

Saint Louis Christian College
GEN 100b—College Study Skills
 Professor Alice Perrey
 3 credit hours

Fall, 2014
 No course prerequisites

Wednesday and Friday
 12:00-1:15 p.m.

MISSION STATEMENT

Saint Louis Christian College pursues excellence in the Word and develops servant leaders for urban, suburban, rural, and global ministry.

COURSE DESCRIPTION

College Study Skills provides opportunities for students to learn and adopt practical, specific techniques to promote success in college. Success strategies taught include personal analysis, goal setting, learning styles, concentration improvement, memorization, time management, active reading techniques, note taking, and test taking skills.

COURSE RATIONALE

College Study Skills is an in-depth study of techniques which are essential to success in college. This course is intended for those who enter college needing developmental studies in English, reading, and/or mathematics.

The purpose of College Study Skills is to teach students how to become better learners by developing efficient and effective studying behaviors. College Study Skills helps students learn and apply more mature study strategies, and select strategies based on the text, the task, and their own characteristics as learners.

It is important for students taking College Study Skills to understand that successful completion of the course demands practice. As strategies are taught, students are expected to apply them to college-level materials presented in class as well as to other courses in which they are enrolled. In addition, students are expected to engage in a variety of other activities that ask them to problem-solve what they might be asked to do in other classes and to respond to scenarios that ask them to give advice to fictitious students about learning in college.

This introductory course is designed to position the student for success at SLCC. It contributes to the fulfillment of these Student Learning Objectives:

- Be capable and reliable communicators of the Bible.
- Possess a permanent thirst for wisdom.
- Enthusiastically support the values, goals, personnel, and programs of the college.

This course also partially fulfills this General Studies Divisional Objective:

- Given instruction in the communication skills, the student will demonstrate the ability to communicate effectively and will be able to use a variety of research and documentation techniques.

COURSE OBJECTIVES

Specific Objective	Method(s) of Assessment
The student will identify and apply personal learning strategies.	Class assignments and discussion
The student will implement effective test-taking strategies.	Class quizzes and tests
The student will demonstrate effective note-taking strategies.	Note-taking project

COURSE REQUIREMENTS (EXPECTATIONS)

Attendance:

According to school policy, if you miss more than 25% of the attendance days for any reason, you will be administratively withdrawn from the class with the grade of F, which could have financial consequences. In addition, if you miss more than 3 classes, your final grade will be lowered two (2) percentage points for each additional absence. Excused absences, such as athletic walks, will not count toward grade reduction, but will count toward the maximum number of absences.

If you are not in the room when attendance is taken, you will be counted tardy. Three (3) tardies will constitute one absence. Missing more than 15 minutes of class constitutes an absence.

Timely Work:

Part of being successful in any class is to submit assigned work on time. Late work will be accepted for a maximum of 1 week past the due date, and will be counted at ½ credit. After 1 week, late work will not be accepted.

Assignments:

Due dates for each assignment are listed in the Course Schedule in this syllabus. In the event of a planned absence such as an athletic walk, assignments should be turned in early. Note: not all assignments will be collected for a grade. Completion of assignments will help you process the concepts in the chapter—they should be regarded as a study activity.

Final Exam:

The final exam will be a comprehensive exam. It will cover all topics covered in the class.

Materials:

This is a lab class, in which much of the work will be done in class. You will need access to a computer and the internet since most of the reading and viewing is done online. Homework assignments are expected to be in MLA format and printed.

COURSE ASSESSMENT—CRITERIA FOR GRADING

Daily assignments	30%
Tests	40%
Final Exam	15%
Class Participation (determined according to attendance as well as classwork)	15%

Final grades will be determined according to the Saint Louis Christian College grading scale.

COURSE SCHEDULE

Class date	What you should do before class (your homework)	Turn in	What we'll do in class
Aug. 20			<ul style="list-style-type: none"> • Introduction to the course • Defining Success
Aug. 22			<ul style="list-style-type: none"> • Understanding College Culture • Active Learning
Aug. 27	<ul style="list-style-type: none"> • Watch this video on The Learning Brain: http://www.youtube.com/watch?v=cgLkV689s4 		<ul style="list-style-type: none"> • How we learn—the brain and information processing
Aug. 29	<ul style="list-style-type: none"> • Watch this video: http://www.youtube.com/watch?v=-Jwz_h0zXsY 		<ul style="list-style-type: none"> • Know yourself—strengths, weaknesses, and learning style
Sept. 3	<ul style="list-style-type: none"> • One page of wisdom: in one page, identify your learning style and at least 3 strategies you can use to maximize your learning. 	One page of wisdom	<ul style="list-style-type: none"> • A model for making wise decisions
Sept. 5	<ul style="list-style-type: none"> • Write down at least 15 things you've done over the last week that required a decision to do them. • Using the plan discussed in the last class, choose a problem that you would be comfortable sharing and answer the 6 questions of the Wise Decision model. After you finish answering the 6 questions, discuss what you learned or relearned. 	Wise Decision paper	<ul style="list-style-type: none"> • Managing your time—urgent, important, or both?
Sept. 10	NO CLASS —Infinite Influence		
Sept. 12	<ul style="list-style-type: none"> • Long-term project: using your time management schedule, follow it for 3 weeks. 		<ul style="list-style-type: none"> • Making a schedule that works
Sept. 17	<ul style="list-style-type: none"> • Research SQ3R using Wikipedia and www.studygs.net/texred2.htm • Bring one of your textbooks and its reading assignment to class. 		<ul style="list-style-type: none"> • More about managing time
Sept. 19			Test (College Culture, the brain, information processing, making decisions)
Sept. 24	<ul style="list-style-type: none"> • Try SQ3R on your next reading assignment. Write a one-page analysis of your learning. (Due Sept. 26) 		<ul style="list-style-type: none"> • Using a reading system (SQ3R)
Sept. 26	<ul style="list-style-type: none"> • 	Analysis of learning using SQ3R	<ul style="list-style-type: none"> • Overcoming reading challenges
Oct. 1	<ul style="list-style-type: none"> • Identify 2 of your reading challenges. Make a plan to deal with them. 	Your plan for overcoming your reading challenges	<ul style="list-style-type: none"> • The 12 Principles of Memory

Class date	What you should do before class (your homework)	Turn in	What we'll do in class
Oct. 3	NO CLASS —Fall Break		
Oct. 8	<ul style="list-style-type: none"> In a 1-2 page reflection paper, analyze how well you use the 12 memory principles. What are some ways to improve? 	Memory reflection paper	<ul style="list-style-type: none"> Developing Self-management skills—concentration and motivation
Oct. 10	<ul style="list-style-type: none"> Now that you've followed your time management schedule for 3 weeks, write a 1-2 page analysis of your time management. How have you changed in your use of time? Compare your stress levels before you began the project to the stress you have now. Will you continue to use a schedule? Take this online questionnaire and bring in your score and its analysis: www.monmouth.edu/campus_life/counseling/questionnaires/stress.asp 	Time management project. Turn in your schedules and your analysis paper.	<ul style="list-style-type: none"> Managing stress and overcoming procrastination
Oct. 15	Read the information about setting goals on these websites: <ul style="list-style-type: none"> http://topachievement.com/goalsetting.html http://www.churchleaders.com/pastors/pastor-articles/156540-10-steps-to-setting-life-goals.html?p=1 		<ul style="list-style-type: none"> Setting and reaching goals
Oct. 17	After reading and thinking about goals, write down a list of your life goals similar to John Goddard's. Be as specific as you can. You should have at least 50 life goals.	Your list of life goals	Test (Time management, SQ3R, self-management skills)
Oct. 22	Watch this video and take at least 2 pages of Cornell notes on one of your reading assignments: http://www.youtube.com/watch?v=WtW9lyE04OQ		<ul style="list-style-type: none"> Developing Note-taking skills: Cornell notes
Oct. 24	Print out this handout (http://www.law.harvard.edu/current/student-services/taking_notes.pdf) and use the questions to evaluate your Cornell notes. Write a paragraph analyzing your notes, then write another paragraph with your plan to improve.	Your Cornell notes and analysis paper	<ul style="list-style-type: none"> Other notetaking systems
Oct. 29	Watch this lecture: http://www.youtube.com/watch?v=Y9LBUf1NzUQ Bring in the sentences you wrote in the dictation part of the video.	Your dictation sentences	<ul style="list-style-type: none"> Dealing with lectures
Oct. 31	<ul style="list-style-type: none"> Read this web article: http://www.csbsju.edu/academic-advising/study-skills-guide/lecture-note-taking Take at least 2 pages of lecture notes in your next lecture class. (Due Nov. 5) 		<ul style="list-style-type: none"> Notetaking systems for lectures

Class Date	What you should do before class (your homework)	Turn in	What we'll do in class
Nov. 5		Lecture notes	Test: (goal setting, notetaking)
Nov. 7	Read these web articles: <ul style="list-style-type: none"> http://www.ecu.edu/cs-acad/aa/piratetutoringcenter/upload/mapping_note_taking_method_2.pdf http://www.mindtools.com/pages/article/newlSS_01.htm 		<ul style="list-style-type: none"> Creating visual notes and study tools—mappings and hierarchies
Nov. 12	Using one of your textbooks, take a set of visual notes over at least 5 pages of text. You will probably have more than one mapping, and you may use any form of visual notes that you wish.	Visual notes	<ul style="list-style-type: none"> Comparison charts and notecards
Nov. 14	Print out and take this test taking skills survey: http://www.austincc.edu/behscitf/Test-taking%20Assessment.pdf	Test taking skills survey	<ul style="list-style-type: none"> Preparing for tests—the study plan
Nov. 19	To evaluate your test anxiety, print page one of this web article and take the survey: http://phsc.edu/sites/default/files/content/disabilities/questionnaire.pdf	Test anxiety survey	<ul style="list-style-type: none"> Dealing with Test Anxiety
Nov. 21			<ul style="list-style-type: none"> Taking Objective Tests
Nov. 26-28	NO CLASS —Thanksgiving Break		
Dec. 3	Write 10 objective questions and answers over the course content. You should have no more than 5 true/false questions. The rest should be multiple choice or matching.	10 objective questions.	<ul style="list-style-type: none"> Taking Recall and Essay Tests
Dec. 5	Write 10 recall and essay questions over course content. Your essay question should require at least a one-page response.	10 recall and essay questions	<ul style="list-style-type: none"> Final Review
Dec. 9-11	FINAL EXAM —Consult the final exam schedule for day, time, and room		

COURSE RESOURCES

These are suggested resources you may find helpful:

- Deese, James and Ellin K. Deese. How to Study and Other Skills for Success in College, 5th edition. New York: McGraw-Hill, 2003.
- Frank, Steven. The Everything Study Book. Holbrook, MA: Adams Media, 1996. ISBN: 1-55850-615-2.
- Jensen, Eric. B's and A's in 30 Days: Strategies for Better Grades in College. Hauppauge, New York: Barron's, 1997. ISBN 0-8120-9582-0.
- Newport, Cal. How to Become a Straight-A Student: The Unconventional Strategies Real College Students Use to Score High While Studying Less. New York: Broadway, 2007. ISBN-13: 978-0-7679-2271-5
- Dictionary of the English Language <http://www.bartleby.com/61>
- Online Writing Assistant www.powa.org useful tips and explanations of grammar, thesis statements, and types of essays.
- Purdue University's Online Writing Lab <http://owl.english.purdue.edu>
- Bible references www.biblegateway.com
- Bible study tools www.biblestudytools.com

COURSE POLICIES

- Any student who turns in work that is not his or her own work will get a failing grade for that assignment. A second offense earns a failing grade in the course.
- Unless instructed otherwise, no collaboration on assignments is permitted. You must do your own work.
- Courtesy and a positive regard for the learning of others is expected at all times.
- You may not use cell phones for any purpose except accessing the textbook in class. Text messaging, MP3 players, Gameboys, etc. are not permitted in class. Cell phones must be either off or turned to “vibrate”. If your phone rings, the professor will answer it for you. Violation of this policy will result in being dismissed from class for the day.
- No extra credit will be assigned or accepted.
- No food or drink is permitted in the classroom.
- Sleeping in class is done at your own risk.
- All e-mail communications from the professor will be sent to the student’s SLCC e-mail address, unless it is a reply to your e-mail. All documents not distributed in class will be put in the student’s SLCC mailbox.
- E-mail sent to Mrs. Perrey will be answered in a timely manner—within 24 hours, except on weekends. In most cases, graded assignments will be returned the next class period.
- If you have a diagnosed learning disability, please present your documentation to Prof. Karen Duffy (ext. 1521 or kduffy@slcconline.edu). No accommodations can be granted without Prof. Duffy’s recommendation.

INSTRUCTOR CONTACT INFORMATION:

Professor Alice Perrey

Office: 030—downstairs under Room 102, 2nd door on the left

Office hours:	Monday:	1:00-3:00 p.m. (1 st and 3 rd Mondays)
	Tuesday and Thursday:	9:00-10:30 a.m.
	Wednesday:	10:30-12:00 p.m.
	Friday:	1:30-3:00 p.m.

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