Coll 0171: Strategies for Success
Course Syllabus
Fall 2012

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Course Description

Coll 0171 – Strategies for Success is a one credit, 10 week course designed to provide students with the tools needed to persist and succeed at Odessa College. Topics covered in the course include: learning styles, study techniques, note-taking, test-taking, personal wellness, effective writing and reading, time management, career and educational planning, and interpersonal skill development. Familiarize yourself with all of the Google applications available to you through your student Gmail account (Calendar, Voice, Documents, etc); we will be using many of these applications throughout this course. Quizzes and Discussions will be administered through Blackboard and your grades will be regularly updated in the Gradebook (accessible through the Odessa College Portal). New and current Odessa College students with fewer than 12 hours are required to pass COLL 0171. The course does not satisfy requirements for any degree plan at Odessa College, has no prerequisites, is non-transferable, and satisfies one credit toward your total semester credit hours.

Supplies:
you will be expected to bring your COLL 0171 three-ring binder paper and pencils, a planner or scheduling system; as well as your copy of *I Beat the Odds by Michael Oher* (***all items*** **available in the Odessa College Bookstore**).

Method of Evaluation:
Your final grade will be determined by scores in the following categories.

Attendance/ Participation	Homework/ Journals/Discussion Boards	Binder & Planner	Student Involvement	Final
30%	*15%*	*20%*	*15%*	*20%*

Standard score ranges:
90-100 = A
80-89 = B
70-79 = C
69 and under = retake course

Your grades should be available to you in real time through the OC Portal – meet with a tutor in the Student Success Center if you have any trouble with access.

Core Course Objectives

Coll 0171 is specifically designed to improve academic skills, empower positive decision-making, and assist with educational and career planning. All courses at Odessa College seek to foster the following six values and skills in our students:

1 – **CRITICAL THINKING SKILLS**: To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2 – **COMMUNICATION SKILLS**: To include effective development, interpretation and expression of ideas through written, oral and visual communication
3 – **EMPIRICAL & QUANATIATIVE SKILLS**: To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
4 – **TEAMWORK**: To include the ability to consider different points of view and to work effectively with others to support a shared purpose of goal
5 – **PERSONAL RESPONSIBILITY**: To include the ability to connect choice, actions and consequences to ethical decision-making
6 – **SOCIAL RESPONSIBILITY**: To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Course Schedule

Week 1

Class 1 – Monday, August 27th : Welcome to Strategies for Success and Social Contract+ Introduction of Course reader(1,2,4,6)
Homework –Take syllabus quiz on Blackboard (Bb). *Must be complete no later than Sunday, September 2nd @ 11:59pm.*
Bring syllabi from all classes.
Return your completed biographic note card to me, with a photo, by Wednesday August 29th.
***Reader:* "I Beat the Odds" –The Forward; the Prologue; Chapter 1 (Pgs. xi- 13)**
Campus Activity – For Welcome Back Week, Student Activities is hosting a Blood Drive (in the Student Union), rounds of "BattleBall" (all afternoon Outside at the pavilion), and Bingo (7pm in the cafeteria) tomorrow.

Class 2 – Wednesday, August 29th : Time Management+ Planner with syllabi+ Learning Groups (4,5)
Homework – Self Lead Campus Tour and complete the assignment by Wednesday, September 12th. (3)
Have all due dates for all classes in your planner.
Campus Activity – Check out Sports Center Late Night tomorrow night (6-10pm)

Week 2

Monday, September 3rd : LABOR DAY HOLIDAY
***Reader*: "I Beat the Odds" –Chapters 2, 3, and 4 (Pgs. 17-48)**

Class 3 – Wednesday, September 5th: Binder Organization Demonstration+ Academic Responsibility Late Paper (1,3,5)
Homework – Instructor Interview
Campus Activity – Get an in-depth lesson in *Time Management* from Professor Connie Nichols (LRC Options Gallery, 2-3pm today)
Campus Activity – Check out the "Wrangler Round-Up" tomorrow afternoon outside at the Pavilion.

Week 3

Class 4 – Monday, September 10th: Marking the Text (1,2,3)
***Reader*: "I Beat the Odds" –Chapters 5, 6, and 7 (Pgs. 51-83)**
Campus Activity – Tammi Patni presents *"Help I Don't Like to Read*!" – today at LRC 302, 2-3pm

Class 5 – Wednesday, September 12th: Cornell Notes(1,2,3)
Binder/Planner Check#1- Show me you are effectively using your well organized Binder and Planner today

Week 4

Class 6 – Monday, September 17th : Academic Inquiry/Critical Thinking (1,2)
***Reader*: "I Beat the Odds" –Chapters 8, 9 (Pgs. 87-105)**

Class 7– Wednesday, September 19th : Marking the Text and Cornell Notes with the Reader(1,2,3)
Campus Activity – Librarian Pat Quintero helps you *Develop Library Research Skills* (Today; 2-3pm, LRC Bib Lab)

Week 5

Class 8 – Monday, September 24th : Test Taking and Study Skills(1,3)
Homework – Complete the Learning and Personality Styles Inventories by Monday, October 1st
***Reader*: "I Beat the Odds" –Chapters 10, 11, and 12 (Pgs. 109-143)**

Class 9 – Wednesday, September 26th: OC Online, SSC, and Library Research(2)
Homework - LRC Scavenger Hunt activity packet
Campus Activity – Karla Ortiz will show you how to *Test Taking Skills and Test Anxiety* (Today; 3-4pm, LRC Bib Lab)

Week 6

Class 10 – Monday, October 1st : Learning Styles and Personality Styles(2,4,6)
***Reader*: "I Beat the Odds" –Chapters 13, 14, and 15 (Pgs. 147-175)**
Campus Activity – Karla Ortiz will show you how to *How to Read Prompts Effectively (*Today; 3-4pm, LRC Bib Lab)

Class 11 – Wednesday, October 3rd : Fearless Writing(1,2)
Campus Activity – Monday, October 8th; learn from Dean Bower's *Grammar* lesson at the LRC Bib Lab from 2-3pm

Week 7

Class 12 – Monday, October 8th : Marking the Text in Like Learning Groups(1,2,3)
***Reader*: "I Beat the Odds" –Chapters 16, 17, and 18 (Pgs. 179-206)**

Class 13 – Wednesday, October 10th : Goal Setting/The Transfer Process(2,5,6)
Homework – Life Wheel packet

Week 8

Class 14 – Monday, October 15th : Degree Planning/OC 411(5)
***Reader*: "I Beat the Odds" –Chapters 19, 20, and 21 (Pgs. 209-246)**

Class 15 – Wednesday, October 17th : Financial Literacy(1,3,5)
Binder/Planner Check#2- Show me you are effectively using your well organized Binder and Planner today

Week 9

Class 16 – Monday, October 22nd : Personal Wellness +Discussing final project options(3,5)

Class 17 – Wednesday, October 24th : Career Exploration(1,3)
Homework - ½ page career reflection
Campus Activity – Katherine Phillips helps your *Career Exploration* today (2-3pm, LRC Bib Lab)

Week 10

Class 18 – Monday, October 29th : Final Project(1-6)
In-Class Assignment- Half of the class will present their Final Projects today. Non-presenters will help grade the presenters.

Class 19 – Wednesday, October 31st : Final Project; Survey(1-6)
In-Class Assignment –The remainder of the class will present their Final Projects. Final course surveys will be administered at the end of class.

Important

Attendance Policy: If you miss class, it is your responsibility to catch up. Some assignments occur in class and may be difficult to make up outside of class. Any absences (excused or unexcused) will result in a loss of points and will affect your final course grade.

Late Work Policy: Acceptance of late or missing work is on a case by case basis. If you happen to be absent, it is solely your responsibility to work with me for a solution.

Drop Policy: Students cannot drop COLL 0171 because it is an institutional requirement.

Academic Dishonesty: You are expected to do your individually-assigned work independently. Serious academic dishonesty will result in a failing grade for the course. When you submit a piece of writing that bears your name as author, you are claiming that all the words and ideas in that work are yours unless otherwise noted. Failure to identify and document outside sources of information constitutes academic dishonesty.

Special Accommodations: Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs of issues pertaining to your access to and participation in this or any other class at Odessa College, please contact me to discuss your accommodation options. You may also call or email the Office of Disability Services at 432-335-6861 or email Becky at brivera@odessa.edu.

Helpful Resources

Learning Resource Center (Library): The Learning Resources Center provides research assistance via the LRC's catalog and databases. Research guides, tutorials, and the "Ask a Librarian" service offer students a wealth of academic resources.

Student Success Center: Free group and one-to-one tutoring, use of the computer lab, help with online courses, and more is available at 432-335-MORE (6673).

Crisis Intervention: Odessa College cares about the health and safety of all members of our campus community. Contact me directly or contact Student Success Coach Katherine Phillips, member of our Behavior Intervention Team, at 432-335-6478 if you are concerned about your own well-being or the well-being of a fellow student.

Course Learning Objectives

Coll 0171 will improve academic skills, empower positive decision making, and assist with educational and career planning.

Motivation

- Use motivation techniques to persist in college, study effectively, establish healthy habits & form positive, collaborative relationships with peers, instructors & support staff

Personality and Learning Styles

- Learn about your personality type and find a program of study to match
- Identify your ideal work environment
- Discover how personality type affects decision making and time management styles
- Utilize learning strategies that match your learning style and personality type

Managing Time and Money

- Select time management strategies to accomplish lifetime goals
- Learn to effectively utilize a planner or scheduling system
- Use money management techniques that lead to financial security

Studying and Test Taking

- Use preparation techniques to prepare for tests
- Apply techniques to deal with test anxiety
- Use study techniques to improve academic performance

Reading, Writing, and Note Taking

- Apply AVID marking-the-text techniques to academic reading
- Apply the Cornell Notes note-taking system to course lectures
- Apply Bloom's Taxonomy & Costa's Levels of Inquiry to the Cornell method of questioning
- Apply the AVID method of Analyzing Writing Prompts to college writing assignments

Career and Education

- Formulate a list of personal and professional goals and an educational plan that matches your interests, abilities, and values

Health

- Incorporate a balanced diet, exercise, stress reduction techniques & healthy sleep habits into the student lifestyle

Expectations for Engagement – Online Learning

To help make the web-based learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the online learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
- provided my contact information at the beginning of the syllabus;
- respond to all messages within 24 hours if received Monday through Thursday and within 48 hours if received Friday through Sunday; and,
- notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.

2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
- provide clear information about grading policies and assignment requirements in the course syllabus, and
- communicate any changes to assignments and/or to the course calendar to students as quickly as possible.

3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
- post grades for discussion postings within one week of the discussion thread closing.
- provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
- line up alternative computer and internet access in case my primary computer crashes or my internet services is unavailable;
- recognize that the college provides free wi-fi and computer labs during regular campus hours to help me with accessing my course; and,
- understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my equipment or service is unreliable.

2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to
- getting “kicked off” of the system during tests or quizzes;
- having trouble submitting assignments; and
- dealing with a traumatic personal event.

3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
- seek out help from my instructor and/or from tutors;
- ask questions if I don’t understand; and,
- access my course several times during the week to keep up with assignments and announcements.

Expectations for Engagement – Face to Face Learning

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
- provided my contact information at the beginning of the syllabus;
- respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
- notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I’m unavailable.

2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
- provide clear information about grading policies and assignment requirements in the course syllabus, and
- communicate any changes to assignments and/or to the course calendar to students as quickly as possible.

3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
- return classroom activities and homework within one week of the due date and
- provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
- attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
- recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
- understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.

2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
- missing class when a major test is planned or a major assignment is due;
- having trouble submitting assignments;
- dealing with a traumatic personal event; and,
- having my work or childcare schedule changed so that my classroom attendance is affected.

3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
- seek out help from my instructor and/or from tutors;
- ask questions if I don’t understand; and,
- attend class regularly to keep up with assignments and announcements.