California State University, Dominguez Hills
CAS 101 – Personal, Social and Intellectual Development
Spring 2004

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I. COURSE DESCRIPTION.
A consideration of individual development with the goal of increasing knowledge of self
and others within the University. Topics include self-knowledge and assessment, learning to
learn, career development, and making the best use of university resources.
The primary purpose of this course is to assist students to become more effective
learners. Students will learn practical study skills to enhance academic success and career
development by exploring relevant issues in a university environment. Additionally, students will
learn how to locate and utilize many services and departments on campus.
This is a Writing Intensive course. You will have many opportunities to express yourself
through many interesting, creative, and relevant writing assignments.

II. STUDENT GOALS AND OBJECTIVES.
1. Enhance learning and academic skills.
   • Demonstrate oral and written communication skills.
   • Demonstrate understanding of note taking, textbook reading, test taking,
     memory, and listening strategies.
   • Develop time management and study skills.
   • Design goal-setting and motivation strategies.
   • Meet with an academic advisor.
   • Access and utilize the library resources.
2. Participate in the CSUDH Community Culture.
   • Investigate campus resources and demonstrate how to use them.
   • Attend and participate in two student life activities.
   • Demonstrate knowledge of the history, rules, and procedures of the university.
   • Demonstrate understanding of the significance of higher education and the
     completion of a baccalaureate degree.
3. Develop career and life skills.
   • Demonstrate decision-making, problem-solving, and critical thinking skills.
   • Investigate career options.
   • Demonstrate ability to work with other students in small groups and teams.
   • Demonstrate knowledge of diverse cultures.
   • Develop ability to use computer technology.
   • Demonstrate knowledge of stress reduction techniques, nutrition and
     exercise.
   • Demonstrate knowledge of financial and budgeting strategies.
III. COURSE EVALUATION.

Requirements

1. Service Learning Project: Volunteer 3 hours
   Written Reflection Essay and Oral Presentation

2. Academic Advisor Meeting and Written Report

3. Written Essay "How I Will Become a Master Student"

4. Speech on Written Essay

5. Written Assignments and Worksheets (TBA)

6. Video cards (10 @ 3pts each)

7. 2 Exams (100 pts each)

Total 500 points

GRADING SCALE
500 Cumulative Points

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tr>
<td>A</td>
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<td>A-</td>
<td>484 - 465</td>
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<td>464 - 445</td>
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<td>B</td>
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<tr>
<td>B-</td>
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<td>C+</td>
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<tr>
<td>C-</td>
<td>364 - 345</td>
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<td>D+</td>
<td>344 - 325</td>
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<td>D</td>
<td>324 - 305</td>
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<td>F</td>
<td>304 - 0</td>
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IV. REQUIRED TEXTS/RESOURCES. Bring your text, writer’s reference, dictionary, planner and supplies (#10-13) each day to class.

2. The California State University Dominguez Hills Catalog (current).
4. A College Dictionary that you bring to class, usually paperback.
5. A current College dictionary that is more complete and substantial, hardback.
6. A daily planner.
7. A Thesaurus for home.
8. A CSUDH E-mail address.
9. A validated library card.
10. A pack of scantrons #882-ES (available in bookstore).
11. College ruled loose leaf paper, 8 ½" x 11", minimum 50 sheets.
12. A mini stapler, a mini-hole punch, a highlighter, 2 pencils, 3 pens: red, black, blue.
13. A pack of white, lined 3"x5"index cards, minimum 50 cards.

V. ACADEMIC INTEGRITY AND PLAGIARISM POLICY.

Please review the Academic Integrity and Plagiarism policy in the CSU Dominguez Hills University Catalog. The policy is strictly enforced. I will not tolerate any violation of academic integrity.
VI. ASSIGNMENTS AND CLASS PREPARATION.

Please be prepared for each class. Have your text, notebook, and pen on your desk at the beginning of each class. Many assignments are due at the beginning of class, some assignments will be completed in class, and others will be completed outside of class. Late assignments are generally not accepted. Make-up exams are generally not acceptable. However, under some extenuating circumstances I will accept late work or provide a make-up assignment, but in either case, you will not receive full credit. (See Student Expectations hand-out). It is your responsibility to contact me in advance if at all possible or immediately after the due date of the assignment to make special arrangements. Extra credit assignments are not generally offered.

Please follow the instructions on the “Style and Format” hand-out when writing your papers. Also refer to the example of the title page. Points will be deducted if you do not follow these directions.

Use of CLASS (Center for Learning and student Support) in the Small College, Building 11 may be recommended if I determine that you need assistance with your writing. In this case, you will be assigned to a CLASS tutor for the semester until I have determined this assistance is no longer needed. If you do not work with your tutor for the prescribed time period, your final grade will be reduced by one full letter.

A. Service Learning Project.

You will be divided into teams of 2 and will participate in 3 hours of Service Learning on campus. This Service Learning activity will introduce you to the university and campus life, and make you feel more comfortable in your new surroundings. To facilitate this Service Learning project, you will work directly with the Office of Student Life and your Associated Students, Inc. (ASI). You must sign-up for your service learning project by the end of the first week of class. More information on this assignment will be given in class. At the conclusion of the service, you will write a reflection essay, 750 words minimum, on your experience and contributions and make an oral presentation. We will further discuss this project in class. Your reflection paper will be a minimum of 750 words in length. Please follow the “Style and Format” hand-out in your syllabus. Include the answers to the following the questions into your service learning project reflection paper.

1. What were your expectations of this Service Learning project?
2. Did the service learning project meet your expectations? Why or why not?
3. What did you like best from this project? Give at least 2 examples.
4. What did you like least from this project? Give at least 2 examples.
5. What did you learn from this project about yourself?
6. What did you learn from this project about others?
7. Name and describe any specific problems (if any) that occurred during the service learning.
8. Did you find your contribution to this Service Learning project valuable? Explain.
9. As a result of this Service Learning project, what will you do?
10. What suggestions do you have for improving this Service Learning project?

B. Academic Advisor Meeting and Written Report.

You will schedule a meeting with your academic advisor and prepare a minimum of 10 questions to ask him/her. If you have declared a major, you will visit that office. If you are undeclared, you will select a potential major and visit that office. Schedule an appointment in advance, and be prepared with your list of questions (see below). After your visit, you will write a report, 750 words minimum, on your experience, and give an oral presentation. We will further discuss this project in class. Guidelines for Your Academic Advisor Meeting

You will schedule a meeting with your academic advisor and prepare a minimum of 10
questions to ask him/her. If you have declared a major, you will visit that office. If you are undeclared, you will select a potential major and visit that office. Schedule an appointment in advance, and be prepared with your list of questions. After your visit, you will write a report, 750 words minimum, on your experience. We will further discuss this project in class. In the report you will address:

1. Your preparation for the meeting.
2. How you set up an appointment.
4. How long you stayed.
5. The questions you asked and the responses you received.
6. Your personal observations of how the meeting flowed.
7. Any recommendations or suggestions for future visits.

A. Preparation for visit
   1. Make an appointment with your academic advisor or the secretary – day and time.
   2. Write it down in your daily planner.
   3. Confirm by phone or E-mail if needed.
   4. Be prepared with your list of at least 10 questions and a pen. Leave lots of space in between the questions to write answers and comments.
   5. If possible, consider bringing a tape recorder, but ask permission before using it.
   6. Make a great impression. Dress up for the meeting – don’t look sloppy.

B. Greeting your advisor
   1. Extend your hand and give a firm handshake.
   2. Smile. Keep eye contact.
   3. Say, “Hi (or good morning/afternoon), my name is _______. It’s a pleasure to meet with you. How are you today?”
   4. Be upbeat.
   5. State the purpose of visit (to fulfill a requirement for CAS 101).
   6. At the end of the interview, smile and thank your advisor for his/her time and information. Say, “Thank you for seeing me today. It has been a pleasure visiting with you. I look forward to our next visit.”

C. Record
   1. Type/write out your notes as soon as possible after your visit.
   2. Date of visit.
   3. Length of visit.
   4. Location (room).
   5. Correct spelling of advisor name, position, phone, office hours, E-mail.

D. Sample questions to ask your academic advisor:
   1. What classes do I need to take for this major?
   2. How often should I meet with you for academic advising?
   3. What type of university or department deadlines do I need to meet?
   4. What are the career options available in this major/discipline?
   5. What type of experience do I need before graduating? Paid or volunteer?
   6. Is there a related club I can join?
   7. Will there be any guest speakers coming onto campus related to my major?
   8. Are there any opportunities for research or service learning?
   9. What was your major in undergraduate school? Why did you select this major?
   10. Where did you receive your undergraduate degree?
   11. What was your advanced degree (doctorate) in? Why did you select this major?
   12. Where did you receive your advanced degree?
   13. How long have you taught/been at CSUDH?
12. Why did you choose teaching as a profession?
13. What was your biggest hurdle/barrier to overcome as a student? In your academic career?
14. What was your greatest success as a student? In your academic career?
15. What has been your greatest satisfaction here at CSUDH?
16. How do you relieve stress? How can I relieve the stress of school?
17. How can I become a better student? Do you have any particular advice for me?
18. Do you use any forms of technology in your classes? If so, what are they and what are the advantages for students? If not, why not?

E. Observations and Recommendations: Don’t forget to include your observations of the meeting, and give recommendations for future visits.

C. Videos.
In this class you will view 10 short videos relating to the concepts you are learning in this class. You will need a stack of 3"x5" lined index cards. On the front of each index card, you will write: the name of video, date, and 3 key points that you learned. On the back of each index card you will write an “Intention Statement” which is a sentence describing what you intend to do based on these 3 key points. You will be given time after each video to complete the card. Keep the cards until the due date.

When you turn in the video cards, write your name on a separate index card, place it on top of the completed video cards, and wrap a rubber band around them. The viewing date of each video is listed in the syllabus, subject to re-scheduling. There are no accommodations if you miss class that particular day.

Speaking in front of a group can be very scary! Together we will learn ways to lessen this universal fear by discussing the process of making a speech. To assist you, you will view a presentation on how to make an effective speech and we will practice presentation skills throughout the semester.

You will write a 750 word minimum essay entitled, “How I Will Become a Master Student”, and give a 3-4 minute speech based what you have written. When preparing to write your essay, review the experiences you gained from our class, your notes, and refer to your text for ideas and examples. When giving your speech, be prepared. Use note cards to give your speech, if you wish, but do not read from your written essay. You may use props, if it will enhance your point. You will also be given a self-evaluation form to complete after giving your speech, and submit at the end of the class.

E. Writing Assignments and Worksheets – May be unannounced
In this class you will complete some Worksheets that I will distribute on topics directly related to the course. Instructions will be given and you must be present on that day to receive the worksheet. If you are absent, you will not have the opportunity to complete the worksheet. The purpose of the worksheets is to further explain and reinforce the topics that we learn in this class. These will include: poetry, nutrition, campus scavenger hunt, collage, diversity kit, university catalog, library investigation, stress reduction.

VII. EXAMS: 2 EXAMS.
Exams are scheduled in the syllabus. There are no make-up exams. However, under some extenuating circumstances I will allow a make-up exam, but you will not receive full credit.

VIII. ATTENDANCE.
Attendance at each class session is very important for your learning and I expect to see
you each session. For this reason, attendance is mandatory. An attendance policy is in place (See Attendance Policy). If you have a special concern or problem about attending class, please see me immediately. Roll is taken at the beginning of each class session and you are expected to remain in class until you are excused. Thank you in advance for not packing up your items until you are excused.

IX. STUDENT EXPECTATIONS.
As your instructor, I want you to become successful in our class. My philosophy of teaching is that we learn together. We come to class prepared, motivated, with an open mind, and willing to interact with each other. To this end I use a variety of teaching methods to enhance the learning process. These may include the following: case studies, contests, field trips, games, guest speakers, lecture, lecture with discussion, question and answer, role playing, small group discussion, videotapes, worksheets, and others. Please retrieve the Student Expectations document from Blackboard. If you have any questions or concerns at anytime, please see me during my office hours, call me, or e-mail me. I want to help you succeed at CSU Dominguez Hills.

Class Schedule – Spring 2004
Class Schedule is subject to change

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<tbody>
<tr>
<td>Thurs</td>
<td>Jan 29</td>
<td>Chapter 1: First Step Service Learning Assessment discussion. Succeeding in your classes.</td>
</tr>
<tr>
<td>Tues</td>
<td>Feb 3</td>
<td>Chapter 5: Notes Video: “Ideas Are Tools”</td>
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<tr>
<td>Thurs</td>
<td>Feb 5</td>
<td>Chapter 5: Notes (cont.) Video: “Planning Sets You Free”</td>
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<td>Tues</td>
<td>Feb 10</td>
<td>Campus Scavenger Hunt</td>
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<td>Thurs</td>
<td>Feb 12</td>
<td>Chapter 2. Time Management Video: “Time Management”</td>
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<td>Tues</td>
<td>Feb 17</td>
<td>Chapter 2. Time Management (cont.) Video: “Stress Management”</td>
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<td>Thurs</td>
<td>Feb 19</td>
<td>Chapter 3. Memory Video: “Be Here Now”</td>
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<td>Tues</td>
<td>Mar 2</td>
<td>Service Learning Report due. Discussion</td>
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<td>Thrs</td>
<td>Feb 26</td>
<td>Chapter 4. Reading</td>
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<td>Video: &quot;Reading&quot;</td>
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<td>Tues</td>
<td>Mar 2</td>
<td>Chapter 6. Tests</td>
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<td>Video: &quot;Test Taking Strategies&quot;</td>
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<tr>
<td>Thrs</td>
<td>Mar 4</td>
<td>Chapter 6. Tests (cont.)</td>
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<td>Tues</td>
<td>Mar 9</td>
<td>Service Learning Report due. Discussion</td>
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<td>Thrs</td>
<td>Mar 11</td>
<td>Exam #1 on Chapters 1-6</td>
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<td>Tues</td>
<td>Mar 16</td>
<td>Chapter 7. Thinking</td>
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<td>Video: &quot;I Create It All&quot;</td>
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<td>Thrs</td>
<td>Mar 18</td>
<td>Chapter 7. Thinking (cont.)</td>
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<td>Meeting with Your Advisor Report due. Discussion</td>
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<td>Tues</td>
<td>Mar 23</td>
<td>Chapter 8. Communicating</td>
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<td>Video: &quot;Find a Bigger Problem&quot;</td>
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<td>Thrs</td>
<td>Mar 25</td>
<td>Chapter 8. (cont.)</td>
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<td>SPRING BREAK. MARCH 29-APRIL 3. NO CLASS.</td>
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<tr>
<td>Tues</td>
<td>April 6</td>
<td>Chapter 9. Diversity</td>
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<td>Video: &quot;Diversity&quot;</td>
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<td>Thrs</td>
<td>April 8</td>
<td>Chapter 9. Diversity (cont.)</td>
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<td>Tues</td>
<td>April 13</td>
<td>Bring your university catalog. Investigating your major, career planning.</td>
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<td>Thrs</td>
<td>April 15</td>
<td>Chapter 10. Resources</td>
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<td>Video: &quot;Employ Your Word&quot;</td>
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<td>Tues</td>
<td>April 20</td>
<td>Chapter 11. Health. Exercise</td>
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<td>Thrs</td>
<td>April 22</td>
<td>Chapter 11. Health. Exercise (cont.)</td>
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<td>Tues</td>
<td>April 27</td>
<td>Chapter 12. What Next?</td>
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<td>Video Cards due</td>
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<tr>
<td>Thurs</td>
<td>April 29</td>
<td>Stress Management: Yoga and Relaxation Techniques</td>
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<td>WEAR COMFORTABLE CLOTHING TO SIT ON THE FLOOR, AND BRING A TOWEL</td>
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<tr>
<td>Tues</td>
<td>May 4</td>
<td>Exam #2 on Chapters 7-12, campus resources, policies and procedures</td>
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<tr>
<td>Thurs</td>
<td>May 6</td>
<td>NO CLASS. PREPARE ESSAY AND SPEECH</td>
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<tr>
<td>Tues</td>
<td>May 11</td>
<td>Speech, “How I Will Become a Master Student.” Essay due</td>
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<tr>
<td>Thurs</td>
<td>May 13</td>
<td>Speech, “How I Will Become a Master Student”</td>
</tr>
<tr>
<td>Tues</td>
<td>May 18</td>
<td>10-11 am. Essays returned</td>
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California State University, Dominguez Hills  
Style and Format for Term Papers and Written Assignments  
CAS 101

Use this style and format guide for written assignments unless otherwise noted. Your paper will be returned if these instructions are not followed.

- Use white, unlined, clean, and unwrinkled paper 8 ½” X 11”.
- Use a computer and a quality printer.
- Proofread and spell check your paper more than one time.
- Attach a title page.
- Staple the pages together at the upper left hand corner.
- Do not bend or fold over the pages.
- Do not enclose your paper in a folder, a binder, or a plastic cover.
- Make a copy of your paper and/or assignment before submitting it.
- Check with the instructor if you need further clarification.

1. **Format**
   Standard-size (8 ½” X 11”), white, unlined paper. Measure it! Typed, preferably on a computer. Laser printer preferred. Double space. Do not use all capitals. Use one side of paper only. Staple (do not fold) at upper left hand corner (instructor does not carry a stapler). Do not use colored ink.

2. **Margins**
   One-inch margins all around.

3. **Font**
   For computers, use font face Arial or Courier, (do not use a fancy script) and 12 point font size. If typed, use a dark ribbon and letter-quality pica type.

3. **Title Page. (Also see First Page example).**
   Use a clean sheet of paper for the title page. All lines are centered. Order: title of paper, your name, course information (title, instructor’s name, date).

4. **Title**
   One-third of the way down the page. Capitalize the first letter of each word. (Exceptions: a, an, the, to, conjunctions, and prepositions, unless they begin or end the title.) Do not enclose the title in quotation marks, do not underline it, and do not use a period at the end.

5. **Your Name**
   Space one inch below title. Your name preceded by the word: By, a colon (:) and one space. For example:
   By: Mario S. Smith
3. **Course Information**
   Centered, about two-thirds down the page. On three separate lines: Course prefix, instructor name, and date. For example:
   
   **CAS 101**
   **Dr. Mary Lou Cappel**
   **May 12, 2005**

5. **Page Numbering**
   Number ALL pages (except Title Page), centered at the bottom.

6. **Spacing**
   Double space the text of paper. Refer to a writing manual.

7. **Paragraphs**
   Indent 5 spaces from left.

8. **Footnotes**
   All footnotes are placed on a separate page at the end of the paper. Use a centered header: Footnotes. Refer to a writing manual for style.

9. **Bibliography**
   Bibliography can be placed after the footnotes page or on the same page as the footnotes. Use a centered header: Bibliography. Refer to a manual for style.

**Recommended Reference Manuals for All Classes:**
Obtain a reference manual for writing from the CSUDH bookstore or at other bookstores. They are reasonably priced. In addition, you should have a complete and updated collegiate dictionary (paper copy for daily use and hardback copy for home) and a Thesaurus.

**Notes:**
Give yourself plenty of time to accomplish your best work. To increase the scope of your paper, use the campus library (information desk, inter-library loan service, etc.) or other city libraries, the computer lab, the Internet, retail bookstores (Barnes & Noble, B. Dalton, Crown, Amazon, etc.), newspapers, journals, magazines, your texts, experts in the field, etc.

If you have ANY questions whatsoever about the style or writing of your paper, seek clarification from your instructor by setting an appointment, using e-mail, or visiting during office hours. Your instructor will gladly read your rough draft if given sufficient notice. Clarify the time frame with your instructor.