newton Gresham library website (<http://library.shsu.edu/research/guides/MLAstylerevised07.doc>). Papers received that are not correctly cited, are obviously copied from another place or otherwise suspected of plagiarism will *at minimum* receive no credit for that portion of the paper. If it is corrected by the final draft of the paper, you will not be penalized for that final draft. If you have any questions about how to do this that have not been answered by those resources provided above or our time in class, please feel free to ask me *before turning in your paper*.

RESEARCH PAPER DUE DATES:

April 17th – Rough Draft Due (Draft must be reviewed and stamped by the staff at the Writing Center)

May 8th – Final Paper Due

TENTATIVE CLASS SCHEDULE

January 17 th	Introductions and Syllabus Chapter 1: Strategies for Success Journal #1: Why are you in college? Why did you pick SHSU? Why are you in SAM 136?
January 22 nd 24 th	Academic Integrity Chapter 2: Time Management
January 24 th	Chapter 2: Time Management
January 29 th	Chapter 11: Campus Involvement & Service Learning Guest Speakers: Student Activities & Rita B. Huff Journal #2: Did you stick to the schedule? If no, what kept you from keeping to the schedule? How did you handle unexpected/unscheduled events? Is keeping a schedule helpful? Why? Why not?
January 31 st	Chapter 6: Listening, Note-taking, and Participating in Class
February 5 th	Chapter 6: Listening, Note-taking, and Participating in Class Common Reader Presentations
February 7 th	Chapter 7: Reading for Success Guest Speaker: Mr. Barnes, SHSU Reading Center
February 12 th	Common Reader Presentations Discuss Class Presentations
February 14 th	Chapter 4: Maximizing Your Learning Success Guest Speaker REMINDER: Service Learning Response is due tomorrow
February 19 th	Chapter 4: Maximizing Your Learning Success Service Learning Wrap Up w/Guest Speaker, Dana Grant
February 21 st	MBTI Presentation Outlines Due
February 26 th	Presentation Prep Day Computer Lab Journal # 3: How are you going to adapt your learning styles to the teaching styles of some of your instructors? Give a specific example.
February 28 th	Chapter 8: Test Taking
March 4 th	Individual Presentations Mid-Term Review
March 6 th	Mid-Term

March 18 th & 20 th	Individual Presentations Journal #4: Choose 6 people you would like to have dinner with and why?
March 25 th	Discuss Research Paper Common Reader Presentations
March 27 th	Conducting Research & Using the Library Writing Center
April 1 st	Career Center
April 3 rd	Academic Coach Common Reader Presentations
April 8 th	Chapter 12: Making the Right Choices for Your Major and Career Millennials in the Work Place Guest Speaker, Mr. Wayne Bennett
April 10 th	Money Management
April 15 th	Chapter 5: Communication
April 17 th	Chapter 3: Thinking Critically Rough Draft Due
April 22 nd	Chapter 9: Relationships , Diversity, and Values Common Reader Presentations Journal #5: Draw a logo that represents you, your values, your beliefs and goals. Explain the logo)
April 24 th	Chapter 9: Relationships, Diversity , and Values Guest Speaker
April 29 th	Chapter 9: Relationships, Diversity, and Values Guest Speaker
May 1 st	Chapter 10: Staying Healthy Common Reader Presentations
May 6 th	Course Wrap Up
May 8 th	Final Exam Review Research Paper Due
May 15 th	Final Exam (2:00 – 4:00)