Angelina College – Liberal Arts Division
Student Success
Instructional Syllabus

I.   BASIC COURSE INFORMATION

A.   **Student Success – STSU 0200 and 0300 –** Two or three hours credit. The course is designed to provide first-year students a systematic framework for organizing learning strategies that will lead to success in the classroom as well as in careers. The course offers a wide range of skill-building opportunities such as diagnostic questionnaires, exercises, and case studies that will help students develop and master the skills and techniques needed to become effective learners and problem solvers. The importance of *self-reliance* and *self-accountability* are taught as skills that are required to become a successful student and are tied to career and personal successes as well. Through the use of the skill-building exercises, the students will develop their capacity to think critically. Three lecture/lab hours each week.

B.   **INTENDED AUDIENCE:** This course targets freshman-level students who have completed between 0 and 24 hours of college credit hours.

C.

INSTRUCTOR:	Libby Stapleton
Office Location:	Hudgins Hall, Room 102D
Office Hours:	Mondays and Wednesdays 11:15 a.m.-12:45 p.m. and 2:45-4 p.m.
	Tuesdays and Thursdays 9:45-11:15 a.m.
	Fridays 9 a.m.-4 p.m. by appointment
Phone:	936-633-5288
E-mail address:	lstapleton@angelina.edu

II.   INTENDED STUDENT OUTCOMES:

A.   **Core Objectives –** *(Interim)*
   1.   **Critical Thinking Skills (CT) –** to include creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information
   2.   **Communication Skills (COM) –** to include effective development, interpretation, and expression of ideas through written, oral, and visual communication
   3.   **Teamwork (TW) –** to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

B.   **Course Learning Outcomes for all sections –**
   1.   Compare and contrast learning styles and identify personal learning style
   2.   Explain how to manage time more effectively
   3.   Discuss methods for taking notes from written material
   4.   Explain the best ways to prepare for and take various kinds of test questions
   5.   Analyze how best to retain what you have read
   6.   Identify strategies for problem solving
   7.   Analyze and evaluate some problems that affect critical thinking and how to avoid them
   8.   Identify strategies to become more at ease with differences and diversity
   9.   Explain the educational use of technology

III. ASSESSMENT MEASURES:

A. **Assessments for the Core Objectives –**
  1. **Critical Thinking Skills (CT):** Students will be required to analyze, question, evaluate, and reflect on each of the strategies or techniques presented in each chapter. The students will identify the five skills resulting to be the most beneficial to them. The 0200 students will write a critical thinking essay as a final course project, and the 0300 students will make a class presentation as a final course project. The students will explain what five of the skills discussed are, why the skills are important to them, and how they are applying the skills in their academic life as well as their personal or career lives. The essay will be assessed using the Angelina College Critical Thinking rubric.
  2. **Communication Skills (COM):** Written, oral, and visual communication will be assessed during the working in groups on "Try It" exercises as well as presentations of case studies related to each chapter. Also, 0300 students will make a presentation portfolio of learning strategies for their final project. Communication skills will be assessed using the Angelina College Communication rubric.
  3. **Teamwork (TW):** Students will collaborate within their assigned groups on the chapter case studies and the working in groups "Try It" exercises. Group members will be required to incorporate the ideas/contributions of team members that will lead to a synthesis of ideas and a consensual conclusion. Teams will present their group consensus to the class. The group consensus presentation will be assessed using the Angelina College Communication rubric.

B. **Assessments for Course Learning Outcomes:**
  1. Compare and contrast learning styles and identify personal learning style
  2. Write at least one short-term and one long-term goal related to your time at Angelina College
  3. Identify college and community resources and their benefits
  4. Explain how to manage time more effectively
  5. Discuss methods for taking notes from written material
  6. Explain the best ways to prepare for and take various kinds of test questions
  7. Identify the essential elements of successful reading
  8. Analyze how best to retain what you have read
  9. Explain the educational uses of technology
  10. Demonstrate the ability to question, analyze, evaluate, and challenge information data
  11. Identify assumptions and errors in thinking
  12. Identify strategies for problem solving
  13. Analyze and evaluate some problems that affect critical thinking and how to avoid them
  14. Identify strategies to become more at ease with differences and diversity
  15. Analyze how to build lasting relationships and learn to deal with conflict
  16. Describe basic theories in the psychology of learning, memory, cognition, and motivation
  17. Demonstrate the use of learning strategies
  18. Explore strategies for adapting to different learning environments and delivery formats

IV. INSTRUCTIONAL PROCEDURES:

This course will be taught in a face-to-face format with a network enhancement. The class will utilize the Blackboard learning system as a delivery system for the textbook and online assignments and assessments. This class is taught partly in a traditional classroom setting and the other part in a computer lab setting. The Blackboard learning system is used to attach to McGraw Hill's learning system CONNECT. A variety of instructional methods will be used throughout the semester to deliver

the course learning strategies, i.e. class discussions, reading, group projects, presentations, and video viewing.

The course lectures will comprise approximately 30 percent of the course. Students are encouraged to contact the instructor when more assistance is required.

Approximately 35 percent of the course will consist of reading, assimilating, and applying the course strategies.

Approximately 25 percent of the course will consist of submitting assignments, applying learning strategies to case studies, and either writing a critical thinking essay (0200) or preparing a presentation (0300).

Approximately 10 percent of the course will consist of assessments.

V.   **COURSE REQUIREMENTS AND POLICIES:**

A.   **Required Textbook, Access Code, Materials, and Equipment:**
1.   **Textbook (optional):** *Power Learning and Your Life: Essentials of Student Success,* 3rd edition, by Robert S. Feldman
2.   **Access code** for the textbook (required).

B.   **Assignments:** Appropriate due dates, schedules, deadlines – *(See Course Schedule)*

C.   **Course Policies:** *(This course conforms to the policies of Angelina College as stated in the Angelina College Student Handbook.)*
1.   **Academic Assistance:** If you have a disability (as cited in Section 504 of the Rehabi-litation Act of 1973 or Title II of the Americans with Disabilities Act of 1990) that may affect your participation in this class, you should see Sellestine Hunt, associate dean of Student Services, Room 200 of the Student Center. At a post-secondary institution, you must self-identify as a person with a disability; Mrs. Hunt will assist you with the necessary information to do so.

Angelina College admits students without regard to race, color, religion, national origin, sex, disability, or age. To report any complaints of discrimination related to disability, contact the Mr. Steve Hudman, dean of Student Affairs, Room 101 in the Student Center, or call 936-633-5292, or by email at shudman@angelina.edu.
2.   **Attendance:** Enrollment in the Student Success program is an **institutional require-ment** for freshman students who have completed 0-24 college credit hours, and attendance is **mandatory.** The Student Success faculty members are committed to your success; therefore, you must see a counselor in Suite 200 of the Student Center before withdrawing from your Student Success class. *READ THE ANGELINA COLLEGE GENERAL BULLETIN FOR THE "STOP, DON'T DROP" RULE FOR HIGHER EDUCATION.*
3.   **Student Conduct:** As a student learner, it is your responsibility to be respectful of the learning atmosphere in your classroom. To show respect of your fellow students and your instructor, you **must:**
a.   Arrive on time for class, so you will not distrub others. Three times of being tardy to class will equal one absence.
b.   **Deadlines:** It is important to your success that you meet your assignment dead-

lines. You are still responsible for assignments even if you have been absent.

   c.   **Turn off your cell phone and other electronic devices.** If you are caught texting in class, you are hurting your chances of a good grade, and you will be asked to leave class and be given an absence.

   d.   **Leaving class during class time:** You are expected to stay in class for the whole time until the instructor says you may leave. If you just need a quick bathroom break, just indicate that to the instructor, and you are free to leave at any time as long as you come back to class in a reasonable period of time. However, leaving class early for any other reason is rude and disruptive to the instructor and fellow students. If it is imperative that you leave class early, please get permission before the class starts; otherwise, you will be counted absent for that class time.

   e.   **DO NOT SLEEP IN CLASS** or you will be asked to leave class and given an absence for that day.

   f.   **Computers:** Computers may be brought to class for taking notes for this class only. If you are caught doing anything other than taking notes for the class, you will be asked to leave the computer at home. Notes **MAY NOT** be taken on your cell phone.

   g.   **Make-up Exams:** No make-up exams are given in this course. This course is designed in a flip-the-classroom format. You will be provided with a calendar of assignments, exercises, and test due dates well in advance of their deadlines. Therefore, it is expected that you will have your assignments completed prior to class eliminating the necessity of make-ups.

VI.   <u>**EVALUATION AND GRADING**</u>: The grading system in this course is points-based and may vary depending on the course content. The charts below are designed to assist you in computing assignment total values and your final grade based on the total points you have accumulated.

(subject to change)

STSU 0200 **1,800 total points**		**STSU 0300** **1,800 total points**	
Chapter readings (7 chapters)	700	Chapter readings (7 chapters)	700
Assessments (Pre- and Post-tests)	140	Assessments (Pre- and Post-tests)	140
Assignments and Group collaborations	760	Assignments and Group collaborations	760
Critical thinking essay	200	Presentation	200
Total points	**1,800**	**Total points**	**1,800**

See next page for Grading Scales

Grading Scales:

STSU 0200 1,800 total points	STSU 0300 1,800 total points
A = 1,800-1,611 points (100-90%) B = 1,610-1,431 points (89-80%) C = 1,430-1,251 points (79-70%) D = 1,250-1,071 points (69-60%) F = 1,070 points and below (59-0%)	A = 1,800-1,611 points (100-90%) B = 1,610-1,431 points (89-80%) C = 1,430-1,251 points (79-70%) D = 1,250-1,071 points (69-60%) F = 1,070 points and below (59-0%)