SOUTHERN POLYTECHNIC STATE UNIVERSITY

Course Syllabus For

SPSU 1001/01H

Honors Hitchhikers Guide to SPSU

Instructor
Nancy Reichert, Ph.D.

Office
D103

Office Hours
Mon. 8-9:30 a.m., 1-2 p.m.;
Tues. By appointment only;
Wed. 8-9:30 a.m. 1-2 p.m.,
Thurs. 10:30 a.m.-12 p.m. and 1-1:45 p.m.;
Fri. 8-9:30 a.m., 1-2 p.m.
Please make appointments when possible.

Phone
Work: 678-915-3928
FAX: 678-915-3932
Home: 770-619-9336
E-mail: nreicher@spsu.edu
Website: http://educate.spsu.edu/nreicher/index.htm

Class Location and Time
Fall 2012 SPSU 1001/01H 11-11:50 a.m. W;
SPSU 1001/02H 2-2:50, R
SPSU 1001/03H 12-12:50 p.m., F
Bldg. D, Rm 138

Course Description
SPSU 1001 is designed to provide entering students an introduction to SPSU. The Honors version of this class will develop critical and creative thinking skills as well.

Purpose
The purpose of this class is to help you reflect upon your current methods of studying and participating within a community. As such it does necessarily presume that you do not already understand the content of this class. It instead asks you to examine which of the ideas put forth are helpful to you as you grow as a college student, as a member of the honors community, and as a person.

Credits
1 hour

Course Outcomes
After completing this course, students should be able to:

1. Demonstrate an understanding of the advising process at SPSU by participating in it.
2. Demonstrate the ability to apply strengths of their learning style and compensate for weaknesses.
3. Demonstrate that they have acquired knowledge concerning study skills, test-taking skills, test anxiety, library skills, organization, etc. that will facilitate success in the SPSU environment.
4. Demonstrate an awareness of time management techniques by applying them.
5. Identify the basic processes and policies at SPSU.

Honors Outcomes
6. Demonstrate the ability to be self-reflective about their learning.
7. Show an understanding of how critical and creative thinking skills inform learning.
8. Show an understanding of how to use reading, writing, listening, and speaking to further learning.
9. Use what they have learned to become part of the honors community.

Required Materials
The SPSU 1001, Honors Hitchhikers Guide to the SPSU Galaxy available at the bookstore.
A pocket folder for midterm and final materials
Disabilities
Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the ATTIC at 678-915-7244 or 678-915-7361 as soon as possible to ensure that such accommodations are implemented in a timely fashion.

THE ATTIC
The ATTIC provides opportunities for individualized assistance/tutoring to all Southern Polytechnic students in core subjects such as Math, English, Physics, Biology Chemistry, and Computer Science. The ATTIC Services are located on the bottom floor of the Student Center. You can phone 678-915-7361 for additional information.

The General IT Lab: The Knowledge Commons, Library
The General IT Lab is located in the LIBRARY and is available for students who need access to computers and printers. Keep in mind that you do need to pay for printing.

Attendance Expectations
• As this course emphasizes the development of discussion skills, the ability to work responsibly in a group, and the honing of critical thinking skills, participation in the class discussions and activities is crucial.
• Since attendance and preparedness are crucial for your success, you will be allowed no more than three absences. I reserve the right to fail you on your fourth absence.

Honor Code
As a member of the Southern Polytechnic State University community of scholars and as a member of the University Honors Program, I understand that my actions are not only a reflection on myself, but also a reflection on the University and the larger body of scholars of which it is a part. Acting unethically, no matter how minor the offense, will be detrimental to my academic progress and self-image. It will also adversely affect all students, faculty, staff, the reputation of this University, and the value of the degrees it awards. I promise that I will not participate in any form of academic misconduct. I also understand that it is my responsibility to hold others to these same standards by addressing actions that deviate from the University-wide commitment to working, living, and learning in an environment conducive to a quality education.

I recognize that the following actions will result in a charge of academic misconduct and may result in dismissal from the University Honors Program.
• Collaboration or cheating on examinations will result in a grade of zero, a reduction in the course grade, and possibly other penalties including failure of the course, dismissal from the honors program, and dismissal from the University.
• Plagiarism, fabrication, or other academic misconduct will result in a grade of zero, a reduction in the course grade, and possibly other penalties, including failure of the course, dismissal from the honors program, and dismissal from the University.
• Any work submitted for credit must be completely the work of the individual student unless professors make it clear in writing in their syllabi that collaboration on homework or lab work is welcome.

Late Work
Since this class emphasizes what you need to do to succeed in the honors program, work will not be accepted late. Please contact me before class if you will not be able to attend class when work is due. In this email please attach your homework. If you are seriously ill (this does not entail a cold or the flu), please email me and provide me with a doctor’s note on your return to class.

Evaluation
The following components make up your grade for this class:
• Quizzes: 10% (2.5 % per quiz)
• In-class Writing Journal: 10% (2% per in-class writing)
• Out-of-class Journal: Writings and Exercises: 35% (5% per writing)
• Peer Mentoring Attendance and Participation: 20%
• Midterm Reflection Paper: 15%
• Final Reflection Paper: 20% (you will lose points based on attendance and preparedness)
• Participation: Extra Credit. It can raise your final grade a half letter grade.

Assignments

Quizzes: 10%
We will use quizzes for two purposes: 1) To assess how thoroughly you have read and understood materials for classes and 2) To explore different formats for tests and to assess how to best attack different formats.

In-class Writing Journal: 10%
Writing down ideas and creating clusters or maps of our processes often help us to figure out more fully what we think of a topic. We will use a number of different formats in order to prompt thinking about our readings and what we think about these readings. We will also use journaling to examine how we can create “systems” for studying, for organizing, for reading, for note-taking and so on. These writings will be graded as a group at the midterm and again at the end of the semester. I am mainly looking for completeness and thoughtful development of ideas for the writing and map-making prompts which you will be given. All entries should be typed and double-spaced except for the map-making exercises.

Out-of-Class Journal: Writings and Exercises: 35%
You will also be asked to do certain exercises and writing outside of class. These exercises and writings will take more time than what we can do in class, but will still ask you to get to know yourself and to use critical and creative thinking skills. They will be graded on the following: how well you complete the work and answer the writing prompts, development of thoughtful ideas, and correctness of grammar. Grammar and spelling problems should not get in the way of the reader’s understanding of the text. Some of your out-of-class writing will ask you to engage “the guides on your side” through email or through responding to Shannon Hames’s blog on this part of the website.

Peer-Mentoring Attendance and Participation: 20%
Peer mentoring will entail small groups of students to meet with their mentors on a weekly basis. These sessions will allow you to work with an honors student who is in good standing in the program and who has at least one year of college completed. For each session you are expected to attend and to raise at least one question with your mentor and your small group. If no one in the small group can answer your question, your mentor will raise the question with me. This question should concern issues you are having with the university, with the honors program, with studying, or with the material due for this class. Your peer mentors will report to me if you attend meetings on time, leave early, and are prepared for the meetings with questions. They will also let me know if you help to answer the questions of other students and participate in the dialogue. You will be graded on their assessment of these items.

The Midterm Reflection Paper: 15% (to be turned in with mid-term grade sheets and in-class journal entries. Place all items in a pocket folder). The midterm reflection paper should be a minimum of three double-spaced pages. To earn an A you will want to thoughtfully develop answers to all of the following questions. You can insert clusters or maps to show your study or writing processes. You will also be graded on correctness. Grammar and spelling errors should not get in the way of your readers.

As we go through life we often assume that the ways in which we process information, think, and study are “natural” and “just the way we do it.” The purpose of this course is to create awareness of our strengths and weaknesses in these areas and to challenge the above assumptions. How we process information, think, and study are in part learned behaviors or habits. Parents, schools, friends and so on have impacted these processes quite a bit. When we examine the ways in which we learn or think, we use critical thinking skills called “meta-cognitive” skills.

Before you begin your reflection paper, ensure that you know your current grade in all your classes. Once you know your grades, answer the following questions:

• Begin by addressing your own goals. We know how meaningful our goals are by determining how hard we are willing to work to obtain them. What do you want from this class and from your college experience?

• Before you came to SPSU, you had created certain beliefs and practices/habits on how to do well in school. How would you describe your beliefs and practices? What did you believe about yourself as a student? When did you study? How did you study? Did you study differently depending upon the type of course for which you were studying? When did you get assignments done? How did you go about doing your best work? How did you

9/1/12

3
prepare yourself for tests? How much did you think about “thinking” itself? Did you ever use writing or mapping to help you figure how you thought about something? If not, why not? If so, how did this work for you?

• Which of these past practices have you used for college? How well have these practices worked well for you? Have you tried to make these practices more systematic? In other words have you become more conscious of your studying processes and have you created any rituals for how you study?

• Which sections of the Hitchhiker’s Guide and/or the class discussions have been most meaningful to you? Why? Please point to specific sections in the book. They can be sections we discussed as a class or sections you read independently of class. Summarize the section and explain why it was meaningful to you.

• What do you consider your greatest strength so far as a college student? Why? What do you consider your greatest weakness so far as a college student? Why?

• The honors program has a service as leadership theme. Part of this is to help you become part of the honors and/or SPSU community. What have you done to participate in the honors community? How well have you participated in honors classes? Explain. Which honors service activities or events have you participated in so far? What have you learned about the program or about students in the program by becoming an active member in the community?

• Finally describe what you are doing to be an active participant in your education. Passive participation often amounts to reading, hearing, and watching without note-taking or active questioning of what is happening. Be specific: what are several concrete things you have done to be an active learner? Do you take notes? How do you determine what goes in notes (for reading, listening, writing)? What to study from notes? When to practice problems? How to learn concepts? When to study in a group?

Final Reflection Paper: 20% (to be turned in with in-class journal entries. Place all items in a pocket folder). The final reflection paper should be a minimum of three double-spaced pages. To earn an A you will want to thoughtfully develop answers to all of the following questions. You can insert clusters or maps to show your study or writing processes. You will also be graded on correctness. Grammar and spelling errors should not get in the way of your readers.

For your final reflection paper, answer the following questions:

• Once again begin by addressing your goals. When you read back through your midterm paper, have your goals remained the same? If so, what have you done to address them this semester? If not, what has changed and how does this impact you?

• Read back through the rest of your midterm paper. What still holds true for you concerning what you wrote at that time? What beliefs do you still continue to have? What systems have you put in place or changed? Have you benefitted from these systems? Make a list of all the items that are still true for you and then discuss how you have benefitted from keeping to these things.

• What have you changed? Have you taken any risks to try new ways of studying to see how changing your methods work for you? If so, how did these risks pan out? Make a list of what you have changed and assess these changes.

• You’ve completed most of the first semester of college. How well did you do? Are you satisfied with what you learned and how you have participated in the honors program? Why or why not? Do you think your grades will reflect your learning and progress? Why or why not?

• Reassess your strengths and weaknesses. What still holds true and what has changed? Why? Do you see potential for excellence in areas that in the past you had written off? Why or why not?

• Reassess yourself as a participant of the honors community. As you look back to the earlier questions that you answered, what has changed and what has remained the same?

• Finally what will you take away from this class? Did any of the content reinforce things that you were already doing well? If so, which things? What did you learn that you will use again in upcoming classes? Did you
actively engage in ideas concerning the material and how to use it? If so, what did you do? What did you wish you had learned that was not covered in the class?

**Participation**

I want you to know up front that I consider this class a discussion-based class. Discussion-based classes assume that inquiry is an important part of learning. In other words, they assume that some issues are important enough that we must question them, explore our assumptions about them, and arrive at our own understanding of these issues through talking and listening as well as through the more traditional means of reading and writing. Answers to difficult questions are often complex and ambiguous. Discussion will help us to explore these questions using critical and creative thinking skills with the understanding that there are no easy answers and no one right way to handle things.

Discussion is valuable to your learning for the following reasons:

- It increases your ability to learn more deeply. Talking, writing, listening, and reading about a subject help us to more thoroughly learn about a topic than if we listen, memorize, and regurgitate for an exam.
- It affirms that we are all involved in the creation of knowledge. Teachers and other authorities have informed opinions about their topics, but no one person ever knows everything there is to know about a topic. I’ve learned a lot by listening to my students in discussions.
- Discussion-based classes will help you, the student, to take authority and leadership within the classroom. These skills will benefit you outside of the classroom as well. The honors program privileges the building of leadership skills.

To earn extra credit for participation (remember it can raise your grade for the class by half a letter grade), follow all of the guidelines below:

1. Keep your absences to two absences for the semester
2. Make sure you log into Orgsync, put a picture with your account, and use the system to track your service and event hours. I would like to see that you have logged at least 8 hours by the time you turn in your final portfolio.
3. Be late no more than three times for the semester;
4. Be prepared for class. Compete your assignments before class, read your materials ahead of time for class, and bring the necessary materials to class.
5. Participate well in classroom activities such as discussions. Participating well means respectfully listening to your classmates and the professor and thoughtfully entering the dialogue among students and professor. Thoughtful contributions to discussion consist of the following: Asking questions concerning the topic, stating an opinion using examples or details, bringing up another way to look at an issue other than the one under discussion.

**PROPOSED CALENDAR**

**Week One, August 15 - 17**

**During Class:** Hand out meeting times for small-group mentoring and respond to it; work within a group to explore the syllabus and the SPSU Guide.

**Homework:** Read Nancy Reichert’s articles, “Learning to Read Well for College” pp. 62 - 66. “Thinking about Thinking,” pp. 70 – 77. Read the article on reading first. Pay close attention to the sections on reading for information and the section on reading instructions since you will use them for this assignment. Use the reading instructions section to ensure that you follow the instructions below for Out-of-class Journal 1.

1. **Type your entry and double-space it.** Use Times New Roman 12 font as your standard font for the class. Your paper should be at least one page when you complete it.
2. For this exercise you will follow the guidelines concerning how to read for information; however, once you are done following the directions, you will write the paper using the steps below.
4. For your written entry do the following:
   a. List the sections from the article.
   b. Under each section list the information (you do not need to quote exactly) you checked or starred while reading.
c. Under each of the entries in part b, explain why you starred or checked this information. A sentence or two should do it.

d. If you did not star any of the terms in your reading, list all of them now. If you did star terms as you read, list all of the terms you did not star. Write one--sentence definitions for the terms using your own words.

Week Two, August 20 – 24 (Monday, end of drop/add—last day to pay for fall classes)
During Class: Out-of-Class Journal 1 is due. We will break into small groups to discuss your papers as well as your reading strategies.

Homework: Read the handout “Made-up Minds.” You want to read “Made-up Minds” in order to use critical thinking to analyze an essay and in order to see if you have an emotional reaction to the essay. Write Out-of-Class journal entry 2, a one-page, double-spaced essay that explains your analysis of “Made-up Minds.” Discuss your emotional reaction to the essay. What did your “gut” feelings tell you about this essay? Did it make sense to you? Did you find any of the analysis off-putting? If so, why? If not, why not? Explain. Look for fallacies in this paper. Which types of fallacies did you find? List the fallacy, list the idea that was a fallacy, and explain why it was a fallacy. Which ideas in the article are logical? Why are the ideas logical? Explain.

Week Three, August 27 – August 31
During Class: Out-of-class journal entry 2 is due. We will discuss your essays in small groups. We will also write In-class journal 1 to further examine critical and creative thinking.

Homework: Read Nancy Reichert’s “Introduction,” pp. 5 – 7 and Ann Parker’s article, “You’re in College, Now What?” pp. 8 – 13. Before you read, consider this idea: Concrete Operational Thinkers base decisions on their own experiences as well as on facts. Formal Operational Thinkers can hypothesize what they should do based on abstract ideas or concepts that are not part of their own experience. A number of students from Ann’s class provide information about their first-year experience. You want to examine what they say in order to hypothesize what you should do to help the transition from high school to college. Notice the section on reading (homework for class 2) emphasizes “purpose” as part of creating a system for reading. Consider what your purpose was for reading these two articles. Which purposes discussed in the reading section best matches your purpose for reading the entire hitchhikers’ guide? Complete the “Try This” activity listed as #1 on page 13 and bring it to class.

Week Four, September 3 – 7 (No class Monday-Labor Day, Wednesday Student Engagement Reports Due)
During Class: We will discuss the readings as well as the “Try this Activity.” You will write in-class journal 2.

Homework: Read Ann Parker’s “Learning to Listen and Speak Well for College,” pp. 53 - 56 and Jeff Hughes’s and Nancy Reichert’s “The Art of Note Taking pp. 57 – 59. Do the “Try This” activity on page 56. For another class that you are currently taking assess 1 – 8. Take notes on your reading concerning listening and speaking. You will take a fill-in-the-blank and short-essay quiz that concerns the “Try This” exercise and on Ann’s article. You can use whatever you put in writing for the “Try This” section and you can use your notes for Ann’s Articles. Your notes can be no longer than one, hand-written page (one sided).

Week Five, September 10 - 14
During Class: We will begin class with quiz 1. We will then discuss the importance of taking excellent class notes as well as the benefit of taking notes as you read.

Homework: Read Nancy Reichert’s article, “Learning Styles,” pp. 22 – 23. Take the VARK exam (online web address is on p. 20. Once you have figured out your preference, click on the link to the “VARK” Help Sheets. Multimodal learners should glance through all the sheets that apply to them. Print your help sheet(s) and be prepared to discuss it (them) in class. Do the worksheet on pp. 27 – 28. Be prepared to discuss your results—they will come in handy for selecting when you should take classes, study, and so on. Read the following materials as well:
- Jeff Hughes’s “Learning Study Methods that Suit Your Needs, pp. 78 – 79,
- Nancy Reichert’s article, “Getting in the Study Zone,” pp. 79 – 80 and
- “Studying for Specific Subjects” pp. 80 - 88.

9/1/12
As you read you will notice that some of the advice is different depending on who gives it. For next class create another note sheet. On it you want to pull from all of your assigned readings in order to examine what you want to do in order to study well. Consider the following ideas:

- What your learning style is and what you should do to study well;
- What your current preferences are for studying;
- What you should do differently based on the courses you are taking;
- What you should do to get yourself in the study zone.

You can bring a full page of hand-written notes to class. During class you will have 25 minutes to complete a written essay test.

Week Six, September 17 – 21
During Class: Hand out grade sheets. Students need to get these back from professors for the mid-term reflection. Quiz 2 and discussion concerning studying well.

Homework: Read Jeff Hughes’s “Test-Taking Skills, pp. 102 - 104, and Nancy Reichert’s “Test-Taking Tips” pp. 105 - 106. If you are someone who suffers from test anxiety, read through the Tip Box on relaxation techniques on p. 107 as well. Prepare to take a true/false quiz concerning these pages. You will not be able to use your notes or your book. You will need to explain why the answer is true or fall.

Week Seven, 24 - 28
During Class: Take True/False quiz 3. Discuss Test-Taking Tips.

Homework: Read Heather Bishop’s article “The Advantages of Getting to Know Your Professor,” 89 - 90, Jon Lindsay’s section, “Using the ATTIC as a Resource,” p. 108 - 109, Jon Lindsay’s “Advising and Registration: Know Your Core Curriculum,” pp. 46– 49, and Nancy Reichert’s “Knowing Your Honors Curriculum,” pp. 51 – 52. See an advisor from you field (the professor who is your advisor is located in Degree Works and the advisors for each school are on a handout I will provide). Write Out-of-Class Journal Entry 3. It should be a one-page, double-spaced essay concerning your advising session. Ask your advisor to work with you on the following:

- A schedule of classes with CRNs and course numbers for spring semester
- Information concerning which courses in your major field that you absolutely must master to do well in your field.
- If you get time, ask about career choices for your major. Find out what types of jobs you might be able to find in the Atlanta area.

Please note that it will be very important to get going on this assignment early. Waiting until a couple days before your assignment is due may mean the inability to track down a professor or a professional advisor for your field.

Week Eight, October 1 – 5 (Monday, Mid-term Grades due, Thursday--last Day to withdraw with a W)

During Class: Turn in Out-of-Class Journal Entry 3. We will discuss the information you gained from your advisors and we will write in-class journal entry 3 on ideas concerning your reflection for the midterm.

Homework: Write the midterm reflection, pull together all of your grade sheets and in-class journals. Place everything in a pocket folder to turn in at the beginning of class next week.

Week Nine, October 8 - 12
During Class: Midterm reflection sheet, grade sheets, and in-class journals due at beginning of class. Share Midterm Reflections in small-groups.

Homework: Read Nancy Reichert’s Interview with Reference Librarian Aaron Wimer, “Using the Library as a Resource” p. 109 - 110. Write Out-of-Class Journal Entry 4 on the following questions concerning the library. As usual, your short essay should be one page, double-spaced. Go to the library and report in your writing on the following:

a. Where to find the study rooms
b. Where to find the copy machines
c. Where to find the reference section
d. The process for taking out interlibrary loans (this is online at the library’s webpage)
Next use the GIL online catalog to locate books in the library concerning your major field. Take the following steps to find a book once you locate the book from the GIL catalog:

- Write down the call number of the book you found in GIL.
- Locate the book.
- Browse up and down the row on which you located the book.
- Find a book that seems interesting to you.
- Write down title and author. Glance through the table of contents and based on chapter headings write a paragraph on what the book covers concerning your field.
- Finally, discuss what are the benefits of using a library over using the Internet as well as any problems you encountered using the library.

**Week Ten, October 15 - 19**

**During Class:** Turn in Out-of-class journal entry 4. Write in-class journal 4 concerning your trip to the library.

**Homework:** Read Nancy Reichert’s article “Self Management: Organizing your Life and Managing Your Time,” pp. 29 -32, Rosa Santillan’s “The Best Magic Wand of All Time” pp. 33 – 39, and Robin Lasseter and Jeff Hughes’s article “Avoiding Procrastination and Rewarding Yourself,” pp. 40 – 42. Write Out-of-class Journal 5 by following the directions for the “Try This” on p. 32. Make sure you cover each of the items listed. Since you do not need to turn in your calendar, simply list items in your journal for the fourth bullet. After you have listed all the information, summarize what you have learned that you need to do in order to complete the semester well. You want to write a one page, double-spaced essay at minimum.

**Week Eleven, October 22 – October 26**

**During Class:** Out-of-class Journal 5 is due. Write in-class journal 5. Discuss the issue of procrastination.

**Homework:** Read Gary Mann’s section “Financing Your Education,” pp. 14 - 17 and Jeff Hughes’s section “Using the Career and Counseling Center to Support Your Education, pp. 45 – 46. These sections are more important than they seem at first glance. According to Maslow’s Hierarchy of Needs, one cannot pursue higher order thinking without first taking care of lower order needs such as money, physical and mental health, hunger, living environment, and so on. **Complete the Financing Your Education “Try This” exercise on p. 15.** You may want to use the Net Price Calculator on the Financial Aid Site to do so: [http://www.spsu.edu/financialaid/netpricecalculator/index.htm](http://www.spsu.edu/financialaid/netpricecalculator/index.htm). Go to the scholarship pages referenced in the “Financial Aid Tips” box. Both sites list a number of sites you can use for finding outside scholarships. **In a paragraph or two discuss which of these sites for finding outside scholarships was easiest for you to navigate in order to find relevant scholarship information. Explain your reasoning.**

You also may find it helpful to talk with someone who can help you to clarify your goals, cope with conflict and anxiety, and help you to build study skills one-on-one. Go to the Counseling Services website: [http://www.spsu.edu/counselingservices/index.htm](http://www.spsu.edu/counselingservices/index.htm). Locate 2 pieces of information under each type of counseling service: personal, career, and academic. **In a paragraph or two reflect on each of these pieces of information available for counseling. You should have six pieces of information total.** You may use all of this information as notes for your short essay quiz next week.

**Week Twelve, October 29 – November 2**

**During Class:** Quiz 4 over the financial aid information as well as over the career and counseling information. You can use any notes you wrote down concerning the sections, the websites, and the honors website. We will then discuss the quiz and information you took down.

**Homework:** Create interconnecting “maps” or “clusters” that show your study habits, your writing habits, your reading habits, and the type of thinking you use to solve math problems. You can use past writings and maps/clusters to determine what you put down here. Consider this Out-of-class Journal 6.

**Week Thirteen, November 5 - 9**

**During Class:** We will use small-groups to discuss the maps you created in order to consider the quality of your systems.
Homework: Read Chapter 5: Transitioning to the World of Work or Graduate School, pp. 119 – 123. These sections concern focusing on your future with work and further schooling as end goals. What you do as you complete college should help you to reach those end goals. Write Out-of-Class Writing 7 on these readings. For this one-page, double-spaced entry, begin by discussing whether you want to pursue a job or graduate school or to pursue graduate school once you graduate from college. What are five or six reasons for this decision? Do finances play a role? What about emotions such as fear of failure or curiosity? Next hypothesize based on the information that you have read in Chapter 5 on what things you will need to accomplish while at SPSU in order to have excellent material for your job interview, your resume, or your graduate school application. Finally discuss what tips you read for each of these items you find most helpful and why.

Week Fourteen, November 12 – 16 (No class—NCHC Conference)
During Class: No class

Week Fifteen, November 19 – 23 (Thanksgiving Holiday Wednesday – Friday)
During Class: No class

Week Sixteen, November 26 – 30
During Class: Out-of-class Writing 7 is due. We will discuss your writings in class.

Homework: Write the final reflection and place it and your midterm reflection sheet, your service and event sheet(s), your In-class entries and your midterm grade reports in a pocket folder.

Week Seventeen, December 3 – 7 (Last Day of class, Monday December 3; Exams begin Wednesday.
Due Date for final work to be turned in TBA.

Important Web Addresses
The ATTIC: http://www.spsu.edu/attic/index.htm
Library: http://www.spsu.edu/library/index.htm
The Hornet Connect: https://connect.spsu.edu/
Career and Counseling: http://www.spsu.edu/counselingservices/index.htm
Academic Counseling: http://www.spsu.edu/counselingservices/academic/index.htm (try the virtual pamphlets)
Concept Mapping (Clustering): http://www.coun.uvic.ca/learning/critical-thinking/concept-mapping.html
How to Solve it: http://www.uccs.umn.edu/oldsite/lasc/handouts/howsolve.html
The Registrar’s Page: http://www.spsu.edu/registrar/registration.html
The Honors Program: http://www.spsu.edu/honors
Purdue’s Online Writing Lab: http://owl.english.purdue.edu/sitemap/