

Angelina College
School of Arts and Education
Department of Language Arts & Education
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 a systematic framework for organizing learning strategies that will lead to success in the classroom as well as 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 student will develop their capacity to think critically. One or Three lecture/lab hours each week.
- B. The intended audience is freshmen who have completed between 0-24 hours.
- C. Instructor: Charles Bennett, MPA
Office Hours: Liberal Arts 109-F;
E-mail Address: cbennett@angelina.edu

II. Intended Student Outcomes:

- A. **Core Objectives Required for this Course**
1. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and 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**
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

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post-tests at the end of each chapter and additional assignments, which are intended to promote student engagement in critical thinking.

2. Communication Skills (COM) – Written, oral and visual communication will be assessed during the working in group “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 groups on the chapter case studies and “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.

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 long-term goals related to your time at Angelina College.
3. Identify college and community resources and their benefits.
4. Identify academic advisor and schedule an advising appointment to file the appropriate degree plan.
5. Explain how to manage time more effectively.
6. Discuss the methods of taking effective notes from written materials.
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 competency.
12. Demonstrate the ability to questions, 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.

VI. Instructional Procedures:

The course will be taught in either a face-to-face, hybrid or fully online 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 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 CODES, Materials and Equipment –
Required textbook and material:

1. Access Code for the textbook, **P.O.W.E.R.** *Learning and Your Life*, Robert S. Feldman, 3ed.

B. Policies – (This course conforms to the policies of Angelina College as stated in the Angelina College Handbook.)

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1. **Educational Accommodations** – Educational Accommodations – 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 may fill out the Educational Accommodations application within your AC Portal, under the “Student Services” tab. A Student Success team member will contact you once the application is received. At a post-secondary institution, you must self-identify as a person with a disability in order to receive services; for questions regarding the application process you can visit the Office of Student Success and Inclusion in the Student Center (205A); text 936.463.8078; or email access@angelina.edu. To report any complaints of discrimination related to a disability, you should contact Mr. Steve Hudman, Dean of Student Affairs, in Room 101 of the Student Center. You may also contact Dean Hudman by calling (936) 633-5292 or by emailing shudman@angelina.edu.

2. **Attendance** – Excessive absences are defined as three or more consecutive absences or four or more cumulative absences from regularly scheduled class periods. Virtual classes must document equivalent participation. The summer terms call for two or more consecutive, or three or more cumulative absences. A three-hour night class counts as two class periods. Students will not be dropped and will be allowed to make up work for absences because of (1) College District (including early college high school) authorized and sponsored activities, and (2) religious holy days. It is the student’s responsibility to arrange for make-up work with the instructor and to complete it within a reasonable time. In accordance with the Texas Education Code, each student is allowed to be absent from a class for the observance of a religious holy day. A “religious holy day” means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code. The student must notify the instructor of each class of the anticipated absence not later than the 15th calendar day after the first day of the semester. A student who is excused under this section must complete all assignments or missed examinations at the direction of the instructor.

C. Additional Policies Established by the Instructor

1. **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 instructor, you must:
 - a. Turn off your phone and other electronic devices
 - b. Do not sleep in class or you will be asked to leave
 - c. Arrive on time for class so you will not disturb others.
 - d. It is important to your success that you meet your assignment deadlines. You are still responsible for assignments even if you have been absent.
2. **Academic Dishonesty:** The College and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating, plagiarism and collusion. Cheating or plagiarism in any degree will not be tolerated by the college and will result in no less than a failing grade on the assignment in question. Further proceedings to have the violator suspended from class and/or from the college may be initiated through the current policy of the college on grievances.
3. **Make-Up Work:** Generally, no make-up work will be given in this course. 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.

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. Course Outline:

Week	Activity
Week One	Course Introduction, Syllabus, CONNECT Registration; Chapter 1: Becoming an Expert Student
Week Two	Chapter 1 (continued); <i>Assignment: What is Success?</i>
Week Three	Chapter 2: Making the Most of Your Time; <i>Assignment: Introduce Campus Community Experiences</i>
Week Four	Chapter 3: Taking Notes
Week Five	Chapter 4: Taking Tests; <i>Assignment: Choices</i>
Week Six	Chapter 5: Reading and Remembering
Week Seven	Chapter 5 (continued)
Week Eight	Chapter 6: Careers; <i>Assignment: Introduce Career Assignment</i>
Week Nine	Chapter 6 (continued); <i>Assignment: Introduce College Research Assignment</i>
Week Ten	Chapter 7: Technology and Information Competency
Week Eleven	Chapter 8: Making Decisions and Problem Solving
Week Twelve	Chapter 8 (continued)
Week Thirteen	Chapter 9: Diversity and Relationships
Week Fourteen	Chapter 10: Juggling Stress, Money, Family and Work; <i>Assignment: Overcoming Obstacles</i>
Week Fifteen	Chapter 10 (continued); <i>Assignment: Final Reflection Activity</i>
Week Sixteen	Course Wrap-Up

VII. 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.

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500 possible points	
Chapter Readings	160
Post-Tests	120
Journals and Assignments	220
Total points	500

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Grading Scale:

A = 500-448	100-90%
B = 447-398	89-80%
C = 397-348	79 - 70%
D = 347-298	69 - 60%
F = 297-0	59- 0%