Class Information:
Room: Math 101 (Auditorium classroom)
Class Day and Time: Wednesday: 1:00 pm-2:40pm

Instructor Information:

Faculty Instructor:
Name: Rose M. Powell, PhD, RN
Office: 166 Nursing Building (off-campus)
Phone: 936-468-7728
E-mail: powellrm@sfasu.edu
Office Hrs: Monday: 9am-12pm and Tuesday: 9am-5pm (please call for appt.)

Student Instructor:
Name:
E-mail:

Course Description:
This course provides study and practice in methods for success in college. Topics include critical thinking skills, study skills, time and money management, goal setting, career planning, and a review of university resources and regulations.

Program/Student Learning Outcomes:
Upon completion of SFA 101 the student will be informed of the following areas and how they relate to their success

- Evaluate the significance of academic integrity.
- Construct a strategy for accessing and evaluating information through Steen Library.
- Select campus and community service opportunities in which he/she is interested.
- Apply college classroom learning strategies within this class and others.
- Investigate an overview university resources.
- Develop personal survival skills.
- Examine SFA history, traditions, and pride.
- Argue the true value of a college education.
- Relate university rules and procedures to his/her personal behavior at SFA.
- Demonstrate working successfully with peers, faculty, and staff

CLASS READINGS AND MATERIALS: All students will receive a Keys to College Success pamphlet and a SFA 101 Freshman Success Handbook at the beginning of the semester. Information in the study sheet and handbook will be used for class discussions. Make sure you get them, read them, and understand them. You will also need a class notebook of some type.

COURSE METHODS AND ACTIVITIES: You will participate in the class in the following ways:

- Small group discussion
- Whole class discussion
- Guest speakers
- Visits to campus locations
- Videos
- Games and exercises
- Illustrated lecture
- Individual conferences

9/7/2012
**GRADING PROCEDURES**: SFA 101 is a graded course. Passing this course will give you one semester credit that can be used toward the total number of credits you need to graduate. The grading system is as follows:

- 265 – 223 points = A
- 222 – 183 points = B
- 182 – 143 points = C
- 142 – 103 points = D
- 102 pts & below = F

**Attendance**

**Instructor/Student Instructor Meetings**: Two individual meetings with the instructor or the student instructor will be scheduled. The purpose of these meetings is to allow you to ask questions, get clarification about college life or just to chat about whatever is on your mind. They count for a total of **20 points** of your attendance grade.

**Outside Events**: You will be required to attend four (4) outside events provided by SFA. You must provide sufficient documentation of the event of your choice. Attendance to these events will be valued at **10 points each** for a total of **40 points**.

- #1: President’s Kickoff and game
- #2: College of Mathematics and Science (CoMS) Convocation
- #3: Homecoming Activity
- #4: Observatory Activity

**Class Attendance**: Class attendance is mandatory; therefore, please plan to attend ALL class sessions. Attendance will be taken daily. Every absence that you incur will result in a deduction of 2 points from your final grade.

**Assignments**

Several times during the semester you will be given an assignment to be completed using e-mail or to be turned in during class. **NO LATE WORK WILL BE ACCEPTED**. These assignments are intended to provide you with an opportunity to reflect on and benefit from what’s happening in college.

- **Strong Inventory Survey** (10)
- **Library Resource Locator** (10)
- **Registration for Spring** (10)
- **Health Topic Poster Presentation** (100)

**Writing for Reflection**:

Reflection entries will be made throughout the semester. If you miss a class it is your responsibility to ask for the reflection entry information. Refer to Rubrics for evaluation and points.

You will be assigned **three 2-3 page papers**, each valued at **25 points**. Formatting for the papers is as follows:

- a. 1” margins
- b. **Times 12 pt. font**
- c. double line spacing.

The due dates for the papers are indicated on the schedule below, and on those dates the paper is due at the beginning of class.

**TOTAL POINTS FOR COURSE**

265 points
Don’t forget to read the Keys to College Success and all Lumberjack Links on www.sfasu.eu/sfa101.

E-MAIL: Please check your Titan email account regularly. Email will be the official tool for communicating the important reminders, announcements, and further assignment directions.

CLASS RULES: Following these few rules will help to maximize the SFA 101 experience for you and your classmates:

1. Attend every class.
2. Read the assigned material, and turn in all required work on the day it is due. (This is because your other professors will likely not be flexible.)
3. Participate in individual and group activities and discussions.
4. Treat everyone in the class with respect and courtesy.
5. All students are expected demonstrate professional behavior and use language appropriate for the classroom learning experience.
6. PDAs, cell phones, and other electronic devices should be turned off and put away during class time.
7. Ask questions!

ACCEPTABLE STUDENT BEHAVIOR: Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

COURSE COMPLAINTS: Any college course complaints or problems should first be discussed with the course instructor for the particular course. Difficulties can usually be resolved there. If the complaint cannot be resolved, the next person to see is the appropriate department chairperson. For SFA 101, the chairperson is Dr. Tim Clipson (McGee Business Building, 229N; 468-2188).

ACADEMIC INTEGRITY (A-9.1): Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

WITHHELD GRADES (A-54): Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

STUDENTS WITH DISABILITIES: To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Aspect of Collaborative Learning</th>
<th>HOTS</th>
<th>Assessment</th>
<th>HIP Element(s)</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>08-29-12 1:2:40 pm MTH 101</td>
<td>Course Introduction Syllabus, HOTS/CHIP, Rubrics</td>
<td>Gaining foundational knowledge</td>
<td>Instructor observation</td>
<td>1. Faculty and student peers interact about substantive matters.</td>
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<td><strong>Overview of University Resources</strong></td>
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<td><strong>Accessing and Evaluating Information</strong></td>
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<td>2 pm Library Tour - Marty Turnage</td>
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<td>Take Strong Inventory by 9-5-12</td>
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<td>08-30-12 Thursday 4:4:30 pm William R. Johnson Coliseum 4:30-5:30 pm Ag Pond</td>
<td>President's Kickoff – receive a free axe handle and voucher for free food and drinks at the tailgate.</td>
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<td>Freshmen tailgate and Jacks Charge- Enjoy free food and Class of 2016 will follow football team onto the field with axe handles.</td>
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<td><strong>This counts as an Outside Activity and is worth 10 points.</strong></td>
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<td>Week 2</td>
<td>09-05-12 1:2:40 pm MTH 101</td>
<td>Turn in True Colors Survey</td>
<td>Gaining foundational knowledge</td>
<td>Instructor observation</td>
<td>1. Faculty and student peers interact about substantive matters. 2. Students experience diversity through contact with people that are different than themselves.</td>
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<td>Submit Steen Library Resource Locator via D2L before class</td>
<td>Gaining foundational knowledge</td>
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<td>Introduce Final Project</td>
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<td>Strong Inventory Due to Career Services today.</td>
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<td><strong>Freshmen Convocation</strong></td>
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<td>Kennedy Auditorium – Pizza, drinks, and cookies - Apple iPad to be given away and additional prizes</td>
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<td><strong>This counts as an Outside Activity and is worth 10 points.</strong></td>
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<td>Week 3</td>
<td>09-12-12 1:2:40 pm MTH 101</td>
<td><strong>Form Cohort Groups from True Colors</strong></td>
<td>Group work with questions escalating in information processing</td>
<td>Instructor observation and student responses during discussion</td>
<td>Action Learning; Electronic media; Establishing Cohort Learning; 1. Activities have applications to different settings on/off campus. 2. Students receive frequent performance feedback. 3. Students experience diversity through contact with people that are different than themselves.</td>
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<td><strong>College Classroom Learning Strategies</strong></td>
<td>Critical thinking and decision making used during discussion</td>
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<td>1pm M.E. McWilliams</td>
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<td><strong>2pm- Strong Inventory Review Results - John Milnar - Career Services</strong></td>
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<td>Week 4</td>
<td>09-19-12 1:2:40 pm MTH 101</td>
<td>SNA Officers <strong>Personal Survival Skills</strong></td>
<td>Group work with questions escalating in information processing</td>
<td>Instructor observation and student responses during discussion</td>
<td>Action Learning; Electronic media; Establishing Cohort Learning; 1. Activities have applications to different settings on/off campus. 2. Students receive frequent performance feedback. 3. Students experience diversity through contact with people that are different than themselves.</td>
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<td>1 pm M. E. McWilliams- Time Mgt</td>
<td>Critical thinking and decision making used during discussion</td>
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<td>2pm- Amanda Kennedy- Safety Issues</td>
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<td><strong>Individual Sessions with Instructors</strong></td>
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<td>Personalized feedback on group participation and given final group presentation information</td>
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<td><strong>University Rules and Procedures</strong></td>
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<td>Dr. Peggy Scott 1pm</td>
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9/7/2012
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<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Activity</th>
<th>Details</th>
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</thead>
<tbody>
<tr>
<td>10-03-12</td>
<td>1:24:00</td>
<td>MTH 101</td>
<td>Accessing and Evaluating Information Poem Activity</td>
<td>to handle roommate having alcohol in the room writing submitted through D2L Faculty and student peers interact about substantive matters.</td>
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<td>Week 7</td>
<td>10-10-12</td>
<td>MTH 101</td>
<td>Working Successfully with Peers Faculty and Staff</td>
<td>Group discussions of “Never do or Say These Things” for instructors and expand to staff. Gaining knowledge to be used in next class Instructor observation and student responses during discussion Cohort Learning; Case Studies; Roundtable Discussions; Authentic connections are made with peers, faculty, community, and/or the university.</td>
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<td>Week 8</td>
<td>10-17-12</td>
<td>MTH 101</td>
<td>SFA History, SFA Traditions, &amp; SFA Pride</td>
<td>Gaining foundational knowledge Gaining foundational knowledge Instructor observation and student responses during discussion Peer Teaching; Faculty and student peers interact about substantive matters.</td>
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<td>Week 9</td>
<td>10-24-12</td>
<td>MTH 101</td>
<td>Academic Integrity Professor Lovelit group exercise Ethical Dilemmas</td>
<td>Individual assessment of exercise followed with Group Work to process, debate, defend information. Paper #2 due via D2L Instructor observation and student responses during discussion; Rubric evaluation of writing 1. Authentic connections are made with peers, faculty, community, and/or the university 2. Activities have applications to different settings on/off campus 3. Students receive frequent performance feedback 4. Students experience diversity through contact with people that are different than themselves.</td>
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<td>Week 10</td>
<td>10-31-12</td>
<td>MTH 101</td>
<td>Campus and Community Opportunities- Handouts</td>
<td>Gaining foundational knowledge Gaining foundational knowledge Instructor observation 1. Faculty and student peers interact about substantive matters. 2. Authentic connections are made with peers, faculty, community, and/or the university</td>
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<td>Week 11</td>
<td>11-07-12</td>
<td>MTH 101</td>
<td>Student Advisement for Spring Trina Menfee - Student to have all papers to Register for Spring copy of transcript printed off, Paper #3 due via D2L</td>
<td>#3 Paper due: Select one of the topics discussed during the semester and explain how the topic assisted you in the development of the SL project Paper #3 Reflective writing submitted through D2L Instructor observation and student responses during discussion; Rubric evaluation of writing 1. Authentic connections are made with peers, faculty, community, and/or the university 2. Activities have applications to different settings on/off campus 3. Students receive frequent performance feedback 4. Students experience diversity through contact with people that are different than themselves.</td>
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<tr>
<td>11-12-12</td>
<td>Monday 9pm</td>
<td>SFA Observatory</td>
<td>This counts as an Outside Activity and is worth 10 points.</td>
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<td>Week 12</td>
<td>11-14-12</td>
<td>MTH 101</td>
<td>True Value of a College Education Activities</td>
<td>Group work – defining and refining presentation and giving assignments Analysis, Synthesis and Evaluation of information Instructor observation Cohort Learning; Problem-based Learning; 1. Authentic connections are made with peers, faculty, community, and/or the university 2. Faculty and student peers interact about substantive matters 3. Students spend considerable time on</td>
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9/7/2012
### Week 13
11-21-12
Holiday

#### Beginning of Thanksgiving
**Holidays for Students and Faculty**

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### Week 14
11-28-12
1-2:40 pm
MTH 101

#### Final Presentations

<table>
<thead>
<tr>
<th>Peer Teaching</th>
<th>Analysis, Synthesis and Evaluation of information</th>
<th>Presentation Rubric; Group participation rubric</th>
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</table>

- **Peer Teaching:**
  1. Authentic connections are made with peers, faculty, community, and/or the university.
  2. Faculty and student peers interact about substantive matters.
  3. Students spend considerable time on meaningful tasks.
  4. Students receive frequent performance feedback.