



COURSE SYLLABUS

**COH 111.001
THEORY AND APPLICATION OF LEARNING AND CRITICAL THINKING
FRESHMEN SUCCESS SEMINAR
FALL 2016**

Instructor: Coy Martin

Office Location: AG/IT 222C

Office Hours: Mondays & Wednesdays, 2:00 – 4:00 PM, or by appointment

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COURSE INFORMATION

CRN: 83096

Classroom: Journalism 234

Meeting time: Tuesdays & Thursday, 2:00 – 2:50 PM

Materials – Textbooks, Readings, Supplementary Readings

Textbooks Required:

Kleon, Austin. *Steal Like An Artist: 10 Things Nobody Told You About Being Creative*. New York: Workman, 2012. (ISBN: 978-0761169253)

Accessibility: Available in the bookstore; on Amazon. \$6.74; \$6.40 Kindle

Optional Textbook:

Keys to Success by Sarah Lyman Kravits, Carol Carter, and Joyce Bishop. 2010. ISBN: 9780132541718. You are not required to purchase this textbook, but I will be using it as a lecture source, and therefore quizzes will include this material.

Other Materials Required:

In addition, students should also purchase, and bring to every class meeting:

- An academic year day planner
- Binder
- At least two pens

Course Description

COH 111 prepares students for optimal success at the university and beyond by motivating them to develop skills, knowledge and behaviors that will create confident, self-sufficient learners.

Student Learning Outcomes

1. Students will be able to identify and describe relevant campus resources.
2. Students will be able to view themselves as engaged citizens within an interconnected and diverse world.
3. Students will be able to explain their responsibilities as a student.
4. Students will demonstrate critical thinking skills.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Assignments:

Quizzes (20%): Detailed below under attendance policy. Quizzes are worth 20% of your final grade, and your lowest two quiz scores will be dropped at the end of the semester. Quizzes will be given at the beginning of class. Once the first quiz has been turned in, additional quizzes will not be given out. Please show up on time.

Campus Events Attendance Reflection Essays (15%): College is about more than going to class—there are many events to attend on campus that will enhance your experience here. Watch your email, flyers on campus, and the menu on the main page of MyLeo for information about events on campus. Look especially for Global Events—you should load your reflection of these events into your ePortfolio toward your application of being a Global Scholar.

For this part of your grade, attend a campus event (athletic, club meeting, academic events, cultural events, speakers, et cetera). Bring an artifact of the event (a program, e-mail a selfie of you at the event, et cetera), then write a two-page paper in which you describe and reflect on the event.

1. Describe or summarize the event. What was the event? What was the purpose? Who attended? What was it like?
2. Reflect on the event. Consider some or all of the following questions: What did you learn at this event? What did you learn about the campus or people related to the campus? How can you implement what you learned to help you be successful in college? How can what you learned help prepare you for an interconnected world?

You must attend **five** events throughout the semester and write about each of them. Do not wait until the end of the semester to attend these events—they will be due throughout the semester.

Final essay (25%):

Option One:

In this class, we read Austin Kleon's book *Steal Like An Artist: 10 Things Nobody Told you About Being Creative*, which details some ideas about how attitude, learning, and the people and things you surround yourself with can affect creativity. This assignment asks you to reflect on the personal value you see in creativity. How can creativity help you prepare to solve the problems of the future? How can creativity help you accomplish your goals in college and beyond?

Kleon's book uses anecdotes and examples to make his points. Be sure to do the same. Also be sure to refer to the book in your essay (quote and cite his essay). You can refer to Kleon's book by agreeing with one of his points, disagreeing with one of his points, building on one of his points, or even using one of his points to start your own argument about the value of education.

Option Two:

Can learning strategies for creativity actually help you be more creative? Choose one of the strategies detailed in Austin Kleon's book *Steal Like An Artist* and explore its possibilities for encouraging creativity. Experiment with one or more of the strategies for a period of time (for example, a week) and reflect on the effectiveness of that strategy.

Kleon's book uses anecdotes and examples to make his points. Be sure to do the same. Also be sure to refer to the book in your essay (quote and cite his essay). You can refer to Kleon's book by agreeing with one of his points, disagreeing with one of his points, building on one of his points, or even using one of his points to start your own argument about the value of education.

Plagiarism Certificate: Plagiarism is a serious offense with debilitating consequences. You will visit <https://www.indiana.edu/~istd/> for a tutorial on "How to Recognize Plagiarism". Visit each section on the left hand side, including IU Definition, Overview, Cases, Examples, and Practice. Once you feel you have mastered the material, take the Certification Test. Your age group is "I'm an undergraduate college student or advanced high school student". You will need to register an account to take the test, using a valid email address. When you pass the test, your certificate will be emailed to you. Print out the certificate and bring it to class on the due date. I will not accept certificates emailed to me, so be sure that you print it.

Goal Map (10%): You will be responsible for constructing a goal map based on one long-term goal that you have set for yourself. Use at least 4 short-term goals and two mid-range goals to make a map to one long-term goal. Each goal should lead to the next. Short-term → mid-range → long-term. Use pictures, photos, or other media to illustrate your goals – do not just write them down in words. Be creative! The long-term goal you choose can be any sort of goal: educational, career, personal, etc. Remember your MAPS when you choose your goals – measurable, attainable, positive, and self-chosen. The short-term and mid-range goals are your objectives, or steps to achieving

your goal. If you choose a professional/career goal, you may want to do some research on job posting sites as to the hiring requirements for the job. This is also true for educational goals – if your goal is to achieve a PhD, you will need to look at the admission requirements for doctoral programs in which you are interested.

Academic Planner (10%): You will use the academic planner you have purchased to plan out the rest of your semester. Take the syllabi from your classes in which you are enrolled (including this one). Put the major due dates from the syllabi in your planner. For example: First Campus Events Attendance Reflection Essay will go in the box for September 22nd. If you have lost a syllabus from a course, you can find it on the current schedule of classes (www.tamuc.edu/schedule). House Bill 2504 mandates that all syllabi must be posted by the first class day, so there is no excuse as to why you don't have one.

Class Participation (20%): Attendance at all class meetings is required. Roll will be taken each class period so please plan to attend all scheduled class meetings, arrive on time, and remaining for the entire class session. Excessive absences will reflect negatively in your final course grade. Absences for university business or documented illness will be excused. If you need to be absent, please let the instructor know in advance and please plan accordingly.

Students are responsible for all materials covered in class meeting, regardless of their physical presence in the classroom. Students should always be prepared to engage in discussions and assigned materials, and to present assignments as indicated in the course schedule. This means preparing the assignment before class and bringing the appropriate material with you to class. All students will be expected to actively participate in all discussions and assignments as well as give their thoughts, ideas, and questions to our collective exploration. Our classroom meetings will be collaborative sessions during which we will explore ideas and issues together. This will require your participation and engagement at all times. Please be sure to always bring any questions you may have to class, you never know that another student may be thinking the same thing as you. It will be expected of you to uphold an intellectual environment in the classroom where we can listen to and consider others' arguments and opinions with an open mind and where we respect viewpoints other than our own. Your participation grade will be based on your engagement in our class discussions and be guided by the following grading rubric.

GRADING

90%-100%= A, 80-89%= B, 70-79%= C, 60-69%= D, 59% & below= F

Assignment	Percentage of Grade
Quizzes	20%
Goal Map	10%
Academic Planner	10%
Campus Events Attendance Reflection Essays	15%
Final Essay	25%
Class Participation	20%

TECHNOLOGY REQUIREMENTS

WORKING EMAIL REQUIREMENT: It is a course expectation that you have a working email address that you check daily. Every student has been assigned a LeoMail email address by the University – you should be checking it often. There may be times that I need to contact you with important information and email is often the speediest and easiest way of doing so. I will always contact you via your University LeoMail address first and foremost, so check it regularly.

SAVING OF ASSIGNMENTS: Unfortunately, papers/projects do occasionally get misplaced. Please, for your sanity, save your work on a thumb drive, external hard drive, etc. Do not depend on your paper staying on the hard drive of any university computer, as it will be deleted, altered, or worse – turned in by someone else as his/her work! Be aware that it is a course expectation that you keep copies of your original and graded assignments until you receive your final grade for the semester.

COH 111 is a web-enhanced course. Delivery problems can result if technological requirements are not taken into consideration.

The following information has been provided to assist you in preparing to use technology successfully in this course.

- Internet access/connection – high speed recommended (not dial-up)
- Word Processor (i.e. MS Word or Word Perfect)

Additionally, the following hardware and software are necessary to use eCollege:

- Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).
- Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.
- It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.
- This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamuc.edu/login.aspx>.
- You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

COMMUNICATION AND SUPPORT

All students are highly encouraged to contact the instructor for any and all reasons whatsoever. The more you keep me in the loop and what is going on with you, the better I can assist you when necessary. Beyond the classroom, the best way to get in touch with the instructor is through email. I am also available during office hours. Please come to talk to me about any concerns you might have and about any problems or issues that arise during the semester. I am a completely understanding person but only if you keep me in the loop. I work in the CHSSA Dean’s office as a budget coordinator and analyst, so I am always here on campus, 8 am to 5 pm every day.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures

Attendance Policy:

Random quizzes will be given throughout the semester. When a quiz is given, it will take place at the beginning of the class period. The quiz will also count as your attendance for the day (if you do not turn in a quiz, you will be counted as absent for the period. Roll will be taken each class day and students are expected to attend all scheduled class periods. Each section of this course is scheduled for 16 weeks of twice weekly meetings of 50 minutes each. Students should make arrangements to be in class on time and to stay until the class is dismissed. Attendance is part of your grade for COH 111.

For students with excused absences, which include participation in a University-sponsored event, illness accompanied by a doctor’s note, death in the student’s immediate family, a verifiable court appearance or any other similar circumstance in the view of the instructor, written documentation must be turned in to the instructor immediately upon return to class.

Students will be allotted two unexcused absences during the semester. Each additional absence in this course will result in a point reduction on your final attendance grade by 3 points.

Academic dishonesty/ Plagiarism:

Instructors at Texas A&M University-Commerce do not tolerate plagiarism and other forms of academic dishonesty. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion. Here is the university policy

"<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>"

Grievance Procedure:

Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in-person, by email, by telephone, or by another communication medium, should then schedule an appointment with the Dean of the University College, Dr. Tabitha Adkins.

Where applicable, students should also consult University Procedure 13.99.99.R0.05 ("Student Appeal of Instructor Evaluation").

Other course policies:

1. LATE WORK: Late Written Work/Projects – Late assignments are not accepted except in extreme emergencies. This means that if you have to be absent for some reason on the day a written assignment is due, you must give your assignment to one of your classmates to hand in for you, or you will receive a grading deduction. If you know you will not be in class, make arrangements to turn in your assignment early. All assignments are due within the first ten minutes of the class period unless I specify otherwise. If you turn in your assignment at 2:11 pm on the day it is due, the assignment is considered late.

2. SUBMISSION OF ASSIGNMENTS: All assignments must be submitted in hard copy to the instructor. While you are welcome to email me any questions that you may have, please understand that under normal circumstances, I cannot accept emailed student work at this time. If you do not own a printer, Gee Library offers printing services for a small fee – please plan accordingly.

3. ADAPTATION OF ASSIGNMENTS: Any shifts in calendar or assignments will be announced before implementation.

4. FOOD, DRINK, GUM, and SMOKING: When bringing food to class, please be respectful of other students. Please refrain from bringing hot or fragrant food to class – cold snacks or chips are fine. Students are not allowed to smoke during class time.

5. INCOMPLETES: Under normal circumstances, an Incomplete (I or X) will not be given for a final grade in this course.

UNIVERSITY SPECIFIC PROCEDURES

Students with Disabilities information

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University - Commerce
Gee Library, Room 132
(903) 886-5150 or (903) 886-5835 phone
903) 468-8148 fax
Email: StudentDisabilityServices@tamuc.edu

Campus Concealed Carry

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook.

COURSE OUTLINE / CALENDAR

This schedule may be adjusted to accommodate for student learning needs.

Bring the assigned reading to class with you to supplement discussion. Printed or digital copies are both acceptable.

Date	Unit	To do	Due In Class
Week 1	8/30 - Introductions, syllabus discussion 9/1 - Welcome to College (Chapter 1)	8/30 - Print syllabus (before class) 9/1 - What do you want to get out of this class?	
Week 2	9/6 - Learning How You Learn (Chapter 3) 9/8 - GCAA Assessment for campus QEP (Quality Enhancement Plan) Meet in Science Building Room 210 for GCAA Assessment	9/6 - Learning Style Activity Review Academic Planner Assignment; GCAA Assessment introduction 9/8 - Read e-mail from Dr. Shonda Gibson about GCAA assessment before class (Students will automatically receive this e-mail)	9/8 - meet in Science Building Room 210 for GCAA Assessment
Week 3	9/13 - Syllabus review 9/15 - Grade Academic Planner Assignment	9/13 - Syllabi and Planning activity ; Bring syllabi from all other courses, Bring planner to class 9/15 - Bring completed planner to class for grading	9/15 - Academic Planner due
Week 4	9/20-Academic Skills Center - Jodi Oelrich Listening and Note Taking (Chapter 6) 9/22 - Communication (Chapter 9)	9/20 - Cornell Notes reading activity 9/22 - How to Talk to a Professor power point	9/22 - First Campus Events Attendance Reflection Essay due
Week 5	9/27 - Plagiarism Tutorial 9/29 - College computer literacy	9/27 - none 9/29 - Find and watch and/or read online tutorials about how to use word processing program (like Word); a slide show program (like Power Point); a spread sheet program (like	9/29 - Plagiarism Certificate due in class

		Excel). If you own a computer, find tutorials for the software on your computer.	
Week 6	10/4 - Title 9 10/6 – No class – begin reading for final essay	10/4 - Video in class https://vimeo.com/105143665 10/6 – Read <i>Steal Like An Artist: 10 Things Nobody Told You About Being Creative</i> .	10/4 - Second Campus Events Attendance Reflection Essay due
Week 7	10/11 - Test Taking (Chapter 8) 10/13 - GCAA Results review – Meet in Science Building Room 210	10/11 – None 10/13 - Read GCAA report from the assessment completed in week 2 before class. Bring to class.	10/13 - Meet in Science Building Room 210 Computer Lab
Week 8	10/18 - Registration 10/20 - Goals (Chapter 2)	10/18 - Look over DegreeWorks in myLeo before class 10/20 - Review Goal Map Assignment	10/20 - Third Campus Events Attendance Reflection Essay due
Week 9	10/25 - Wellness Stress Management Workshop – Agnes Gonzalez 10/27 – Wellness and Stress Management (Chapter 10)	10/25 - none 10/27 - Review physical and mental health power point	
Week 10	11/1 - Financial literacy – Financial Aid and tuition 11/3 – Money Management and Budgeting (Chapter 11)	11/1 - Read FASFA infographic 11/3 – Budgeting exercise	11/3- Fourth Campus Events Attendance Reflection Essay due
Week 11	11/8 - Critical thinking (Chapter 4) 11/10 – Memory and Studying (Chapter 7)	11/8 - Review critical thinking power point 11/10 - None	11/10 – Goal Map due
Week 12	11/15 - Time management – Russell Schneider 11/17 – Career Development	11/15 - Time management PDF and power point; 11/17 - MyPlan assessment (bring to class)	11/17 - Fifth Campus Events Attendance Reflection

			Essay due
Week 13	11/22 – No class, read for final paper 11/24 – Thanksgiving break, no class	Read <i>Steal Like An Artist: 10 Things Nobody Told You About Being Creative</i> .	
Week 14	11/29 - Work on final assignment- essay on common reading 12/1 – Group Interaction	11/29 – Q&A about final assignment 12/1 – Survivor Exercise	
Week 15	Make-up week		12/8 - Final Essay due
Finals Week	No class		