

Discovering your Strength

GS 1181.47

MW 12:00-12:50

HHS 104

Instructor Name

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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

Article Summary

Discussion Board Comments

Attendance/Participation

Required Materials

Rath, Tom. Strengths Finder 2.0. 2007. ISBN: 978-1-59562-015-6

Course Grade

Information Literacy Blackboard Course	50 points	500.00-450 points: A
Strength Finder Assignment	150 points	449.99-400 points: B
Other Assignments	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
<u>Discussion Board Comments</u>	<u>100 points</u>	
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 be 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.

COPYRIGHT POLICY

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Title IX at Angelo State University:

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D.

You may submit reports in the following manner:

Online: www.angelo.edu/incident-form

Face to Face: Mayer Administration Building,
Room 210

Phone: 325-942-2022

E-Mail: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: www.angelo.edu/title-ix.

Assignments

• 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. 19 Fall 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.

Article Summary Rubric

	Excellent	Satisfactory	Needs Improvement
Critical Reading _____ / 25	The article demonstrates clear evidence of thorough critical reading. The thesis is clearly identified, and main ideas are highlighted. (22-25 points)	The article demonstrates evidence of critical reading. The thesis is identified, and some main ideas are highlighted. (17-21 points)	The article demonstrates little or no evidence of critical reading. There are very few, if any, main ideas highlighted. (0-16 points)
Quality of Ideas / Content _____ / 40	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)	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)	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)
Grammar / Mechanics / Sentence Structure _____ / 25	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)	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)	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)
AMA Format _____/10 points	The writer follows the correct guidelines for APA format (heading, title, font, spacing) (10 points)	There are minor errors in APA format. (6-9 points)	There are significant errors in APA format. (0-5 points)

TOTAL _____/100 points

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 in your future profession?
 4. How can you apply this knowledge to add value to your team of coworkers and clients/patients/customers?
 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?

**GS 1181 Discovering Your Strengths
Course Schedule Fall 2019**

Date	Wk.	Topic	Assignments/Activities/DUE Dates
Welcome! Getting Started Module & Week 1			
8-26-19	1	Course Orientation Group Introductions	DUE August 29th by 11:59 PM* <ul style="list-style-type: none"> ● Review START HERE page ● Review Course Syllabus and ASU Honor Code. Select “Mark Reviewed” to agree to terms of the course and ASU’s policies and access course content. ● Complete and Submit: Read the Syllabus Assignment
8-28-19	1	Discuss Course Assignments	
Week 2			
9-2-19	2	No Class	Labor Day
9-4-19	2	High School to College Transition	DUE September 9 <ul style="list-style-type: none"> ● Information Literacy Training (50 points)
Week 3			
9-9-19	3	How To Be Successful in College	Due September 11 <ul style="list-style-type: none"> ● Discussion Board Post 1 (25 points)
9-11-19	3	Time Management	Due September 16 <ul style="list-style-type: none"> ● Discussion Board Post 2 (25 points)
Week 4			
9-16-19	4	Strengths and Leadership	Due September 18 <ul style="list-style-type: none"> ● Discussion Board Post 3 (25 points)
9-18-19	4	Strengths and Leadership	
Week 5			
9-23-19	5	Strengths and Leadership	Due September 25 <ul style="list-style-type: none"> ● Strength Finder Assignment (150 points)
9-25-19	5	Strengths and Leadership	

* All due times are 11:59 pm CST, unless otherwise specified

Week 6			
9-30-19	6	Strengths and Leadership	Due October 2 <ul style="list-style-type: none"> Discussion Board Post 4 (25 points)
10-2-19	6	Strengths and Leadership	DUE October 7 <ul style="list-style-type: none"> Article Summary Assignment (100 points)
Week 7			
10-7-19	7	Strengths and Leadership	
10-9-19	7	Strengths and Leadership	
Week 8			
10-14-19	4	Advising	<ul style="list-style-type: none"> Course Evaluation
10-16-19	4	Advising	