

# Orientation to University Studies



## UNIV1005 Student Download Materials

REVISED  
SP2021

## 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 Mr. Damien Papillion at 337-550-1212 or e-mail him at [dpapilli@lsue.edu](mailto:dpapilli@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	5	Fall/spring 15 week session
2	3	Fall/spring 15 week session
1	2	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.

1/1/19

## 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. Academic Assignment One with completed My Learning Profile
8. Academic Assignment Two and Mandatory Advisor Visit with print out of finalized schedule
9. Academic Assignment 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 Academic Assignment due on (date given by instructor) \_\_\_\_\_.

Second Academic Assignment due on \_\_\_\_\_.

Third Academic Assignment due on (date given by instructor) \_\_\_\_\_.

### 3. What is LSUE's definition of Academic Misconduct?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### 4. My major is \_\_\_\_\_. Locate and print a copy of your curriculum. (Required for assignment credit.)

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

## 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 BBQ	
2pm – 3pm		MST213 Tutorial	Lunch & computer games	Work 2 – 10			
3pm – 4pm	MES103 Tutorial		MTS101 Tutorial Activities			Go home and go out	
4pm – 5pm	Find info for MES103 Ass	Group Practice for Tut – R403					
5pm – 6pm							
6pm – 7pm							
7pm –							

**Blank Weekly Planner**

**Planned Weekly Schedule**

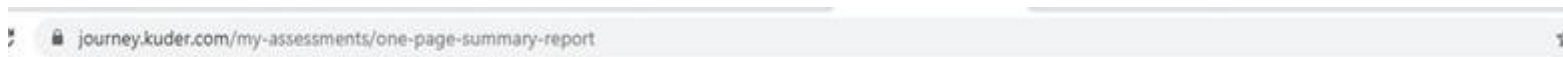
Directions: use this sheet for your “planned weekly schedule” (to be completed after the time-use chart has been completed and summarized). First fill in your commitments (classes, work, mealtime, etc.). Then think about how you want to use your time for studying, reading, and recreating. Try this for a week or two and readjust as needed.

Time	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
6:00 am							
6:30							
7:00							
7:30							
8:00							
8:30							
9:00							
9:30							
10:00							
10:30							
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1:00							
1:30							
2:00							
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4:00							
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Time	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
5:00							
5:30							
6:00 pm							
6:30							
7:00							
7:30							
8:00							
8:30							
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							
5:00							
5:30							

# Kuder® Assessment Summary

## One Page Report



### One Page Summary for Damien Papillion

Print

Printed on 1/6/2021 at 8:46 AM



### Steps to retrieving and printing the one page summary report as seen above.....

- Log into the Kuder site---you will need to know your username and password.
- Go to the left side of the screen, scroll down to My Assessments and click My Assessment Results
- When the page loads, scroll down to One Page Summary Report.
- Click the arrow and your results will appear on another page.
- Print the results page for your UNIV portfolio.

## 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 Academic Assignment One**  
**FIRST Academic Assignment**



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

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

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

Student had the following completed prior to the visit:

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

Instructor Comments:

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



# My Learning Profile

**LEARNING STYLE:** Enter the appropriate information from your textbook (the inventory begins on page 22). 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 how 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?

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

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**UNIV 1005 Academic Assignment Two**  
**Second Academic Assignment and**  
**MANDATORY 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: Yes  No

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 \_\_\_\_\_

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

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

**UNIV 1005 Academic Assignment Three  
THIRD Academic Assignment**



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

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

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

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

Student presented completed KUDER one page summary report: 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

Instructor Comments:

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Instructor Signature

Date