ROSE STATE COLLEGE

Division Course Syllabus

Division: Humanities
Course Prefix and Number: EDUC 1103

Course Title: College and Life Strategies
Semester and Year Submitted: Spring 2019
Credit Hours: 3
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Hours Per Week: Class 3, Lab 0

Course Description (as it appears in Catalog):
College and Life Strategies is designed to help students develop effective approaches for completion of their Rose State College education. The knowledge and concepts behind such strategies are also transferable to other educational, professional, and personal contexts.

Prerequisites: None

Text(s):
Title: Under Review
Author:
Publisher:
Copyright Date:
ISBN #:
Reading Level:

Supplemental Materials: (Other books, audio visual aids, etc.)
Outline for Remainder of Syllabus:

Rationale: The goal of this course is to improve student success within Rose State College as well as in other educational, career, and personal experiences. Mentoring instructors guide students to generate a personal set of strategies, resources, and skills ranging from basic knowledge about higher education and day-to-day study to the softer skills of effective communication and working in groups composed of diverse individuals.

Expected Outcomes: At the conclusion of this class, the student should be able to do the following:
1. Explain the role of resiliency in collegiate success and demonstrate methods to manage time, energy, and finances
2. Examine motivations for attending college and formulate academic and career goals
3. Locate and utilize campus resources, including appropriate mentors and technology
4. Identify learning preferences along with effective methods to remember and apply academic concepts and information
5. Demonstrate college-level communication skills
6. Employ strategies for working in groups composed of diverse individuals

Methods of Instruction: Instructors may choose lectures, computer-based instruction, reading material, videos, learning activities, group activities, class discussion, assignments, presentations, and guest speakers qualified to speak on relevant subjects, but are strongly encouraged to utilize an active learning approach that requires students to apply concepts and skills in concrete ways, both in the classroom and beyond. Instructors are expected to develop mentoring relationships with their students, preferably by conferencing individually or in groups of two or three students once at the beginning of the semester and once toward the end of the semester, by checking in on students throughout the semester, and by making every reasonable effort to help individual students develop strategies to complete the course successfully.

Assessment (Including Critical Thinking measurements): Assessment may consist of objective and essay exams, quizzes, homework assignments, projects, reports, essays, research, class participation, presentations, and attendance. The grades of students will be assigned based on a predetermined scale of 100% to 0%: A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%, F=0-59%.

Learning Objectives:

Unit I: Basic and essential aspects of the collegiate experience (1, 2, 3, 5)

In a written or oral exam, assignment, or presentation, the student will be expected to demonstrate that he or she can do the following:
1. Give at least two examples of the ways in which this course will strengthen understanding of and steps to a more successful college experience
2. Send an email to a professor, utilize the class page in Canvas, find information and resources on the Rose State College website, and calculate a GPA
3. Identify the locations and services of at least five campus student resources
4. Explain the importance of communicating with class instructors, advisors, and other campus personnel
5. Define the term “academic professionalism” and give three examples of academic professionalism in the college environment
6. Describe the different kinds of higher education institutions and available degrees at each

Unit II: Specific strategies for a successful collegiate experience and beyond (1, 2, 4, 5, 6)

In a written or oral exam, assignment, or presentation, the student will be expected to demonstrate that he or she can do the following:
1. Explain the importance of goal-setting, list personal short and long-term goals, and design an action plan
2. Define the terms “growth-mindset” and “resiliency,” and give specific examples of how each concept contributes to academic and personal success
3. Work effectively as a member of at least three different groups of diverse individuals to achieve assigned goals
4. Recognize personal learning preferences and demonstrate specific study and note-taking methods that utilize those preferences
5. Contrast the requirements of e-learning with those of the classroom environment
6. Recognize the importance of time management and financial literacy by creating personal calendars and budgets
7. Use test-taking strategies, including relaxation techniques, for increased focus and memory

Unit III: College and career planning (1, 2, 3, 5)

In a written or oral exam, assignment, or presentation, the student will be expected to demonstrate that he or she can do the following:
1. Identify a possible degree program and create a semester-by-semester plan for achieving that degree
2. Research and present a study of a specific career field containing both a written component and a class presentation