

# Orientation to University Studies



## UNIV 1005 INSTRUCTOR MANUAL

Revised for fall 2014  
8-22-14

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## Forward

Developmental theory is a multidisciplinary approach to understanding the human condition. As it applies to education, it requires that the student constitutes the pivotal component of the academic equation. Reversing the traditional education model, the professionals function at the service of the student. Citing research in his seminal book upon which the LSU Eunice faculty constructed Pathways, Boylan<sup>1</sup> writes, “In the best developmental education programs, however, the monitoring of students is a collaborative responsibility of faculty members and advising staff ... This collaboration enables the developmental program to address a combination of students’ affective and cognitive needs [p. 58].”

The Katrina-size wake left by No Child Left Behind, highly litigious parents threatening school systems, unresolved desegregation issues, decreasing enrollment and eligible college recruits, and the on-going athletes-receiving-preferential-treatment as evidenced by the failure of 2008 HB 128, translates into the demand for cognitive restructuring for many employees and students in higher education. In describing today’s first year students, Ischler<sup>2</sup> asks us to consider the question raised in 1980 by Schoch:

Remember Joe College? The young man who, after working hard in high school arrived at Berkeley, where he set out to sample the rich and incredibly varied intellectual feast ...? Joe was independent, strongly self-motivated, and academically well-prepared ... Joe doesn’t live here anymore. Perhaps in truth, he never did. But now he can’t. Times have changed, things have changed, and Berkeley has changed [p. 1].

Joe College and Suzy Co-ed have been replaced by Britney Working-Mom and Le’Marcus Donegood. As a two-year open-enrollment institution, we have decided to maintain our SACS accreditation by committing ourselves to the developmental model of education. The mid-term evaluation of our performance was recently submitted to SACS. According to Objective 8 of the QEP the department heads and the Pathways director will “determine the effectiveness of the developmental program” by “analyz[ing] grades obtained in post-developmental education curriculum courses [p. 44]”<sup>3</sup>. In Darwinian terms, we will either adapt or perish. We have no choice but to reach our students. Despite budget cuts, new academic standards and ever evolving student population and technology, we must succeed or be doomed by our own faults. We complain about this generation, but lest we forget who reared this generation.

Especially now that we are teaching a college level course we need to ask ourselves, “Can students who pass my class pass Biology 1001, Criminal Justice 1107, EDCI 1000 or any other approved academic course?” If their ability to demonstrate their understanding and application<sup>4</sup> of the college study and reading skills does not conform to the faculty’s expectations, can we in conscience pass them? The QEP reminds us that our performance will be “analyze[d by] faculty satisfaction with the skills of students who participate in developmental courses and services [p. 44]”. In part, the departmental final should help to address that question.

This is the first time I am compiling an instructor manual for the first university studies course and the ending of my second year here at LSU Eunice. In so doing, I ask that you know and understand the importance of implementing its contents<sup>5</sup>. Have a great year!

~Crystal

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<sup>1</sup> Boylan, H.R., 2002. *What works: Research-based best practices in developmental education*. Boone, NC: Continuous Quality Improvement Network with the National Center for Developmental Education.

<sup>2</sup> Upcraft, M. L., Gardener, J. M., Barefoot, B. O. & associates (2005). *Challenging and supporting the first-year student: A handbook for improving the first year of college*. San Francisco: Jossey-Bates.

<sup>3</sup> Quality Enhancement Plan Committee (2004). *Pathways to success: An enhanced educational experience*. Eunice, LA: Louisiana State University at Eunice.

<sup>4</sup> McWhorter, K. T. (2007). *College reading and study skills, 10<sup>th</sup>ed*. Boston: Pearson Longman.

<sup>5</sup> Fowler, P. (2007). Three elements of success: Attendance, tutoring and advising. *NADE Digest* 3 (1), 29-38.

## General Information

1. **Pathways** faculty:
  - a. Need to take attendance in every class. See attendance policy below.
  - b. Refer students who do not complete course work, have been absent, or do not have a book to the Office of Developmental Education DURING THE FIRST TWO WEEKS OF THE SEMESTER. This is the early intervention period and students are called, e-mailed, or visited in class in an effort to deal with such issues.
  - c. Should notify the Director of Developmental Education or appropriate Division Head of any discipline issues. This may include, but not be limited to, cell phones ringing in class, talking in class, plagiarism, slamming classroom doors, and rudeness toward a faculty member. All of these behaviors are considered as disruptive to the academic environment and are dealt with on an individual basis.
  - d. Are encouraged to contact the Office of Developmental Education with issues or suggestions with improving the program.

## CLASS ATTENDANCE

1. **Pathways** student responsibilities:
  - a. Students will receive a failing grade in a course for excessive absences
  - b. The Pathways courses covered in the attendance policy are UNIV1005, UNIV 0008, ENGL 0001, MATH 0001, MATH 0002, CJ 1107, CPS 1001, BADM 1001, BIT 2000, CMST 1061, and ECON 1050. Faculty should turn in the COMPUTER ATTENDANCE REFERRAL on the absences noted below:
    - i. Academic year:
      1. Fourth absence from a three day a week class
      2. Third absence from a two day a week class
      3. Second absence from a class that meets once a week
    - ii. Summer session:
      1. Third absence from a four day a week class
      2. Third absence from a five day a week class
2. **Pathways** faculty responsibilities:
  - a. Faculty will notify the office of a student who has not complied with the attendance policy. Faculty may fill in the COMPUTER ATTENDANCE REFERRAL or provide all of the information in an e-mail to the director. Please be sure to fill out the form completely, as the office cannot process the referral without all information requested.
  - b. Students are expected to attend all classes while the appeal is being heard.
  - c. The faculty member will notify the office again if the student violates the attendance policy for AN ADDITIONAL set of absences. Please do not overlap days unless so instructed by the director. It is best to contact the director about these cases prior to sending in a second appeal notification.
  - d. Please note that the outcome of absence appeal does NOT mean the student is dismissed from the class or the university. The student does have the right to withdraw from the course if they so choose after receiving an F due to absences.

- e. Faculty are encouraged to address students who are habitually tardy to class (see the CONTRACT TO SUCCESS). The CONTRACT TO SUCCESS defines attendance and states that student tardiness can be counted as absences. Tardiness is also turned in using the COMPUTER ATTENDANCE REFERRAL.
  - f. Faculty will adhere to the grade decision made by the director.
3. **Pathways** office responsibilities:
- a. Covering the attendance policies during orientation
  - b. Monitoring student attendance from forms sent to the office and using intervention techniques as necessary, especially during the first four weeks.
  - c. Sending an absence appeal letter to students within 24 hours of receiving the notification from the faculty. Notification is via both e-mail and regular post office. Delivery receipts are requested from the e-mail server and placed in the student's file.
  - d. Actually seeing students and deciding the appeals
  - e. Contacting the faculty member for input on the decision on the appeal as necessary.
  - f. Notifying the faculty of the result of the appeal

## INSTRUCTION

1. **Pathways** student responsibilities:
  - a. Attend class
  - b. Arrive to class on time
  - c. Address faculty issues with the Director of Developmental Education or appropriate Division Head
  - d. Actively engage the subject and complete coursework per the faculty member's syllabus and instructions
2. **Faculty** responsibilities:
  - a. UNIV1005 and UNIV 0008 faculty
    - i. Follow the UNIV1005 and UNIV 0008 syllabus. The syllabus for each course is usually updated once per year. Please contact the director or the [Pathways website](#) for the most up to date copy.
    - ii. Direct students to the appropriate advising forms and assist if warranted. Point these forms out on the web when completing the directions for the use of student e-mail and my.LSUE.
    - iii. Faculty in UNIV0005 give a Learning Styles Inventory (available in the McWhorter book beginning on page 25) and Temperament Sorter (available from [Online test based on Jung - Myers-Briggs typology](#)). The actual web address is: <http://www.humanmetrics.com/cgi-win/JTypes2.asp>. Student results must be printed by the students. Advisors need to discuss how the student's learning style and temperament influence how the student can choose to interact with instructors and peers, as well as establish internal motivation techniques.
    - iv. Faculty in UNIV1005 typically give the Kuder Career inventory to coincide with the final advisor visit, when educational planning is emphasized. The inventory is rather simple to read and breaks up the students' interests and abilities into two three categories (see the Kuder example in the student resource section of this document). Possible job classifications are also included. Advisors may want to point out mismatches of abilities and interests to students. Career Services will assist with Kuder if asked.
  - b. Responsibilities of all faculty teaching Pathways students:

- i. Attend division meetings, Pathways to Success updates and workshops, and specific faculty meetings at your specific campus.
- ii. Be prepared, arrive, and begin class on time. Adhere to SACSCOC accreditation standards by conducting class for the entire period.
- iii. Use the standard syllabus available on the Pathways website.
- iv. Maintain effective classroom management.
- v. Use respectful and appropriate language with students. Expect the same in return. Challenging the students works better than insulting them. Sarcasm generally breeds contempt. Placating students resistant to academic rigors frequently results in the same way. Please keep in mind that most developmental students suffer from low self-esteem and need nurturing (not coddling) in order to begin to settle in to the higher education environment.
- vi. Use a variety of instructional methods, usually in 20-minute intervals, to communicate material to the students. Student-centered approaches best engage students while lecturing is least effective.
- vii. Assign specific out-of-class work, grade it and promptly return it with feedback. Without the latter, the former is perceived as merely an exercise in hoop jumping. Students need to know in concrete terms how well they do on coursework.
- viii. Best practices research indicates 10-15 graded assessments per semester as the norm. These can be exams, quizzes, group projects or any activity from which the students can receive feedback from the instructor on how well they are grasping and/or applying the materials.
- ix. Provide immediate detailed feedback to students on their errors. This includes circling what is incorrect, providing coded responses, writing notes to students in the margins, and providing an overall grade for the assessment. Acknowledging good work or progress goes a long way in motivating students.
- x. Comply with LSUE institutional deadlines such as student verification of attendance, midterm grades, and final grades.
- xi. Documentation and referrals must be filed in a timely manner. Students cannot be held accountable to honoring the CONTRACT FOR SUCCESS if the Office of Developmental Education is unaware of a problem. This includes monitoring attendance in all Pathways MATH 0001, MATH 0002, ENGL 0001, UNIV1005, UNIV 0008, CPS 1001, CMST 1061, ECON 1050, and BIT 2000 classes.
- xii. Faculty need to submit the names and ID numbers with a brief description of actions for students not conforming to appropriate classroom behavior, not completing homework, or not attending assigned tutoring during the first two weeks of class. Early intervention works best. These early notifications are best sent through e-mail to the director since immediate action can be taken.
- xiii. Any unacceptable behaviors from Pathways students should be referred to the Director of Developmental Education and/or the appropriate Division Head immediately. A quick and firm response best ensures the behavior will not recur. Any behavior that affects the integrity of the academic atmosphere such as talking in class at inappropriate times, ringing cell phones, and plagiarism is unacceptable. Behavior is best dealt with through the appropriate division channels first with a referral to Student Affairs if necessary.
- xiv. All University personnel must conform to standards dictated by the Family Educational Right to Privacy Act. Also known as FERPA, the law, as revised in 1997, protects the confidentiality of student records and prohibits any university personnel from disclosing student data to individuals who have no right to the

data. This includes a student's name in some circumstances, ID number, social security number, whether the student has a disability, grades, and other academic records pertinent to the individual student. Even passing back coursework with grades written on the top or discussing a student's grade on a quiz in front of a class can be violations of FERPA. While there are no monetary penalties associated with a violation of FERPA, a successful complaint could result in LSUE being ineligible to receive federal financial aid.

- xv. All faculty members are expected to conform with Section 504 as amended and The Americans with Disabilities Act of 1990. These laws deal with accommodated services such as note takers, extra time taking tests, or calculators during the completion of coursework. In order to be eligible for accommodated services, students must register and have the use of such services approved through the Office of Accommodated Services; however, students are under no obligation to inform the faculty member about the nature of their disability. Registered students will provide the instructor with documentation of accommodations needed. The Office of Accommodated Services may be contacted at x204 if further information is desired. Accommodated services should only be provided for students who supply the faculty member with the proper paperwork.
- xvi. Adjunct instructors must hold one office hour per week per class.

**Louisiana State University Eunice**

**COURSE SYALLBUS**

**I. UNIV 1005 Please use the most current version posted on the web.**



## Appendix A Faculty Shared Resources

### Available Materials



### EUNICE

Office of Developmental Education ■ P.O. Box 1129 ■ Eunice, LA 70535

Phone (337) 550-1433 ■ FAX: (337) 550-1306

### Pathways to Success M-207

Date: July 28, 2008

To: UNIV 1005 and 0008 faculty

From: Paul Fowler, Director of Developmental Education

RE: Available materials for your use

The following equipment and materials are available. Please use the sign out sheet located in the storage room in M-209.

Thanks.

VHS	DVD
Management Dynamics: What color is your thinking hat	Improve your Memory: Improve your Grades
Guidance club for teens: 10 Keys for success for at risk students	Insight Media: Surviving student stress
Understanding Who you Are: The personality video series	College Success Skills: Sweating out Test Anxiety
Insight Media: Math and Science	Critical Thinking: How to Evaluate Information and Draw Conclusions
Critical Thinking Editing Word Usage	Math Anxiety and Math Test Taking
Ray Bradbury	

TV with DVD and VHS player with cart

Elmo, projector, and cart

Three laptops with carts and projectors

## Library Instruction

# LSUE™

## EUNICE

Arnold LeDoux Library ■ P.O. Box 1129 ■ Eunice, LA 70535

### *Library Instruction*

The library encourages professors to schedule library instruction sessions for their classes. This holds especially true for Pathways students, who may have had less exposure to libraries than other students. Options for session topics include: library tours, starting a research paper or project, using the library's catalog, finding articles using online indexes and databases, and more.

To request a session, fill out a request form and send it via email or campus mail to Shelby Anfenson-Comeau. Please place your requests as early as possible, especially if a certain day is needed. Two weeks' notice is required, and last minute requests will be honored only as time and space allow. Also note that, barring special circumstances, professors are required to attend sessions with their students.

For more information, please visit the library website at [www.lsue.edu/library](http://www.lsue.edu/library). If you have any questions, please do not hesitate to contact the library. I look forward to seeing as many classes and sections that want to come in!

Shelby  
L-102 X385  
[mcomeau@lsue.edu](mailto:mcomeau@lsue.edu)

## Critical Reading Exercise

Richard Paul, in his book *Critical Thinking*, defines critical reading in part as “A critical reader actively looks for assumptions, key concepts and ideas, reasons and justifications, supporting examples, parallel experiences, implications and consequences, and any other structural features of the written text, to interpret and assess it accurately and fairly.”

### **Classroom activity:**

Get students in to groups of six. Give them a short editorial from a newspaper or magazine and have them read it as they normally would.

- a) Have them write a short paragraph stating the main point of the article.
- b) Then ask students to read it again using Richard Paul’s criteria (below):
- c) Ask three students to support the position of the article and the other three to take an opposing position.
  - assumptions
  - key concepts and ideas
  - reasons and justifications
  - supporting examples
  - parallel experiences
  - implications and consequences
  - other structural features
- d) Each team has 3-5 minutes to state their points of view using facts and inferences from the article.
- e) Have each group discuss the differences they noticed between the two methods of reading.

### *Applying Bloom’s Taxonomy:*

Using the same article, have students get in 6 groups (one for each level) and to generate exam and essay questions based on the material.

## Creating Your Own Personal Mission Statement

Before you begin planning all the things you want to be and do in your life, there's only one thing you should know: what matters to you! If you can become clear about what you value, you will be able to use this as a guiding principle for all the major decisions and choices of your life. This activity guides you through a process to gain clarity about your values and helps you construct your own personal mission statement.

Please go through this activity in order as each section prepares you for the next.

### What Do You Value?

Think about the things that are most important to you. The words listed below may help stimulate your thinking. Things that are important to you are values. They are powerful motivators that influence our choices, habits and lifestyles.

<i>Health</i>	<i>Contribution</i>	<i>Sincerity</i>
<i>Financial security</i>	<i>Development of talents</i>	<i>Truth</i>
<i>Possessions</i>	<i>Life purpose</i>	<i>Wealth</i>
<i>Free time</i>	<i>Diversity</i>	<i>Work</i>
<i>Family</i>	<i>Effort</i>	<i>Peace of mind</i>
<i>Friends</i>	<i>Frugality</i>	<i>Fame</i>
<i>Learning</i>	<i>Generosity</i>	<i>Spiritual fulfillment</i>
<i>Happiness</i>	<i>Justice</i>	<i>Life travel</i>
<i>Relationships</i>	<i>Order</i>	<i>Sense of accomplishment</i>
<i>Lifestyle</i>	<i>Productivity</i>	<i>Respect</i>
<i>Personal Growth</i>	<i>Security</i>	<i>Altruism</i>

**A.** Choose up to six words from the list of values above or from others that matter to you.

1. _____	4. _____
2. _____	5. _____
3. _____	6. _____

### Aligning Your Values with Principles

The more closely our values align with our principles, the more effective we will be.

As you just learned, values are the things that are important to us. Principles, on the other hand, are guidelines for human conduct that are proven to have enduring, permanent value. If our values do not align with our principles, they may prevent us from producing the results we seek in our lives.

The “Law of the Farm” teaches that a successful harvest must be preceded by timely planting and on-going care (watering, weeding, etc.). A similar principle applies in our lives. Things we value take time and nourishment. There’s no “quick fix” for health, lasting relationships in a marriage, family or elsewhere. If we neglect them now, we can’t expect positive results later.

For many people, words like the ones listed below represent principles. Think about your life. Which principles have impacted you directly? Are there any principles that you particularly value or to which you want to more closely align in your life?

Empowerment  
Encouragement  
Excellence  
Fairness  
Growth

Human Dignity  
Humility  
Honesty  
Integrity  
Patience

Potential  
Quality  
Service  
Trustworthiness

**B.** Choose four words of your own or from the list above.

1. _____	3. _____
2. _____	4. _____

### The Influence of Others

If you carefully consider the lives of people who have been influential to you, you will often find that their lives were aligned with principles. Identify one or two people who have been a positive influence in your life. (These people may or may not be aware of their influence on you). Examples of influential people follow below.

Parent  
Teacher

Historical Figure  
Friend

Leader  
Relative

**C.** Write the names of two people below.

1. _____	2. _____
----------	----------

*What do you admire about them?*

Ambitious  
Balanced  
Caring  
Committed  
Compassionate  
Courageous  
Creative

Dependable  
Educated  
Enthusiastic  
Fair  
Faithful  
Forgiving  
Fun

Giving  
Industrious  
Loyal  
Moral  
Organized  
Patient  
Powerful

Principle-centered  
Proactive  
Respectful  
Responsible  
Selfless

Self-reliant  
Sensitive  
Thankful  
Tolerant  
Trustful

Trustworthy  
Wise  
Witty

List up to six words that describe what you admire about those you chose.

1. _____	4. _____
2. _____	5. _____
3. _____	6. _____

### Develop Your Character

The qualities that you admire about these people are various aspects of their character. It is what distinguishes them as who they are.

You have the opportunity to develop your character to be as admirable as is the character of the people you admire. As you work through these mission building exercises, carefully consider your own character and your vision for your life, and begin formulating a plan that will start moving you in the direction you want to go.

Everyone has strengths and talents that enable them to do certain things and to make a contribution in life. Consider your strengths and talents—those that others recognize in you, as well as any strengths that others may not see.

Adaptable  
Athletic  
Confident  
Energetic  
Grateful  
Insightful  
A leader  
A philosopher  
Sincere  
Spiritual  
Understanding

Articulate  
Clever  
Dexterous  
Entertaining  
Hard-working  
Intelligent  
Open-minded  
Practical  
Skillful  
A teacher  
A visionary

Artistic  
A communicator  
Diplomatic  
Generous  
Imaginative  
Kind  
Optimistic  
Reliable  
A speaker  
Trustworthy  
A writer

**D.** Choose up to six words of your own or from the list above.

1. _____	4. _____
2. _____	5. _____
3. _____	6. _____

## Obstacles to Success

Just as you have strengths and talents that enable you to do certain things, you may have habits that prevent you from being the person you want to be.

Consider your habits and tendencies. Which ones might prevent you from realizing your mission?

Anti-social	Compulsive	Dishonest
Disorganized	Distrustful	Egotistical
Excessive	Fearful	Impulsive
Inflexible	Insincere	Intolerant
Introverted	Irresponsible	Narrow-minded
Obsessive	Pessimistic	Pretentious
Prideful	Procrastinator	Reactive
Sarcastic	Selfish	Prejudice
Tedious	Unaware	Uncharitable
Uncommitted	Unenthusiastic	Ungrateful
Unmotivated	Unreliable	Vague

**E.** Choose only four words of your own or from the list above.

- |          |          |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |

## Important Relationships

Another way to think about your life is in terms of the people who are important to you. Identify four people you consider to be significant in your life.

Spouse/partner \_\_\_\_\_

Family Member \_\_\_\_\_

Friend \_\_\_\_\_

Work Associate \_\_\_\_\_

TIP: If you are not currently engaged in a relationship listed above, you can complete this exercise by imagining the person who has filled that role in the past or someone who might fill that role in the future.

Use your imagination to visualize a celebration in your honor at some point in the future. What words would those whom you admire use to describe his or her thoughts and feelings about you on that occasion?

Select up to 3 words he or she would use to describe you.

Ambitious	Balanced	Caring
Committed	Compassionate	Courageous
Creative	Dependable	Educated

Enthusiastic  
 Forgiving  
 Industrious  
 Organized  
 Principle-centered  
 Responsible  
 Sensitive  
 Truthful  
 Witty

Fair  
 Fun  
 Loyal  
 Patient  
 Proactive  
 Selfless  
 Thankful  
 Trustworthy

Faithful  
 Giving  
 Moral  
 Powerful  
 Respectful  
 Self-reliant  
 Tolerant  
 Wise

Fill in the names by letter. In F, write your companion's name. In G, write your family member's name. In H, write your friend's name. In I, write your work associate's name.

**F.** \_\_\_\_\_ says I'm:

**G.** \_\_\_\_\_ says I'm:

**H.** \_\_\_\_\_ says I'm:

**I.** \_\_\_\_\_ says I'm:

### Your Personal Mission Statement

The information you've just provided is ready to compile into a first draft of your mission statement. Remember, this is only a rough draft. Take time to review and personalize it even more. Remove, rephrase, and add thoughts or ideas with particular meaning to you. Make it inspirational! Continually work to detect and refine your mission.

To find happiness, fulfillment, and value in living I will:

**REMEMBER** what's important in life is (fill in the values of A)

**LEAD** a life centered around the principles of (fill in the principles of B)

**REVERE** admirable characteristics in others, such as (fill in the names of C)



and attempt to implement similar characteristics in my own life.

---

**RECOGNIZE** my strengths and develop talents as a person who is (fill in the answers to D)

---



---

**HUMBLE** myself by acknowledging that I can be (fill in the answers to E)

---



---

and by constantly string to transform my weaknesses into strengths.

---

**ENVISION** myself becoming a person who:

F. \_\_\_\_\_ thinks is

---

G. \_\_\_\_\_ thinks is

---

H. \_\_\_\_\_ thinks is

---

I. \_\_\_\_\_ thinks is

---

You will now want to take this information and draft one to two paragraphs that will serve as your personal mission statement. Once you are happy with it, make several copies and place them at home, at work, etc. You should use your mission statement to guide your actions and choices. You should also review and revise your personal mission statement every few years.

## Identity Dialogue

Make signs for different identity group categories (race, class, gender, sexuality orientation, disability, religion, immigrant status, and age) and post them around the room. Try to make sure each area is big enough to accommodate several students.

Instruct students that when you ask a question, they should go to the sign that corresponds to their experience. Once there, you will ask them to share why they are there (30-60 seconds). After the students have gone, ask a few students from each group to share. Repeat this process for each question.

Then ask a series of the following the questions.

1. The part of my identity that was most emphasized growing up in my family was...
2. The part of my identity that was least emphasized growing up in my family was...
3. The part of my identity that I am most reminded of day to day is...
4. The part of my identity that I am most proud of is...

Note: 4 questions takes about 30 minutes.

Other questions:

**The part of my identity I know the most/least about is...**

The part of my identity that I like to talk with others the most/least about is...

The part of my identity that I would like to learn more about it...

The part of my identity that I am least reminded of day to day is...

The part of my identity that I am least proud of is...

### To Process This Exercise:

What questions were the easiest to answer? Why? Hardest? Why?

What questions did you discover new ideas or learn something from someone else?

Did you find some categories easier or harder to go to? Which ones? Why?

What, if anything, did you learn about yourself that you weren't aware of before?

What issues or concerns were raised for you?

How might you use the information you learned?

### Personal Identity

1. The part of my identity that was MOST emphasized growing up in my family was:  
I was taught:
2. The part of my identity that was LEAST emphasized growing up in my family was:  
I was taught:
3. The part of my identity that I am reminded of MOST day to day is:  
What I feel is:
4. The part of my identity that I am MOST proud of is:  
What I feel is:

Other comments:

## Motivation

01. Failure can be a motivator.
02. No one can motivate another person for the long term.
03. Fear is an effective way to motivate people.
04. It is important to have some motivational reminders.
05. Everyone is motivated by the same thing.
06. Reading motivational books and listening to motivational tapes is a good way to motivate ourselves.
07. People who are motivated have more extroverted personalities than those who are not.
08. To maintain motivation, it is important to have balance in our lives.
09. Making wise choices is an important part of motivation.
10. Too much uncontrolled stress can cause us to lose motivation.
11. Keeping a record of our success and achievements can help us stay motivated.
12. Desire is a key factor in motivation.
13. Too high expectations can cause us to become de-motivated.
14. Having a plan can help us stay motivated.
15. It is important to have intangible goals to stay motivated.
16. We get motivation from our parents and important people in our life.
17. Success means different things to different people.
18. Personal organization can help us gain and sustain motivation.
19. It is important to celebrate from time to time as we move towards our goals.
20. Persistence is a key factor in motivation.

## Malapropisms

1. Always go to other people's funerals, otherwise they won't come to yours. - **Yogi Berra**
2. Abraham Lincoln became America's greatest Precedent. - from **Student Bloopers**
3. Abraham Lincoln wrote the Gettysburg Address while traveling from Washington to Gettysburg on the back of an envelope. - from **Student Bloopers**
4. Actually, Homer was not written by Homer, but by another man of that name. - from **Student Bloopers**
5. Although the patient had never been fatally ill before, he woke up dead.
6. An oral contract isn't worth the paper it's printed on.
7. Anteaters are generally found at picnics.
8. Antidotes are what you take to prevent dotes.
9. Aarabs wear turbines on their heads.
10. At least half their customers who fly to New York come by plane.

## Jabberwocky

Lewis Carroll (Charles Lutwidge Dodgson)

'Twas brillig, and the slithy toves  
Did gyre and gimble in the wabe;  
All mimsy were the borogoves,  
And the mome raths outgrabe.

"Beware the Jabberwock, my son!  
The jaws that bite, the claws that catch!  
Beware the Jubjub bird, and shun  
The frumious Bandersnatch!"

He took his vorpal sword in hand:  
Long time the manxome foe he sought--  
So rested he by the Tumtum tree,  
And stood awhile in thought.

And, as in uffish thought he stood,  
The Jabberwock, with eyes of flame,  
Came whiffling through the tulgey wood,  
And burbled as it came!

One two! One two! And through and through  
The vorpal blade went snicker-snack!  
He left it dead, and with its head  
He went galumphing back.

"And hast thou slain the Jabberwock?  
Come to my arms, my beamish boy!  
O frabjous day! Callooh! Callay!"  
He chortled in his joy.

'Twas brillig, and the slithy toves  
Did gyre and gimble in the wabe;  
All mimsy were the borogoves,  
And the mome raths outgrabe.

## Student Attendance Referral Form

### Office of Developmental Education Pathways to Success Student Attendance Form

**Faculty:** Please fill out this form and return to Dr. Paul Fowler M-207. The information on this form may also be e-mailed to pfowler@lsue.edu since the student does not have to sign it. This form becomes part of the student's **Pathways** file.

Current date: \_\_\_\_\_

Student's name and ID number: \_\_\_\_\_

Course, section, and term: \_\_\_\_\_

Dates absent from class: \_\_\_\_\_

Dates late to class: \_\_\_\_\_

Instructor: \_\_\_\_\_

The **Pathways to Success** program mandates student attendance to be at or above 90% in a course. As a result, please fill out this form for a student who has missed four or more classes for a three day week course, three or more classes for a two day a week class, and two or more classes for a one day a week class.  
3/19/07 prf

### Office of Developmental Education Pathways to Success Student Attendance Form

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3/19/07 prf

## Directory

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**Rosemary Robertson-Smith**

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08/22/14

## Appendix B Student Resources

### Contract for Success

# Louisiana State University Eunice

Office of Developmental Education ■ P.O. Box 1129 ■ Eunice, LA 70535 ■ Phone (337) 550-1433 ■ FAX: (337) 550-1479

## Pathways to Success Program M-207

### CONTRACT FOR SUCCESS

#### Welcome to Pathways to Success

Based on careful planning and research, LSU Eunice has developed this program to help students with ACT scores of 15 and below achieve the highest possible success rate in college. To accomplish that goal, we ask that you agree to be bound by certain regulations and practices for your classes during your first semesters at LSU Eunice. Please contact Dr. Fowler, Director at 337-550-1433 or e-mail him at [pfowler@lsue.edu](mailto:pfowler@lsue.edu) if you have any questions.

#### Advising

Students in this program are required to meet with their faculty advisor at least three times each semester. This is a minimum number, and does not prevent students from meeting with their advisors more than three times. Meetings with advisors are considered part of the coursework for some courses and will be recorded as an assignment by the instructor.

#### Instructional Laboratory

The educators and staff of LSU Eunice have developed an instructional laboratory for students who require extra assistance for their **Pathways to Success** classes. Students who receive a grade below 70% or C- on a major assignment in either English or Mathematics will be required to participate in laboratory instruction for two (2) hours per week until their grades reach at least 70%. Information on students who need additional help in any course is sent to the Director who then monitors student activity electronically. Note that the instructional laboratory is available to all **Pathways** student at any time, regardless of in-class performance. Please take advantage of the instructional laboratory **before** grades decline.

#### Attendance

Regular and consistent class attendance is one of the most important factors in achieving success in college courses. As a result, attendance in each class every time the class meets is required. There is no such thing as an "excused absence" in any **Pathways** course. As a result, students are expected to attend class and schedule personal appointments at times when they are not in class. The following table details the number of days students are permitted to miss class:

Number of days the class meets per week:	At most, students are permitted to miss:	Time of year
3	3	Fall/spring 15 week session
2	2	Fall/spring 15 week session
1	1	Fall/spring 15 week session
3, 4, or 5	2	Summer 4 or 8 week session

LSU Eunice defines attendance as the student being present in the assigned classroom each class period from the time the class is scheduled to begin until the class is scheduled to end. Students who come in after the scheduled starting time or leave before the scheduled ending time can, at the discretion of the instructor, be counted as absent. Students who choose to schedule appointments or leave the classroom for any reason risk being counted absent. Please note that a failing grade in a course **does** affect future financial aid. Please contact the Office of Financial Aid at 337-550-1282 for further information. Also note that makeup work is assigned at the discretion of the instructor. It is the prerogative of the instructor to allow no makeup work.

#### Other Information

1. Please be aware that any notification of absences or advising needs may come from the Pathways office through LSU Eunice student e-mail. Each student is expected to set up their LSU Eunice email and check it frequently.
2. Providing ACT scores indicating a composite of 16 or higher prior to the start of the first semester of attendance will permit a student to exit the program.
3. Providing transcripts from another institution of higher education prior to the start of the first semester of attendance will permit the student to exit the program.
4. Pathways students may not register for online, web enhanced, intersession, or accelerated courses.
5. This Contract for Success changes occasionally requiring me to attend another orientation if I skip a semester.
6. Students may register for summer mathematics or science courses if they have an overall GPA of 3.5 or higher with the approval of the Director of Developmental Education.

#### Student Signature

My signature below attests that I have read, understand, and agree to abide by the policies set forth in the **Pathways to Success** Program outlined in this document. I also understand that once classes begin for my first semester at LSU Eunice as a **Pathways to Success** student I must complete the program in its entirety and cannot be released from the program until all mandated course work is completed.

Print Name and ID Number \_\_\_\_\_

Sign Name \_\_\_\_\_

Date \_\_\_\_\_

2/1/13 Effective Summer 2013

## Academic Behavior in UNIV 1005

- a. Attendance is mandatory. Excessive absences result in failure.
- b. Students must be in their seats and ready to participate **before** class begins.
- c. Dress for success.
- d. Bathroom breaks must be kept to a minimum and should not be used as excuses to check text messages.
- e. Cell phones must be turned off AND out of sight.
- f. NO talking in class without permission of instructor.
- g. NO eating in class.
- h. No grooming in class.
- i. Do not leave your seat without permission.
- j. Do not engage in personal conversations with instructor during class.
- k. Turn in only neat, clean work. Fringe on spring-bound paper must be trimmed.
- l. Do not pack up to leave a class unless told to by your instructor.
- m. Do not beg instructors to end class early.
- n. Do not engage in any activity that shows disrespect for instructors, other students, or LSUE.

## What is in a Portfolio? What should I Include?

A portfolio is a compilation of work that has been put together for a specific purpose. The First-Year Portfolio at LSUE has the purpose of showing academic growth and achievement, as well as ensuring the objectives of the course are being taught. Here is a brief list of items that should be included in your portfolio:

### SECTION 1 – REQUIRED ASSESSMENT

1. Copy of course syllabus
2. Copy of academic behavior
3. Assignment-Navigating the Net
4. Semester Planner with Important Dates filled in
5. Assignment- Weekly Schedule (minimum 2 per semester)
6. Assignment-Word List w/100 words
7. Advisor Visit One with completed My Learning Profile
8. Advisor Visit Two with print out of finalized schedule
9. Advisor Visit Three with Kuder Career Inventory results with One Page Summary and Person Match
10. Personal Reflection

### SECTION 2- CLASS NOTES

### SECTION 3- (INSTRUCTOR SPECIFIC)

### SECTION 4- (INSTRUCTOR SPECIFIC)

### SECTION 5- (INSTRUCTOR SPECIFIC)



**Getting to Know You: UNIV 1005**

Official Name: \_\_\_\_\_

Name you wish to be called in class: \_\_\_\_\_

Hometown or place you spent formative years: \_\_\_\_\_

Telephone number: \_\_\_\_\_ Cell Number \_\_\_\_\_

Do you have a job now? \_\_\_\_\_ If so, what kind? Where? Hours? \_\_\_\_\_

\_\_\_\_\_

Other jobs you've had: \_\_\_\_\_

Major/degree goal: \_\_\_\_\_

What is your ultimate career goal? \_\_\_\_\_

What are your hopes and expectations for this course?

What are your concerns or fears about this course?

Is there anything I should know that might hinder your progress in this course or that I could do to help you succeed?

How are you like everyone else here? How are you unique?

### Navigating the Net

Name: \_\_\_\_\_ Student ID # \_\_\_\_\_

1. Advisor Information

Name: \_\_\_\_\_

Telephone # \_\_\_\_\_ Office Location: \_\_\_\_\_

Office Hours:

Monday

Tuesday

Wednesday

Thursday

Friday

2. Important Dates

The last day to add classes or change sections is \_\_\_\_\_.

The last day to drop a course or resign and not have courses recorded is \_\_\_\_\_.

There will be no classes on \_\_\_\_\_.

Mid-semester examination period is \_\_\_\_\_.

The final day to drop a course or resign from the university is \_\_\_\_\_.

The last day of classes is \_\_\_\_\_.

The final exam will be administered on \_\_\_\_\_.

First Advising Visit due on \_\_\_\_\_.

Second Advising Visit due on \_\_\_\_\_.

Third Advising Visit due on \_\_\_\_\_.

3. What is LSUE's definition of Academic Dishonesty?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. My major is \_\_\_\_\_. The curriculum for my degree can be found on page \_\_\_\_\_ of the academic catalog.

5. What is myLSUE? \_\_\_\_\_

6. Who is the Director of LeDoux Library? \_\_\_\_\_

7. How much is a replacement ID card? \_\_\_\_\_

8. When I log into my COURSES, the first thing I see is \_\_\_\_\_

## Vocabulary Log



**EUNICE**

Office of Developmental Education ■ P.O. Box 1129 ■ Eunice, LA 70535

Phone (337) 550-1433 ■ FAX: (337) 550-1479

**Pathways to Success M-207**

### VOCABULARY LOG for UNIV 1005

**PURPOSE:** Every day in class, at work, in the newspaper, on the television, we encounter new words or new uses for words we already know. Taking the time to write down these words when you discover them will ensure that you don't forget them. Looking up various meanings and actually using the word in a sentence further helps you to remember.

**ORGANIZATION:** Use the chart below as a guide for recording new words. The important thing is to try to capture how the word is used in a sentence (the context), so that you will know which definition will apply. It is recommended that you complete the dictionary assignment before starting out on the vocabulary log.

Once you've recorded the word as it was used, look up the definition in a dictionary and write down the best definition that you think applies. As part of the definition, include the "part of speech" of your word: is it a noun? a verb? an adjective?

Lastly, use the word yourself in a whole new sentence. Use it according to the same definition that you've recorded.

Begin the log any time and work on it in the lab or at home; **as homework, you will earn an hour's credit for every ten words you identify, define, and use in a sentence.**

New Word 1	Definition: Original sentence: New Sentence:
New Word 2	Definition: Original sentence: New Sentence:
New Word 3	Definition: Original sentence: New Sentence:
New Word 4	Definition: Original sentence: New Sentence:
New Word 5	Definition: Original sentence: New Sentence:
New Word 6	Definition: Original sentence: New Sentence:
New Word 7	Definition: Original sentence: New Sentence:
New Word 8	Definition: Original sentence: New Sentence:
New Word 9	Definition: Original sentence: New Sentence:
New Word 10	Definition: Original sentence: New Sentence:

## Motivation and Goal Setting Worksheet

1. What are your life time goals?

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2. What are your goals for the next three to five years?

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3. What are your goals for this coming academic year?

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4. What are the things you need to do in order to accomplish this year's goals?

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5. Now list the things you will do this week, and the things you will do today that relate to your goals for this year. These may be specific course assignments, talking to your professor, or opportunities for starting some volunteer work. To this list then add anything else that you want to accomplish during the day or week. (laundry, shopping, letter writing, etc.) You now have a "to do" list!

1. To-Do List

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2. Now ask yourself which of these activities you really enjoy doing. Which do you find a drag? Which do you avoid doing at all? How many of the things that are "a drag" relate to your life time goals? If you find that much of your course work at university is "a drag," check below for ways to make these subjects more interesting.

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3. What are the consequences of achieving these goals? (e.g. How will I feel? What are the rewards? What will others think of me?) Some consequences will be extrinsic (fame and fortune) while others will be intrinsic (self-actualization and mastery).

Go back and note the consequences for each goal. Are there ways to supplementing the consequences to heighten your motivation?

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### **Extrinsic**

- money
- marks
- praise

### **Intrinsic**

- mastery
- self-actualization
- joy from doing a good job

While we are on consequences, keep in mind that some consequences are pleasurable and others are aversive. While aversive consequences can be very motivating for escape and avoidance, pleasurable ones are more helpful for building positive behaviors.

### **Pleasurable**

- money
- marks
- praise

### **Aversive**

- escape from failure
- avoiding criticism
- stopping ridicule

- Consequences can be immediate or delayed. Consequences serve as more effective motivators if they are immediate.

### **Immediate**

- coffee breaks
- free to socialize
- feel good

### **Delayed**

- scholarship
- acceptance into a co-op program
- parents will be happy

## Weekly schedule and semester planner

### Semester Plan - Example

Include in your plan all the main commitments for the semester – family, social, sport, study, etc) so you can plan around them.

Week		Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
0	Orientation Week							
1							Brisbane International Film Festival	BIFF
2		BIFF	BFF	BFF	BIFF	BIFF Mum's Birthday	BIFF	BIFF
3								
4		Michael's Birthday		Ekka Public Holiday				
5								Melissa's Concert
6		MES103 Ass (50%)			MTS 213 Exam in Tut (20%)	MTS101 Tutorial Activity Log (40%)		
7	Mid Semester Break							
8	Prac Week					MTS144 Ass (40%)		
9				MTS144 Group Oral (Tut) (30%)			AFL GRANDFINAL	
10								NRL GRANDFINAL
11				My Birthday			Birthday Dinner at Romano's	
12		MES103 Ass (50%)				MTS101 Tutorial Activity Log (40%)		
13		MTS213 Ass (40%)						
14	Study Week							
15	Exams	MTS144 Exam (30%) 9am	MTS101 Exam (20%) 1pm					
16	Exams			MTS213 Exam (40%) 9am				



## Weekly Plan – Example

Include all the activities you need to do for that week.

Make sure you work on every subject each week. Give yourself time for other activities besides study

Week 9	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6am – 7am							
7am – 8am		Gym		Gym		Gym	
8am – 9am	Find info for MES103 Ass		MES103 Ass – reading & notes	MES103 Ass – reading & notes			
9am – 10am	MES103 Readings for Tut	MST213 Readings for Tut	MES103 Ass –reading & notes	MES103 Ass – reading & notes	9.15 Meet Phil for coffee – Merlo's		Visit Mum
10am – 11am	MTS101 Lecture			Coffee	MTS213 Lecture		
11am – 12pm		MTS101 Tutorial	MTS144 Lecture	MTS213 Ass – find info			
12pm – 1pm	Lunch & computer games			Lunch & computer games	Lunch & computer games		Work 12 – 10
1pm – 2pm	MES103 Lecture	Lunch & computer games	MTS144 Tutorial Group Oral (30%)	Travel to work	Revise/rewrite lecture notes and readings for this week. Concept maps	Watch AFL Grand Final at Joe's	
2pm – 3pm		MST213 Tutorial	Lunch & computer games	Work 2 – 10	Go home and go out	BBQ	
3pm – 4pm	MES103 Tutorial		MTS101 Tutorial Activities				
4pm – 5pm	Find info for MES103 Ass	Group Practice for Tut – R403					
5pm – 6pm							
6pm – 7pm							
7pm –							

## Blank Weekly Planner

**Planned Weekly Schedule**

DIRECTIONS: USE THIS SHEET FOR YOUR "PLANNED WEEKLY SCHEDULE" (TO BE COMPLETED AFTER THE TIME-USE CHART HAS BEEN COMPLETED AND SUMMARIZED). FIRST FILL IN YOUR COMMITMENTS (CLASSES, WORK, MEALTIME, ETC.). THEN THINK ABOUT HOW YOU WANT TO USE YOUR TIME FOR STUDYING, READING, AND RECREATING. TRY THIS FOR A WEEK OR TWO AND READJUST AS NEEDED.

<b>Time</b>	<b>Mon.</b>	<b>Tues.</b>	<b>Wed.</b>	<b>Thurs.</b>	<b>Fri.</b>	<b>Sat.</b>	<b>Sun.</b>
6:00 AM							
6:30							
7:00							
7:30							
8:00							
8:30							
9:00							
9:30							
10:00							
10:30							
11:00							
11:30							
NOON							
12:30							
1:00							
1:30							
2:00							
2:30							
3:00							
3:30							
4:00							
4:30							

<b>Time</b>	<b>Mon.</b>	<b>Tues.</b>	<b>Wed.</b>	<b>Thurs.</b>	<b>Fri.</b>	<b>Sat.</b>	<b>Sun.</b>
5:00							
5:30							
6:00 PM							
6:30							
7:00							
7:30							
8:00							
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9:00							
9:30							
10:00							
10:30							
11:00							
11:30							
MIDNIGHT							
12:30							
1:00							
1:30							
2:00							
2:30							
3:00							
3:30							
4:00							
4:30							
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5:30							

# Kuder® Assessment Summary

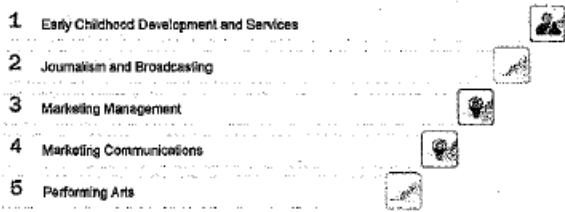
## Kuder® Assessments Summary

**One Page Report**  
 Prepared For: Damien Papillon  
 Date Printed: 9/6/2012 11:25 AM

### Kuder® Career Interests Assessment

Date Completed: 9/6/2012

**Pathway Results**



**Early Childhood Development and Services** Take care of children and lead them in play and learning activities in schools, childcare centers, libraries, or private homes.

**Journalism and Broadcasting** Gather information, write news stories, take video, and get the news to the public.

**Marketing Management** Carry out marketing plans for a company's products or services through advertising, sales promotions, and public relations.

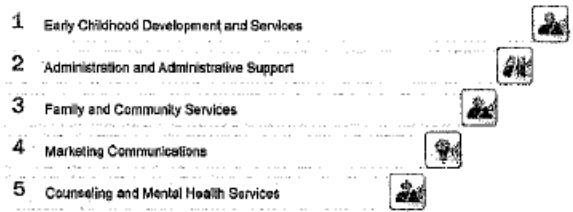
**Marketing Communications** Make and carry out plans to market a product or service.

**Performing Arts** Plan, design, participate in, and/or direct theatrical and musical productions.

### Kuder® Skills Confidence Assessment

Date Completed: 9/6/2012

**Pathway Results**



**Early Childhood Development and Services** Take care of children and lead them in play and learning activities in schools, childcare centers, libraries, or private homes.

**Administration and Administrative Support** Manage schools, daycare centers, colleges, businesses, and community organizations.

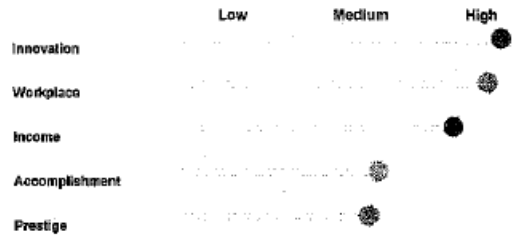
**Family and Community Services** Help others who face a variety of problems, including the homeless, those with physical and mental problems, the aged and poor, and those who are without a job.

**Marketing Communications** Make and carry out plans to market a product or service.

**Counseling and Mental Health Services** Help others with personal, family, or career problems and decisions in private offices, clinics, schools, or hospitals.

### Kuder® Work Values Assessment

Date Completed: 9/6/2012



**Innovation** Having the challenge and opportunity to do my work in new ways and with independence and variety.

**Workplace** Having the pleasure of working in a comfortable, attractive work space where the supervisors and co-workers are supportive and friendly.

**Income** Having the desire to achieve earnings and rewards that strongly support my economic and financial advancement.

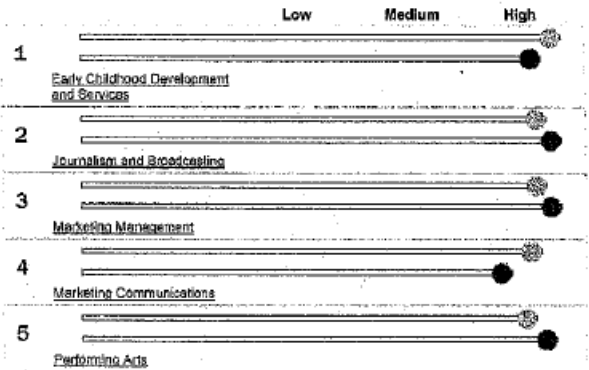
**Accomplishment** Having the feeling that what I do in my work is important and making a contribution.

**Prestige** Having the sense of being highly regarded by others because of the nature of my work or the leadership I provide.

### Composite Report

Date completed Interests Assessment: 9/6/2012  
 Date completed Skills Assessment: 9/6/2012

**Pathway Results**



**Key**  
 ..... Interests  
 \_\_\_\_\_ Skills



## Personal reflection assignment at end of semester.

### What is a Personal Reflection?

#### The Basics:

For this assignment you will write a ***Personal Reflective Essay***. A personal statement is a brief synopsis of your past experiences and future goals. The **focus** will be you, and your experience in UNIV 1005, first semester in college, and other experiences on the LSUE campus. You may write about the events of a particular day and how they affected you or about your reaction to a certain task, or texts, or discussion in class, but the **goal** is to examine how the UNIV 1005 course and its related assignments contributed to your overall college experience.

You will be **analyzing**; you will not only respond to what has happened within a course, but you will also ask yourself how you've responded to these situations, and why you've responded to it in a certain way. **You must write in the first person and refer to I, me, etc.**

#### The Texts:

Yourself-as-text is the crucial, and an *obligatory*, part of this assignment. You may choose to highlight or guide your **reflection** with one or more of the author's texts.

Kathleen T. McWhorter talks about Learning Everything You Can in the First Week, which might lead us to think about three types of questions we can construct around text:

- In the book, what information is specifically included in the book; this is explicit information. **Quotes should be kept to a maximum of 2-3 sentences.**
- The author and me, what information or incidents do I construct with the author? In other words, the author provides some details and I fill in the rest from my own experiences. This is where the reader's background makes the reading richer.
- On my own, what information is unstated in the text but from my life or knowledge I extend the text and fill in the gaps.

Can you apply these three ideas to your own reading? Think about them as you write your personal reflection.

#### Your Job:

This paper serves as a bit of self-analysis. Reflect on and analyze the experiences you've had reading, writing about, and discussing the author and texts and the ideas they have triggered. *Critically think about your own assumptions and beliefs.*

Ask yourself:

Do any of the texts support or challenge your personal thoughts or life? How and why?

Did any of the texts surprise you? Enrage you? Irritate you? Why? How might this reaction connect to your life experience(s)?

You will need to provide intricate descriptions of events in your life (or detailed evidence from the text) that demonstrates an analysis of yourself and your thoughts. Remember to use vivid description and to analyze; **don't simply narrate**. Don't forget that **you** are the primary text in this scenario and that no one else in the world thinks or feels the same way you do. You want to inform and enlighten your readers, even when you are **writing a personal reflection**.

**REMINDER:** You **must** support your interpretation/opinion with evidence from the texts.

**HINTS:** Writing a personal statement gives you the opportunity to:

- ✓ Project why you are a good pick for your chosen field
- ✓ Speak about your present and future goals and values
- ✓ Write about what attracted you to your field of choice
- ✓ Explain what strengths you will bring to the field
- ✓ Write about what the Pathways program is about and the career opportunities it offers
- ✓ Tell what other educational training you have
- ✓ Tell why you are pursuing a degree in your field of interest
- ✓ Tell what about you sets you apart from others and why you are prepared for college
- ✓ Tell what keeps your interest and why do they interest you
- ✓ What about your life has given you the mindset to pursue a particular degree
- ✓ Discuss the support of family and friends
- ✓ Activities you have done which have influenced the thought for your career path
- ✓ Your desire for pursuing your career
- ✓ Highlight your drive and ambitions

## UNIV 1005 Advising Visit One

**FIRST ADVISOR VISIT**

*Students are to fill out the first three lines and the advisor completes the remaining section.*

STUDENT: \_\_\_\_\_ ID: \_\_\_\_\_

UNIV INSTRUCTOR: \_\_\_\_\_ DUE: \_\_\_\_\_

ADVISOR: \_\_\_\_\_

Student had the following completed prior to the visit:

- Learning Style Inventory
- Temperament Sorter
- My Learning Strategy to Achieve my Goal
- Other \_\_\_\_\_

Student able to verbalize learning goals  yes  no

Other issues discussed:

Advisor Signature \_\_\_\_\_ Date \_\_\_\_\_

Student's evaluation of advising (student must complete in order to receive credit):

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

# My Learning Profile

**LEARNING STYLE:** Enter the appropriate information from your textbook (the inventory begins on page 26). Using the style, write which learning strategies you can use to succeed in your studies.

Part	Total Number of Choice A	Total Number of Choice B
One	_____	_____
	Auditory	Visual
Two	_____	_____
	Applied	Conceptual
Three	_____	_____
	Spatial	Verbal
Four	_____	_____
	Social	Independent
Five	_____	_____
	Creative	Pragmatic

**TEMPERAMENT:** Take the survey at <http://www.humanmetrics.com/cgi-win/JTypes2.asp> answering all questions. When finished, click “score it” at the bottom of the page. Circle the appropriate temperament type and enter the initials for your type below. Using the type, write you can use your type to succeed in your studies.

**Extrovert/ Introvert**

**Sensate/iNtuitive**

**Thinking/ Feeling**

**Judging/Perceiving**

My Temperament Type is: \_\_\_\_\_



# My Learning Strategy to Achieve My Goal

Using the information gained from the inventories, write one goal (*specific, positive, realistic, achievable, worthwhile, time limited, flexible*) you have for the semester in a complete sentence. How can you reach that goal?

What complications will you have to overcome this semester to achieve this goal?

UNIV 1005 Advising Visit Two  
**2nd ADVISOR VISIT**



***Students are to fill out the first three lines and the advisor completes the remaining section.***

STUDENT: \_\_\_\_\_ ID: \_\_\_\_\_

UNIV INSTRUCTOR: \_\_\_\_\_ DUE: \_\_\_\_\_

ADVISOR: \_\_\_\_\_

Student had *Requested Schedule* completed correctly

Student knew midterm grades  yes  no

Number of enrolled classes       Number of passing grades

Student assigned to tutoring:  yes  no

Student went to tutoring, whether assigned or not:  yes  no

Other issues discussed:

Advisor Signature \_\_\_\_\_ Date \_\_\_\_\_

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Student's evaluation of advising (student must complete in order to receive credit):

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Student Signature \_\_\_\_\_ Date \_\_\_\_\_

## ***SRI Inventory***

Advisors: Each student is given the SRI in the UNIV 1005 course the day after registration closes. Students who do not have a completed SRI summary were probably absent on the day the inventory was given. Please note that there are no make ups on this inventory since it must be sent to ACT to be scored.

Student had the SRI summary at the advising visit     yes             no

Advisors: If “yes” above, please check those categories below that the student can improve upon according to the SRI. If “no”, then draw an “X” through the table below. Suggested improvement should be marked for any scale that is ranked at or less than the 50<sup>th</sup> percentile.

UNIV 1005 Faculty: Students should not receive full credit for advising visit two if they have not discussed their SRI with their advisor.

### **SRI Scales:**

- Academic Discipline:** The amount of effort you put in to your schoolwork and the degree to which you see yourself as hardworking and conscientious
- Academic Self Confidence:** The extent to which you believe you can perform well in school
- Commitment to College:** Your commitment to staying in college and getting a degree
- Communications Skills:** How attentive you are to others’ feelings and how flexible you are in resolving conflicts with others
- General Determination:** The extent to which you strive to follow through on commitments and obligations
- Goal Striving:** The strength of your efforts to achieve your objectives and end goals
- Social Activity:** How comfortable you feel meeting and interacting with other people
- Social Connection:** Your feelings of connection and involvement with the college/school community
- Steadiness:** Your responses to strong feelings and how you manage those feelings
- Study Skills:** The extent to which you believe you know how to assess an academic problem, organize a solution, and successfully complete academic assignments

**Students-answer the following:** Please discuss your area(s) of weakness (as identified above by your advisor) and provide a plan for improvement. Be sure to refer to your goals from advising visit one and your midterm grades.

## UNIV 1005 Advising Visit Three

**3rd ADVISOR VISIT**

*Students are to fill out the first three lines and the advisor completes the remaining section.*

STUDENT: \_\_\_\_\_ ID: \_\_\_\_\_

UNIV INSTRUCTOR: \_\_\_\_\_ DUE: \_\_\_\_\_

ADVISOR: \_\_\_\_\_

Student presented completed KUDER with summary  yes  no

Student major agrees with KUDER results  yes  no

Student has goals for upcoming semester:  yes  no

Student able to verbalize successful strategies for current semester and changes necessary for future semesters:  yes  no

Student registered for next semester:  yes  no

Other issues discussed:

---

Advisor Signature

Date

---

Cite specific examples and grades to demonstrate how you have used UNIV1005 and three advising visits to strategize academic success. Use the backside if necessary (Student must complete in order to receive credit):

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Student Signature

Date

