

**Angelina College – Language Arts and Education Division**  
**Student Success**  
**General Syllabus**

**I. BASIC COURSE INFORMATION**

- A. Student Success – STSU 0300** – Three hours credit. A success course designed to provide first-year students 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 journal writing activities, diagnostic questionnaires, 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 freshmen students who have completed between 0 and 24 hours of college credit
- C. INSTRUCTOR:** Libby Stapleton  
**Office Location:** Hudgins Hall, Room 102D  
**Office Hours:** Mondays and Wednesdays 2:45-4 p.m.  
 Tuesdays and Thursdays 11 a.m.-12:30 p.m.  
 Fridays 9 a.m.-4 p.m. by appointment  
**Phone:** 936-633-5288  
**E-mail address:** [lstapleton@angelina.edu](mailto:lstapleton@angelina.edu)

**II. INTENDED STUDENT OUTCOMES:**

- A. Core Objectives Required for this Course –**
- 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 be assessed on post-tests at the end of each chapter and additional assignments, which are intended to promote students engagement in critical thinking.
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. Communication skills will also be assessed in the written assignments for this course, which will be graded by the instructor.
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.

#### B. Assessments for Course Learning Outcomes:

1. Students will identify their personal learning style as well as strengths and weaknesses as a strategic learner and apply their knowledge to their academic experiences.
2. Write and prioritize short-term and one long-term goal related to your time at Angelina College.
3. Identify college and community resources and their benefits.
4. Identify your academic adviser and schedule an advising appointment to file the appropriate degree plan.
5. Explain how to manage time more effectively.
6. Discuss methods for taking notes from written material.
7. Explain the best ways to prepare for and take various kinds of tests.
8. Identify the essential elements of successful reading.
9. Analyze how best to retain what you have read.
10. Explain the educational uses of technology.
11. Discuss how to develop information technology.
12. Demonstrate the ability to question, analyze, evaluate, and challenge informational data.
13. Identify assumptions and errors in thinking.
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.
19. Expand financial capabilities by gaining and exercising financial knowledge.

### IV. INSTRUCTIONAL PROCEDURES:

This course will be taught in a face-to-face format with the Blackboard learning system as a delivery system for the textbook and online assignments and assessments. The face-to-face and hybrid formats of this course are taught in a traditional classroom setting and in a computer lab setting. The Blackboard learning system is used to attach to McGraw Hill’s learning system called 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, online learning, and video viewing.

## V. COURSE REQUIREMENTS AND POLICIES:

### A. **Required Textbook Access Code, Materials, and Equipment:**

1. Access code for the textbook *Power Learning and Your Life: Essentials of Student Success*, 3rd edition, by Robert S. Feldman .
2. Notebook for taking notes on the chapters.

### B. **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 Rehabilitation 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 requirement** for freshmen 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 talk with your instructor 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 disturb 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 deadlines. 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 will be asked to leave class and be given an absence.
  - d. **Leaving class during class time:** On lecture days, 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 work is given in this course. This course is designed in a flip-the-classroom format. You will be provided with a calendar of

Therefore, it is expected that you will have your assignments completed prior to class eliminating the necessity of make-ups. In special circumstances (i.e. extended illness, death in the family, etc.), your instructor may use discretion and allow a deadline extension on a case-by-case basis.

**VI. EVALUATION AND GRADING:** The grading system in this course is based on a point value system. The charts below are designed to assist you in computing assignment totals and your final grade based on the total points you have accumulated.

*(subject to change)*

<b>STSU 0300</b>	
<b>500 possible points</b>	
Chapter readings (8 chapters)	200
Post-tests (8 chapters)	160
Journals and Assignments	140
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<b>Total points</b>	<b>500</b>

***Grading Scale:***

<b>STSU 0300</b>	
<b>1,800 total points</b>	
A = 500-448 points (100-90%)	
B = 447-398 points (89-80%)	
C = 397-348 points (79-70%)	
D = 347-298 points (69-60%)	
F = 297 points and below (59-0%)	