PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE
MASTER SYLLABUS

COLLEGE SUCCESS
COLL 1500

Class Hours: 3.0   **Credit Hours: 3.0**

Laboratory Hours: 0.0   **Date Revised: Spring 08**

Catalog Course Description:

A course designed for college students of all ages and diverse academic backgrounds to empower individuals to reach their educational, career and life goals. This class introduces students to a wide range of strategies, techniques and self-management tools commonly recognized to lead to success. Topics include time management, memory techniques, academic skills enrichment, note-taking skills, test taking skills, financial planning, and help in selecting or clarifying a major. With various assessments, students identify learning and personality styles to develop personal, academic and career goals and construct action plans to achieve them. This course is for college-level credit and is designed to transfer.

Entry Level Standards:

None.

Prerequisites:

None

Textbook(s) and Other Course Materials:

Required textbook and materials:
Ellis, Dave. *Becoming a Master Student, Custom*. 12th ed. Boston: Houghton Mifflin, 2007.
Three-ring binder (at least 1½ inch) & 10 divider pages with tabs
Time planner
Flash drive
Recommended materials:
Small hole punch
Small stapler
Highlighter

I. Week/Unit/Topic Basis:

Week	Topic
1	COURSE ORIENTATION: Introduction to College Learning
2	FIRST STEPS: Self-Assessment
3	Learning and Teaching Styles
4	PLANNING: Academic Planning, Setting Goals, and Managing Time

5	Career Planning
6	MEMORY: The Memory Process, Memory Strategies.
7	NOTES and READING: Active Listening, Note-Taking, Active Reading and Comprehension
8	TESTS Preparing for Tests, Test-Taking Tips, Test Anxiety
9	THINKING: Critical Thinking and Problem Solving
10	COMMUNICATION: Effective Communication Skills, Communicating Orally and in Writing
11	TECHNOLOGY: Conducting Electronic Research, Library Orientation
12	GROUP PRESENTATIONS: Developing Effective Presentations; Group Dynamics, Teamwork
13	GROUP PRESENTATAIONS Transition to Work, Career Exploration, Service Learning
14	WHAT'S NEXT? Course Wrap-Up, Course Evaluation
15	FINAL EXAM PERIOD

II. Course Objectives*:

A. Develop skills which will support success in college. I.1, I.6

B. Show skill improvement and demonstrate skill mastery. VII.3, VII.5, VII.6

C. Experience approximately the same or better success in college classes as students who do not complete COLL 1500. I.1, I.6, VII.3, VII.5, VII.6

D. Establish educational and career goals. I.2, I.6

*Roman numerals after course objectives reference TBR general education goals.

III. Instructional Processes*:

Students will:

1. Employ learning strategies to capitalize on personal strengths and compensate for personal limitations. *Communication Outcome, Technological Literacy Outcome*

2. Formulate specific, measurable, challenging goals to guide one's personal progress. *Communication Outcome, Technological Literacy Outcome, Transitional Strategy*

    Use time management principles in order to reach personal, educational, and career goals. *Technological Literacy Outcome, Transitional Strategy,*

4. Use techniques and strategies to prepare for various types of exams. *Communication*

Outcome, Technological Literacy Outcome

5. Use career and skills assessments to investigate college major and career options. *Technological Literacy Outcome, Transitional Strategy, Active Learning Strategy*

6. Use technology resources available at the college such as an online learning system, email, shared network drives and the Internet.. *Communication Outcome, Technological Literacy Outcome*

7. Use oral presentation skills to present findings from research. *Communication Outcome, Technological Literacy Outcome*

8. Review communication strategies used to actively listen, resolve conflict, and interact with people from different cultures. *Communication Outcome, Technological Literacy Outcome*

9. Locate and use resources external to the classroom (libraries, Internet, personal interviews) to research current information about a research topic. *Technological Literacy Outcome, Transitional Strategy*

10. Work collaboratively with peers to carry out a group assignment. *Active Learning Strategy, Transitional Strategy*

*Strategies and outcomes listed after instructional processes reference TBR's goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:

Upon successful completion of this course, the student should be able to:

1. Send, reply and use attachments to email messages from the instructor and others. A, B, C

    Use an online learning system, the Internet and shared network drives effectively. A, B

2. Identify his/her individual learning style and strategies to improve his/her learning and performance. A, C

    Recognize instructional styles and apply personal learning style strategies to develop effective study techniques. A, B, C, D

    Identify career skills and interests and investigate career options. D

6. Incorporate the use of a personal time management to schedule assignments, activities, and appointments. A, B, C

7. Organize class materials and resources in a class portfolio. A, B, C

8. Formulate a list of specific, measurable goals to guide personal achievement in academic, career, and personal areas. A, B

9. Employ note-taking techniques guided by learning styles within a class setting. A, B, C

10. Utilize various strategies and techniques guided by learning styles to prepare for and take exams. A, C

11. Use techniques and strategies to improve reading effectiveness. A, B

12.   Use techniques to improve memory retention. A, B

13.   Develop skills to present information effectively. A, B

14.   Utilize critical thinking and problem solving skills to assist in decisions for college, career, and life. A, B, C, D

15.   Access current research information from library and Internet databases. A, B

16.   Cooperate within a group setting. A

*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:

A. Testing Procedures: 30% of final grade

Exams and quizzes will be administered during the semester covering textbook readings, class lectures, and class activities. Exams and quizzes will consist of a combination of true/false, multiple choice, short answer, matching, and essay questions to give the student experience in dealing with various testing formats.
There will be no make-up tests. An optional comprehensive Final Exam score may be substituted for a missing score at the discretion of the instructor. Date and time will be announced in class.

B. Laboratory Expectations:

Complete Computer Instructional Software as assigned

C. Field Work:

Job shadowing/interviewing and classroom observation.

D. Other Evaluation Methods: 70% of final grade

1. Activities/Projects: Each student must complete and submit all activities and projects on the required DUE DATES. Poor quality work or assignments submitted past the due date will not receive full credit. Specific course readings, assignments and projects will be discussed in class.
2. Self-Reporting Inventories: Each student should complete all required self-reporting inventories and analyze results for better understanding of his or her individual needs.

E. Grading Scale:

A = 93 - 100
B = 82 - 92
C = 72 - 81
D = 65 - 71
F = Below 65

VI. Policies:

A. Attendance Policy:

Pellissippi State expects students to attend all scheduled instructional activities. As a minimum, students in all courses (excluding distance learning courses) must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the

course. Individual departments/programs/disciplines, with the approval of the vice president of Learning, may have requirements that are more stringent. In very specific circumstances, an appeal of the policy may be addressed to the head of the department in which the course was taken. If further action is warranted, the appeal may be addressed to the vice president of Learning.

B. Academic Dishonesty:

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Upon discovery of a student's participation in academic misconduct, the student is immediately responsible to the instructor of the class, who will meet with the offending student with evidence of the misconduct. In addition to other possible disciplinary sanctions that may be imposed as a result of academic misconduct, the instructor has the authority to assign either (1) an F or zero for the assignment or (2) an F for the course. Pellissippi State students accept full responsibility for the quality and authenticity of submitted coursework.

C. Accommodations for Disabilities:

If you need accommodations because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please inform the instructor immediately. Please see the instructor privately after class or in his/her office. Students must present a current accommodation plan from a staff member in Services for Students with Disabilities (SSWD) in order to receive accommodations in this course. Services for Students with Disabilities may be contacted by going to Goins 127 or 131 or by phone: 694-6751(Voice/TTY) or 539-7153.