

Introduction to Collegiate Studies – Spring, 2008 **SAM 136-01 (MWF 9:00 am – 9:50 am) Syllabus**

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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.

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 using cellular phones in class will be counted absent. 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 shows respect for your instructor, your classmates, and/or any guest speakers. Because of its importance, a combination of 2 tardiness and/or early exiting will be counted as 1 absence for the class. A maximum of **three absences for MWF classes** will be allowed. After three absences, each absence will result in a half letter grade (5 points) drop in the student's final letter grade. Students who miss class because of official University business will be given the opportunity to make up for missed work without penalty. However, students must inform the instructor prior to the absence.

Absences on Religious Holy Days: University policy states that a student who is absent from class for the observance of a religious holy day must be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. Student must be excused to travel for observance of a religious holy day. A student who wishes to be excused for a religious holy day must present the instructor with a written statement describing the holy day(s) and the travel involved. The instructor should provide the student with a written description of the deadline for the completion of missed exams or assignments.

University ADA Policy: Sam Houston State University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required, 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.

Grading Scale:

90-100	A	Excellent Work
80-89	B	Good Work
70-79	C	Acceptable Work
60-69	D	Not Acceptable Work
Below 60	F	Failing Work

Assignments/Grades:

Written (Individual Research Assignments, including drafts)	40%
Class Presentation (Individual In-Class Presentation)	15%
Midterm	10%
Final	10%
Class Participation	20%
Includes quizzes, journaling, 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>	
Service Learning Opportunity: Rita B. Huff Animal Shelter	5%
Students will volunteer <u>5 hours outside of class time</u> for service learning to enhance their involvement in the culture of SHSU and the surrounding community. Your instructor will determine the service-learning project for Spring 2008. Court mandated or student organization community service will not be accepted.	

All assignments are due on the due date by noon (12:00 pm). Late assignments are NOT accepted.

Weekly Journal Entries/Assignments: Students are assigned a weekly journal entry topic or assignment. Entries must be one full one page, double-spaced, 1 inch margins in Times New Roman 12pt. font to receive credit. Each journal should include paragraphs for the introduction, body and conclusion. Assignments are formatted based on instructor request.

Response Papers: Each student must complete two (2) response papers in essay format on the following subjects.

- Due 3/7 - **1 Alcohol & Other Drug Abuse Activity** (See S.W.A.A.T.)
- Due 5/5 - **1 Service Learning Activity** – our class project of volunteering

Students are required to complete the response paper with these requirements:

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

Class Presentation: Each student will complete an individual class presentation after the mid-term. 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 needs to be a minimum of 7 minutes long.

Individual Research Paper: 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 which 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, then
 - Identify skills not learned in the classroom, including extracurricular skills/activities that will be beneficial (part-time jobs, internships, practicum, 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 (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 must be five to seven pages (no less than 5 Full pages), double-spaced, 1 inch margins in Times New Roman 12pt. font. A reference list is required (at least 5 references – only 3 can be internet). In addition, 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/MLAstyle-revised07.doc>). Papers not properly cited are considered plagiarized and will *at minimum* receive no credit for that portion of the paper. If it is corrected by the final draft, you will not be penalized for that final draft. If you have any questions about how to do this and have not been helped by those resources provided above or our time in class, please feel free to ask me *before turning in your paper*.

Midterm and Final Exams: There will be one midterm and one final exam. Exams consist of multiple choice, short answer, and true/false questions.

Extra Credit: Students will have the opportunity to earn extra credit. Each extra credit assignment is worth one (one) point to your final grade. There are 5 possible points. Extra credits range from interviews, to coming to class, to writing and mailing a letter. Extra credits are not announced and have specific due dates.

TENTATIVE CLASS SCHEDULE

Week 1 – Step 1

1/16 – Expectations
1/18 – Setting Goals; Introduction & Ch. 1 of Common Reader

Week 2 – Step 2 & 11

1/23 – Time Management and Campus Life; Guest Speaker
1/25 – Time Management; Journal Due

Week 3 – Step 6

1/28 – Note Taking
1/30 – Library Tour
2/1 - Common Reader Discussion Ch. 7; Chapter Summary Due

Week 4 – Step 7

2/4 – Guest Speaker
2/6 – Effective Reading
2/8 – Common Reader Discussion Ch. 34; Chapter Cornell Method Due; MBTI Due

Week 5 – Step 4

2/11 – Guest Speaker
2/13 – Learning Skills; Guest Speaker
2/15 - Common Reader Discussion Ch. 2; Journal Due

Week 6 – Step 3

2/18 – Critical Thinking
2/20 – Values
2/22 – Common Reader Discussion Ch. 9; Journal Due

Week 7 – Step 5 & 8

2/25 – SAM Center Advisement & Services
2/27 – Presentation Etiquette
2/29 – Common Reader Discussion Ch. 47; Outline of Presentation Due

Week 8 & 10

3/3 – Test Taking Techniques
3/5 – Test Taking Preparation
3/7 – Midterm; First Response Paper Due

Week 9 – Step 5

3/17 – Presentations
3/19 – Presentations
3/21 – Writing Well

Week 10 – Step 5

3/24 – Writing Center Tour & Guest Speaker
3/26 – Writing Well
3/28 – Citation; Research Paper Brainstorm/Outline Due

Week 11 – Step 12

3/31 – Internet Research
4/2 – Career Center Tour
4/4 – Common Reader Discussion Ch. 18; Journal Due

Week 12 – Step 12

4/7 – Rita B. Huff experience; Profiles International Due; Service Learning Hours Due
4/9 – Budgeting
4/11 – Guest Speaker; Research Paper First Draft Due

Week 13 – Step 11

4/14 – Guest Speaker
4/16 – Your Job and You
4/18 – Common Reader Discussion Ch. 57; Career Interview Due

Week 14 – Step 9

4/21 – Diversity
4/23 – Sexual Health
4/25 – Guest Speaker; Research Paper Second Draft Due

Week 15 – Step 10

4/28 – Healthy Living
4/30 – Guest Speaker
5/2 – Make Up Day

Week 16

5/5 – Research Day; Second Response Paper Due
5/7 – Final Exam; Research Paper Due