Discovering your Strength
GS 1181.47

MW 12:00-12:50
HHS 114

Instructor Name
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Work Phone: 325-486-6179
Office Location: HHS Building 222E
Office Hours: Tuesday 1:00-3:00 and by appt

Course Description
This course is designed to introduce incoming freshmen to the intellectual and cultural environment of the university and the impacts it will have on their lives as students. Freshman Seminars incorporate various integral elements in order to facilitate first-year students' transition from high school to college level learning. Emphasis will be on communication, critical thinking, and information literacy. Students will learn how to tap into their natural talents and develop their strengths.

Core Student Learning Outcomes
Upon completion of this course, students will be able to:
• Develop, interpret, and express ideas through effective written communication
• Locate campus resources to solve problems/answer questions
• Determine the student's intrinsic strengths and identify ideas for action to develop these strengths.

Course Objectives:
• Develop skills in expressing oneself orally or in writing
• Learn how to find and use resources for answering questions or solving problems
• Learn to analyze and critically evaluate ideas, arguments, and points of view

Method of Assessing Learning Outcomes
Core student learning outcomes will be assessed through course assignments.

Course Requirements
Strength Finder Assignment
Theme Assignment
Information Literacy Blackboard Course
Blackboard Training
Article Summary
Discussion Board Comments
Attendance/Participation

Required Materials

Course Grade
Information Literacy Blackboard Course 50 points 500.00-450 points: A
Strength Finder Assignment 150 points 449.99-400 points: B
Blackboard Training 25 points 399.99-350 points: C
Attendance/Participation (5 points per day x 15 days ) 75 points 349.99-300 points: D
Article Summary 100 points 299.99-0 points: F
Discussion Board Comments 100 points
TOTAL 600 points

Academic Integrity
Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook.

American Disability Act
Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request and to implement academic accommodations.

Attendance
It is the student’s responsibility to be on time for class, participate in class discussions, and be actively engaged in the learning process. Instructions and assignments will often been given during class, therefore it is in your best interest to attend. If you have to miss class due to an unforeseen event/accident or illness, please contact the instructor prior to the start of class. Pending the reason for your absence, the instructor may inform you of any missed homework assigned during class. Not acceptable reasons for absences include but are not limited to: over sleeping, work, wanting to leave early or come back late from the weekend, and celebrating a friend, relative or pet’s birthday. If you are sick, let the instructor know and bring a physician’s note when you come back to class.

Late Work or Missed Assignment Policy
Late work will not be accepted unless you have received permission from the instructor prior to the due date. If you miss an assignment due to an unexcused absence, you are out of luck. Show up for class!

Religious Holy Day
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from
classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.

Assignments
• Blackboard Technology Training: 25 points
• Library Online Information Literacy Directions: 50 points

Here is how students will access/use the online information literacy tutorial.
1. Immediately when students log in to Blackboard, they can see the My Courses area. They will then click on link for the current semester, i.e. 16 Spring Information Literacy to gain access to the tutorials.
2. Upon doing so they will see the screen below. They can choose a video to watch from the left margin.
3. Having made a choice, they can then watch the video by clicking on one of the Play buttons. After having watched the video, they will then open up the Quiz by clicking the Mark Reviewed button indicated in the image below.
4. They will then click on the Quiz link
5. The first question will be displayed, with prompts to the remaining questions.

Completing the quiz and proceeding on will hopefully be self-evident from here.

GUIDELINES FOR WRITING AN EFFECTIVE ARTICLE SUMMARY
1. Read the selection carefully to identify the author’s purpose. Distinguish between important ideas and less important ideas. You must understand the reading perfectly in order to do this. Look up unfamiliar words.

2. Re-read the selection.
   • Divide it into sections. (Paragraphs or other obvious divisions the author may have used)
   • Identify important information in each section by making a note of it on notebook paper. This would include the thesis, main ideas of body paragraphs, and major details.
   • Write the definitions of unfamiliar words in the margins as well.
   • When you write your notes, do not use the same words the author used in the article.
   • Avoid including minor ideas or details.

3. Write a sentence for the thesis, each main idea, and for the major details in the entire selection.

4. Write a “discovery draft” (rough draft) of your summary.
• Write the author’s purpose or main subject (thesis), the title of the reading, and the author’s name in an opening sentence for the summary.
• Add sentences for each of the main ideas and major details in the reading’s sections. Avoid trying to summarize every single paragraph in the selection. The ideas in short paragraphs can be combined with longer paragraphs.
• Follow the same order in your summary as is in the original selection.

5. Revise your draft for content, including accuracy and completeness.
• Maintain the same order as in the reading.
• Eliminate repetition and less important information.
• Disregard minor details.
• End the summary with the same idea the reading ends with, but use different words. (That is, add an ending sentence that restates the author’s ending, but do not use the exact same words the author used.)
• Consider the length of the summary. (1/4 to 1/3 the length of the original reading)

6. Revise your draft to eliminate errors in grammar, mechanics, etc.
• Insert transitional words and phrases where needed.
• Check for style. Your summary should reflect the style of the reading’s author.
• Combine sentences for a smooth, logical flow of ideas. Avoid a series of short, choppy sentences. Eliminate repetition. (transitions: in addition, also, then, next, later, therefore)
• Revise for grammatical correctness, punctuation and spelling.

7. Create a final draft of your summary. Use Calibri, size 11, font. Double-space the entire paper with 1” margins on the top, bottom, left, and right.
• Article Summary: 75 points
  o Choose a journal article related to one of your Themes.
  o Each assignment should be double spaced, with 1” margins, either Calibri or New Times Roman font that is 11 point in size. The paper should be 2 pages in length (not including the cover and reference page). The paper should be written using APA guidelines and must include a Cover and a Reference Page.
<table>
<thead>
<tr>
<th>Article Summary Rubric</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical Reading</strong></td>
<td>The article demonstrates clear evidence of thorough critical reading. The thesis is clearly identified, and main ideas are highlighted. (22-25 points)</td>
<td>The article demonstrates evidence of critical reading. The thesis is identified, and some main ideas are highlighted. (17-21 points)</td>
<td>The article demonstrates little or no evidence of critical reading. There are very few, if any, main ideas highlighted. (0-16 points)</td>
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<td>____ / 25</td>
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<td><strong>Quality of Ideas / Content</strong></td>
<td>The writer begins the summary by paraphrasing the article’s main idea. The writer then clearly states the main ideas in the order in which they appear in the article and includes transitions so the summary flows smoothly. The writer does not include his/her opinion, and he/she maintains a formal tone appropriate for an academic audience. After reading the summary, the reader has a clear understanding of what the original article is about. (36-40 points)</td>
<td>The writer includes most of the main ideas from the original article; however, some major details may be left out. The summary may also be lacking transitions. After reading the summary, the reader has a fairly clear understanding of what the original article is about. (28-35 points)</td>
<td>The writer leaves out several main ideas from the original article, and the summary lacks transitions. After reading the summary, the reader does not have a clear understanding of what the original article is about. (0-27 points)</td>
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<td>____ / 40</td>
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<tr>
<td><strong>Grammar / Mechanics / Sentence Structure</strong></td>
<td>There are few, if any, errors in grammar, spelling, punctuation, and capitalization. The writer also avoids first- person pronouns (I/me), and second-person pronouns (you). The writer’s sentences clearly express ideas, and the audience has no difficulty grasping the writer’s meaning. (22-25 points)</td>
<td>There are a few errors in grammar, spelling, punctuation, and capitalization in the summaries, but they are not significant enough to be distracting for the audience. Most of the sentences are clearly stated, and the audience can, with little difficulty navigate the summary. (17-21 points)</td>
<td>There are numerous errors in grammar, spelling, punctuation, and capitalization in the summaries, and they are distracting for the audience, making it difficult to understand the writer’s ideas. Also, there are numerous sentences that are unclear and awkwardly arranged. (0-16 points)</td>
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<td><strong>AMA Format</strong></td>
<td>The writer follows the correct guidelines for APA format (heading, title, font, spacing) (10 points)</td>
<td>There are minor errors in APA format. (6-9 points)</td>
<td>There are significant errors in APA format. (0-5 points)</td>
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<td><strong>TOTAL ____/100 points</strong></td>
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**Strength Finder Assessment: 150 points**

Read Part 1 of the Strengths Finder 2.0 book (pages 3-30). Then complete the strength finder assessment

- What are your top 5 Themes?
- For each theme answer the following questions:
  1. How does this information help you better understand your unique talents?
  2. Do you think this Theme accurately describes you? Why or why not (give examples)
  3. How can you use this understanding to add value to your role?
  4. How can you apply this knowledge to add value to your team?
  5. What will you do differently tomorrow as a result of this report?

The assignment should be double spaced, with 1” margins, either Calibri or New Times Roman font that is 11 point in size. The paper should be 5 pages in length (not including the cover and reference page). The paper should be written using APA guidelines and must include a Cover and a Reference Page.

**Discussion Board Posts: 100 points**

Post 1:
What did you learn about the campus and your team members during your scavenger photo hunt on campus?

Post 2:
Time management post – How did you spend your time? Did your results surprise you? What would you change and why?

Post 3:
Goals: What are 2 of your long-term goals? What are your short-term goals to help you achieve your long-term goals? How do you plan on measuring these goals? What is the time frame to achieve these goals?

Post 4:
For each member of your group, under their strength finder post, please comment on the following:
1) Are any of these strengths similar to your own?
2) How can you apply this knowledge (knowing their strengths) to add value to your team in this course?
<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Topic</th>
<th>Assignments/Activities/DUE Dates</th>
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</thead>
<tbody>
<tr>
<td>8-27-18</td>
<td>1</td>
<td><strong>Course Orientation</strong></td>
<td>DUE August 29th by 11:59 PM*</td>
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<tr>
<td></td>
<td></td>
<td><strong>Group Introductions</strong></td>
<td>• Review START HERE page</td>
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<td>• Review Course Syllabus and ASU Honor Code. Select</td>
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<td>“Mark Reviewed” to agree to terms of the course and</td>
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<td>ASU's policies and access course content.</td>
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<td>• Complete and Submit: Read the Syllabus Assignment</td>
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<tr>
<td>8-29-18</td>
<td>1</td>
<td><strong>Discuss Course Assignments</strong></td>
<td>DUE September 2</td>
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<td></td>
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<td>• Blackboard Technology Training (25 points)</td>
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<tr>
<td>9-3-18</td>
<td>2</td>
<td><strong>No Class</strong></td>
<td>Labor Day</td>
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<td>9-5-18</td>
<td>2</td>
<td><strong>High School to College Transition</strong></td>
<td>DUE September 9</td>
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<td>• Information Literacy Training (50 points)</td>
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<td>9-10-18</td>
<td>3</td>
<td><strong>How To Be Successful in College</strong></td>
<td>Due September 11</td>
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<td>• Discussion Board Post 1 (25 points)</td>
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<td>9-12-18</td>
<td>3</td>
<td><strong>Time Management</strong></td>
<td>Due September 16</td>
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<td>• Discussion Board Post 2 (25 points)</td>
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<td>9-17-18</td>
<td>4</td>
<td><strong>Strengths and Leadership</strong></td>
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<td>• Discussion Board Post 3 (25 points)</td>
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<td>9-19-18</td>
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<td><strong>Strengths and Leadership</strong></td>
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<td><strong>Strengths and Leadership</strong></td>
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<td>• Strength Finder Assignment (150 points)</td>
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<td>9-26-18</td>
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<td>6</td>
<td>Strengths and Leadership</td>
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* All due times are 11:59 pm CST, unless otherwise specified