

SAMPLE SYLLABUS FROM 4 CREDIT COLLEGE SUCCESS COURSE- EXAMPLE ONLY!

UNST 199/399: College & Career Success

Fall 2011, CRN 15501, 15500

Tues/Thurs 10:00-11:50

4 credits/ graded

Instructors:

Liane O'Banion, M.S., Learning Center

Office: 439 SMSU

Office Hours: Wednesdays 2:00-4:00

Phone: 503.725.9549

Email: obaniol@pdx.edu

Teaching Assistant: Anaiah Rhodes, hanaiah@pdx.edu

Course Description

College Success is a comprehensive course designed to enhance student success and retention as well as help you create greater success in college and in life. In this course, you will learn many proven strategies for creating greater academic, professional, and personal success. We will use guided journal writings to explore these strategies, and as a bonus, you will learn to express yourself more effectively in writing. In addition, we will explore your skills, values and interests through the use of career interest inventories to guide your choices along the way. The most important part of this course, however, is learning more about empowering yourself...learning who you are as a college student, learning who you are as a human being, and learning what it takes for you to keep yourself balanced and on course to success. You may never again have an opportunity quite like this one to discover how to create a rich, personally fulfilling life. I urge you to make the most of this extraordinary opportunity.

Learning Objectives: In this course you will learn how to...

1. **Accept personal responsibility.** You will learn how to take greater personal responsibility, gaining more control over the outcomes and experiences that you create both in college and in life.
2. **Increase self-motivation.** You will learn to create greater inner motivation by, among other things, discovering your own personally meaningful goals and dreams.
3. **Improve personal self-management.** You will learn numerous strategies for taking control of your time and energy, allowing you to move more effectively and efficiently toward the accomplishment of your goals and dreams.
4. **Develop interdependence.** You will learn how to develop mutually supportive relationships with people who will help you achieve your goals and dreams as you assist them to achieve theirs.
5. **Increase self-awareness.** You will learn how to understand and revise your self-defeating patterns of behavior, thought, and emotion as well as your unconscious limiting beliefs.

6. **Maximize your learning.** You will learn key research on how the human brain learns. You will apply this knowledge to develop your own learning system, giving you the keys to learning important course content in college as well as becoming a more effective lifelong learner.
7. **Develop emotional intelligence.** You will learn effective strategies for managing your emotional life, decreasing stress while increasing your inner sense of well-being.
8. **Raise your self-esteem.** You will learn how to develop self-acceptance, self-confidence, self-respect,
9. **Write more effectively.** You will learn how to improve your writing skills through the extensive writing practice offered by your guided journal entries.
10. **Improve creative and critical thinking skills.** You will learn how to enhance the thinking skills essential for analyzing and solving problems in your academic, professional, and personal lives. You will also develop reasoning skills that will help you both construct persuasive arguments and deconstruct illogical arguments intended to persuade you to think or act against your own best interest.
11. **Master effective study skills.** You will learn how to raise your grades in college by improving essential skills such as reading, taking notes, studying, memorizing, taking tests and conquering test anxiety.
12. **Appreciate diversity and raise cultural awareness.** We will create a classroom community with people who have ideas, beliefs, attitudes, and behaviors that are different from our own and learn to appreciate and better understand the differences.
13. **Career & major exploration.** You will learn more about your individual skills, values and interests and how they connect to major and career choice as well as resources for the career search process.
14. **Learn how to access your resources at PSU and increase your engagement outside the classroom.** You will know where to go when you are having difficulty and the many resources PSU offers for your success both inside and outside the classroom, including becoming an engaged member of the PSU community.

Required Text (available at PSU Bookstore)

Downing, S. & Ellis, D. (2011). *On course: Strategies for creating success in college and in life. PSU Edition*. Wadsworth: Cengage Learning: Boston, MA. Available at the PSU Bookstore ONLY.

Rules for Success (Student Responsibilities)

This course has four important rules. If you choose to follow these rules, your odds of learning the material and earning a good grade in this class will improve greatly (these rules will also help you succeed in your other classes).

1. **Show up!** To succeed in this course, you must choose to attend every scheduled class period in its entirety. If you must miss class due to an authorized University activity such as an athletic competition, you must provide written notification prior to class. For absences such as illnesses or personal problems, you must contact me prior to class. If a true emergency prevents you from contacting me prior to class, contact me as soon as possible following the emergency.

Every student has one “free” unexcused absence (although it is really not free, you always miss something when you miss class). A second unexcused absence will result in a 5% cut in your final class

grade and a third absence a 10% cut – these cuts are in addition to any quiz, participation or in-class assignment points you lose due to your absence. **More than three unexcused absences may result in a failing grade for the class.** If you have other classes that have more lenient attendance policies, I strongly recommend that you not take advantage of the “freedom” to skip class. Going to classes is the single most important rule in succeeding in college (not to mention you are paying a lot of money for the privilege of attending these classes)! Tardiness of over 10 minutes will result in an absence for the day.

2. Do the work! To succeed in this class, you must choose to do your very best work in preparing for each class session and on all your assignments. See “Course Assignments”, for additional information on completing assignments.

3. Participate actively! To succeed in this class, you must choose to stay focused and involved in every class, offering your best comments, questions, and answers. This is a seminar class, not a lecture class – active discussion is expected of all students.

Electronic Devices: Turn off your cell phone and all electronic devices and put them away before class starts so you can focus on the class discussion and not cause a distraction for others. Do not “text” or use laptops during class.

Respect: You will be exposed to a variety of viewpoints, values and opinions in college that will differ from your own. All students in this class should feel comfortable expressing their viewpoints and concerns in class. You are an important part of creating an atmosphere that makes this possible. This applies to your instructor(s) also!

4. Be Honest! Your instructors and fellow students expect you to choose to act with integrity in all your classes, including this one. See <http://www.pdx.edu/dos/codeofconduct> for PSU’s Student Code of Conduct for more clarification.

Instructor Responsibilities

You can expect your instructors to:

- Attend every class period and arrive to class on time. If I am not there, WAIT. Someone will be there to take roll and provide instruction. There is no “10 minute rule” in College Success.
- Come to class with a good attitude
- Be respectful of your ideas and value the diversity you bring to the classroom
- Be open to dialogue that challenges me
- Answer any appropriate questions you may have
- Use a variety of teaching techniques and modalities to accommodate different learning styles
- Return written assignments in class and online in a timely fashion and provide helpful feedback
- Be present during my stated office hours
- Minimize disruptions and distractions in the classroom so that everyone has the best possible opportunity to learn

Course Assignments

1. **All assignments must be turned in on the due date.** Late assignments will not be accepted.
2. **All written assignments should be typed, double-spaced, using 12-point font.** No hand-written assignments will be accepted.
3. **We will use D2L on occasion for posting class announcements.**

Equality Statement

The instructor is dedicated to establishing a learning environment that promotes diversity of the students including race, class, culture, religion, gender, sexual identity, and physical ability. It is important that this is a safe classroom environment. We will practice being generous and respectful members of our classroom community. Anyone noticing discriminatory behavior in this class, or who feels discriminated against, should bring it to the attention of the instructor immediately.

Accommodations

Accommodations are collaborative efforts between students, faculty and the Disability Resource Center (DRC). Students with accommodations approved through the DRC are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through the DRC should contact the DRC immediately at 503-725-4150. If you are a student with a documented disability and are registered with the Disability Resource Center, please contact me immediately to facilitate arranging academic accommodations.

Course Schedule (Subject to change)

Week 1:

SEPTEMBER 27

Introductions & Syllabus Overview

On Course Chapter 1: Getting on Course

Self-Assessment

SEPTEMBER 29

Chapter 2: Personal Responsibility

Chapter 2 Quiz

Due in class: Read Chap 1-2, Journal for Chap 1-2, PAP for Chap 1-2

Week 2:

OCTOBER 4

SMART Goal Setting & Letters to Yourself

Financial Literacy

Guest Speaker: Aziz Gazipura, Psy.D.

OCTOBER 6

Academic Integrity

Guest Speaker: Student Conduct Code & Stress Management

Due in class: Calendar

Homework: Take the MBTI online (directions given in class)

Week 3:

OCTOBER 11

Myers-Brigs Type Indicator (MBTI) Analysis Interpretation

OCTOBER 13

Myers-Brigs Type Indicator (MBTI) and Decision-Making

Week 4:

OCTOBER 18

Chapter 3: Self-Motivation

Chapter 3 Quiz

Due in class: Read Chap 3, Journal for Chap 3, PAP for Chap 3

OCTOBER 20

Guest Speaker: Professor Expectations

Due in class: Careers Assignment #1

Week 5:

OCTOBER 25

Guest Speaker: Career Center, Job search resources & Internships

OCTOBER 27

Chapter 4: Self-Management

Chapter 4 Quiz

Due in class: Read Chap 4, Journal for Chap 4, PAP for Chap 4

Week 6:

NOVEMBER 1

Effective Test-Taking & Note-taking

Meta-Cognition

NOVEMBER 3

Chapter 5: Employing Interdependence

Chapter 5 Quiz

Due in class: Read Chap 5, Journal for Chap 5, PAP for Chap 5

Homework: Take the Strong Interest Inventory online (directions given in class)

Week 7:

NOVEMBER 8

Chapter 6: Self-Awareness

Chapter 6 Quiz

Due in class: Read Chap 6, Journal for Chap 6, PAP for Chap 6

NOVEMBER 10

Strong Interest Inventory

Due in class: Academic Plan (all 3 parts)

Week 8:

NOVEMBER 15

LSI Chapter: Learning Styles
Learning Styles Quiz

Due in class: Read Chap on LSI, Journal for LSI, PAP for LSI Chapter 8

NOVEMBER 17

Guest Speaker: Queer Resource Center

Due in class: Careers Assignment #2

Week 9:

NOVEMBER 22

Group Project Presentations

Chapter 8: Emotional Intelligence
Chapter 8 Quiz

Due in class: Read Chap 8, Journal for Chap 8, PAP for Chap 8

NOVEMBER 24 - NO CLASS ON Thursday, Nov 24

Week 10:

NOVEMBER 28

Group Project Presentations

Guest Speaker: Women's Resource Center

DECEMBER 1

Group Project Presentations

Chapter 9: Staying on Course
Chapter 9 Quiz

Due in class: Read Chap 9, Journal for Chap 9, PAP for Chap 9

FINALS WEEK- DUE WEDNESDAY, DECEMBER 7th BY 5PM

*** POP Due to Liane's Office, 439 Smith by 5pm on Thursday, Dec 7th **Library Research Paper Due (for UNST 399 only) to Liane's Office, 439 Smith by 5pm on Weds, Dec 7th**

Grading and Course Assignments

Class Participation	150
Reading Quizzes (10 pts/each)	80
Pick-A-Passage (10 pts/each)	90
Calendar	15
Strong Interest Inventory	20
Myers-Briggs Type	20
Career Assignment #1	30
Career Assignment #2	40
Group Project/Presentations	75
POP	85
Journals	90
Library Research Paper (399 ONLY)	100
Total	695 (199 students) 795 (399 students)

A 93-100	C 73-76
A- 90-92	C- 70-72
B+ 87-89	D+ 67-69
B 83-86	D 63-66
B- 80-82	D- 60-62
C+ 77-79	F 0-59

Assignments and Grading

Class Participation & Attendance (100 points self-given + 50 points from the instructors)

Students are expected to complete all reading assignments before each class session. In addition, you are expected to come to class prepared to contribute to discussions of the topics and materials and actively engage in class discussions. You can't participate if you are not in class! Additionally, at the end of each class session you will be asked to turn in a "Minute Paper" in which you will indicate the amount of participation points you feel that you earned for the day (out of 10 possible points).

Reading Quizzes (10 pts/each) –Weekly

A short group reading quiz regarding the materials presented in the readings will be given for every On Course chapter. The intent of the reading quizzes is to ensure that students are completing the readings, as we will not always be able to discuss them completely in class. If the reading assignments are read thoroughly, students will be able to successfully answer all the questions on this quiz without extensive additional study time.

Calendar (15 pts) – Due October 6th

Each student is expected to have a personal calendar, scheduler, organizer, notebook, etc. to record and keep track of important academic and assignments, personal appointments, exams and dates of importance for the term. You may select any form of planner including a calendar, notebook, Iphone, Ical, GoogleCal, etc. **The PSU Bookstore has a PSU Planner w/important dates & deadlines that is a good option.** Your planner must be organized and complete. You will show me your calendar in class on the due date and it will be returned to you before class is over. Your calendar should include everything for the **ENTIRE** term.

Pick-A-Passage (10 points) – Weekly

Each you will write on a half-sheet or index card your pick a passage. This is your “ticket” into class and used to create meaningful classroom discussion around the readings.

Please use the following criteria:

1. Post a passage from the chapter that stood out to you (include the page number).
2. Write a short reflection (one paragraph) on why this passage stood out for you. The reasons might be personal, intellectual, emotive, or otherwise.

Careers Assignment #1 (30 points)- Due October 20th

The primary goal of this assignment is for you to describe your decision making style, using psychological type as the filter. Based on what you have learned about psychological type from class, write a brief (2 page) paper that describes your career decision making style. Please also discuss your career-related skills, interests, values, etc.

Some questions to consider include:

- What is your decision making style? How do you make decisions? What are your decision making strengths? Weaknesses?
- What are your preferred skills?
- What are your most compelling interests? Which, if any, are vocational?
- What are your personal values and which ones affect your career decision? What are your work values?
- Which majors/careers are you considering? Why? Which majors or careers are you sure you do not want to pursue?

Careers Assignment #2 (40 points) – Due November 17th

Using what you have learned in class about researching careers, research and write a 2-3 page paper on a job title of interest to YOU. At least one of these pages should be devoted to clearly and specifically identifying and describing whether or not this career would be a good “fit” for you and why. You are expected to integrate information about your relevant skills, interests, and values.

Select a job title that interests you. Examples of job titles are physical therapist, athletic trainer, English teacher, police officer. Field of major such as business or sociology are not job titles. Research a specific job title using a variety of resources that we discuss in class or use the Career Center website (www.career.pdx.edu).

Your paper should include:

Job title, general description of work activities, places of employment, education (skills and abilities needed for the job), working conditions, employment outlook, salary/benefits/compensation, typical career path, related occupations, professional associations, what makes this a good career for you.

Group Project (75 points total) - Due November 22-December 1

For this project you will be assigned a specific topic related to college success at PSU. Your group will do an 8-10 minute presentation on your topic. You can use any medium you wish, i.e., video, skits, posters, powerpoint, handouts, etc. You will be graded on the following criteria:

- Thoroughness of the topic covered
- Participation of all group members
- Meeting the time expectation
- Creativity of presentation
- Accuracy of the information provided

The groups will be determined during the first week of class and each group will receive their topic to be covered at that time. When preparing your presentation imagine that your audience is a group of new students at PSU and that the information that you are trying to convey is integral to their success at PSU. Utilize the PSU webpage, as well as any resources that are available to you. Think of this as a research project with a presentation. Please have fun and be creative 😊.

People/Places of PSU (POP) (85 points) – Due during Finals Week to Liane’s Office

POP is intended to be an introduction to all of the people and places of PSU. While working on your POP assignment, you will find out information from various departments and resources on campus. Please submit your complete POP with all supporting materials by 5pm on Wednesday, December 7th to Liane’s Office. You will need to travel around campus to complete this assignment. We recommend collaborating and completing your assignment in small groups. However, each student must hand in their own POP assignment for a grade. The POP is a lot of work, so don’t PROCRASTINATE. It can be a lot of fun if you do it the way it is intended!!

Journals (10 pts/each) – Weekly

Choose one journal from each chapter to complete, with the exception of Chapter 1. **You must complete the self-assessment and Journal #1 from Chapter 1.** You may **choose** the rest of the journals for the remainder of the book.

In order to receive the maximum benefit from these exercises, they should be done in conjunction with the reading assignments. These journals are designed to help you develop the inner qualities and outer behaviors that enable successful people to make wise decisions. Five suggestions for creating a meaningful journal include 1) copy the directions for each step into your journal (just the bold print), 2) be spontaneous, 3) be honest, 4) be creative, 5) dive deep!

Journals should be at least one page, typed, 12-point font. They will be graded on content, effort, spelling, punctuation and grammar. Please make sure that your writing is complete and clear. You will receive maximum points if the journal fulfills the following criteria:

1. The question you are answering is *written out*, along with the journal and chapter numbers that you are responding to.
2. The entry is *complete* (all steps in the directions have been responded to), and
3. The entry is *written with high standards* (an obvious attempt has been made to *dive deep*).

The rubric on page 13 is intended to help you understand how your journals will be graded by your instructors.

(UNST 399 students only) Library Research Project (100 points) – Due December 7th to Liane's Office
Write a 2-3 page paper on a College Success topic of your choosing. You must include at least 3 references, including *one periodical and one website and one source of your choosing*. Your paper needs to be consistent with college level writing expectations, using either APA or MLA citation styles.

Journal Rubric- College Success (10 points)

CONTENT (possible 6 points)	6 points All questions answered thoroughly and thoughtfully. Student uses relevant, real life examples to connect to the material. The journal entry is personal and informative	4 points All questions answered thoroughly and thoughtfully. Student uses relevant, real life examples to connect to the material. The journal entry is personal and informative. Student could have put in more effort to make journal entry beneficial and informative.	2 points Student did not complete all questions. Journal entry is lacking depth and personal experiences.
TECHNICAL (possible 4 points)	4 points All questions are typed out. The journal entry is written to high standards to include correct punctuation, grammar and spelling. The journal is at least 1 page typed, 12 point font.	2 points Most questions are typed out. The journal entry has some mechanical errors. Mostly 1 page typed.	0 points Questions are not typed out. Egregious mechanical errors.