

## COLLEGE SUCCESS

Class meets: Daily

3 credits

REQUIRED TEXTS: *FOCUS on College Success*, by Constance Staley

Note: This text is written from a secular point of view. There are several points that are made that are not in line with a biblical worldview. Please bear in mind while reading that a student must utilize their biblical worldview as a lens to examine all materials. TCA does not condone some of the lifestyle items discussed. The instructor will call these items to the student's attention during class, but the student must maintain an awareness given that pre-reading is a requirement.

### Course Description:

Through this course, students develop and improve academic skills including active listening, college-level reading, note taking, test taking, and library use, as well as advance their memory and recall techniques and the use of college resources. Students discover their individual learning styles and determine how to adjust their methods of learning for greater success. Variables such as health, finances, relationships, and attitudes that may either interfere with or enhance academic success are also analyzed. Students will examine their goals and their choices in light of Scripture.

A primary focus of this course is the development of competencies related to three areas.

1. Communication: Students will demonstrate the ability to read write, speak, and listen effectively, utilizing standard English.
2. Critical thinking: Students will demonstrate the ability to reflect on, analyze, synthesize and apply information through problem solving.
3. Information literacy: Students will demonstrate the ability to access, evaluate, incorporate, organize and document information.

### Course Objectives:

1. The student will design an individual study plan for 3 courses (English, math, science) (2)
2. The student will list lifestyle changes that will contribute to success in college. (2)
3. The student will demonstrate the ability to access information through basic library resources. (1,3)
4. The student will demonstrate the ability to solve problems by accessing college resources. (2, 3)

### Course Content:

Goal setting, time management, note taking, reading strategies, individual learning styles, active learning, memory techniques, test taking strategies, lifestyle issues related to college success, techniques for studying English, science, and math, college resources, and an introduction to research tools.

**Class Etiquette:**

Though this is a college course, TCA rules of etiquette apply. Disrespectful behavior, resting your head on desktops or sleeping in class, eating is prohibited.

**Attendance and punctuality:**

Class attendance is an important part of success in this course. Your punctual attendance is expected. Should one miss a class, it is the student's responsibility to get the notes and make up any classwork.

**Homework:**

Homework is due on the first day of class after it is assigned, unless specified otherwise. (For example, Monday's assignment is due Tuesday, Friday's assignment is due Monday etc.)

**Expectations/prerequisites:**

All students are expected to read the assignments *before* they are discussed in class, do their homework, and contribute equally when participating in group projects. Give your very best in all you do; I will do the same.

***It is the student's responsibility to make sure they register online for the SEU class. A link will be given the first week of school for each student to access and register. Failure to do so will result in a student working and not receiving credit for the class.***

**\*\* The following schedule is a guide for the semester. There will likely be occasions where we will need to adjust the schedule to meet our academic needs. These adjustments will be made and announced in class.\*\***

<b>Week</b>	<b>Pre-Reading Assignment</b>	<b>Homework</b>	<b>Projects and Tests</b>
<b>1</b>	<b>Read Chapter 1 "Becoming Mindful, Building Resilience"</b>	<ol style="list-style-type: none"> <li>1. Complete Readiness Check</li> <li>2. Complete Readiness: Focus Entrance Interview, p. xxvii</li> <li>3. Find a personal theme song. (advise instructor of song in advance of class.) Be prepared to share it and an explanation of your choice.</li> <li>4. Complete Insight/action and reality check.</li> </ol>	
<b>2</b>	<b>Read Chapter 2, "Starting Strong, Setting Goals"</b>	<ol style="list-style-type: none"> <li>1. Complete Readiness Check</li> <li>2. Complete Exercise 2.4 and 2.5</li> <li>3. Complete Exercise 2.6</li> <li>4. Complete Insight/Action; Reality Check and Letter for later</li> </ol>	<b>Test, Chapters 1, 2</b>

3	<b>Read Chapter 3, “ Learning Styles and Studying”</b>	<ol style="list-style-type: none"> <li>1. Complete Readiness Check</li> <li>2. Complete Exercise 3.2</li> <li>3. Complete VARK online and complete Exercise 3.3</li> <li>4. Complete one of the VARK activities listed on p. 94</li> <li>5. Complete Insight/Action and Reality Check and Letter for later.</li> </ol>	
4	<b>Read Chapter 4, “Managing your Time, Energy and Money”</b>	<ol style="list-style-type: none"> <li>1. Complete Readiness Check</li> <li>2. Use a degree audit (course outline) from one of your target college choices. Complete Exercise 4.2.</li> <li>3. Bring a student planner (get one if you don’t have one) Make an entry for every assignment you have received thus far. Complete Exercise 4.3.</li> <li>4. Complete Insight/Action, Reality Check and a letter for later</li> </ol>	<b>Test, Chapter 3, 4</b>
5	<b>Read Chapter 5, “ Thinking Critically and Creatively”</b>	<ol style="list-style-type: none"> <li>1. Complete Readiness Check.</li> <li>2. Complete one of the VARK activities listed on p. 145</li> <li>3. Use p. 145 – 147 to guide you. Write about a problem you are currently encountering or one you have recently encountered. Apply the problem solving steps. Write a description of each step.</li> <li>4. Complete Insight/Action; Reality Check</li> </ol>	
6	<b>Read Chapter 6, “Learning Online”</b>	<ol style="list-style-type: none"> <li>1. Complete Readiness Check</li> <li>2. Complete VARK activity on p. 164</li> <li>3. Complete Exercise 6.7</li> <li>4. Complete Insight/Action, Reality Check, a Letter for Later</li> </ol>	
7	<b>Read Chapter 7, “Engaging, Listening and Note Taking in Class”</b>	<ol style="list-style-type: none"> <li>1. Complete Readiness Check</li> <li>2. Complete VARK on p. 196</li> <li>3. Using a note taking method from the chapter, listen to an assigned selection and take notes.</li> </ol>	<b>Test, Chapter 5, 6, 7</b>

		4. Complete Insight/Action, Reality Check and Letter for Later.	
<b>8</b>	<b>Mid Term</b>	<ol style="list-style-type: none"> <li>1. Create study tools for the Mid Term using at least 3 different methods.</li> <li>2. Study for Mid-Term using the tools</li> </ol>	<b>Mid Term Exam</b>
<b>9</b>	<b>Read Chapter 8, "Reading, Writing and Presenting"</b>	<ol style="list-style-type: none"> <li>1. Complete Readiness Check</li> <li>2. Complete VARK activity p. 232</li> <li>3. Insight/Action, Reality Check, A letter for later</li> </ol>	<b>Presentation on topic selected in class</b>
<b>10</b>	<b>Read Chapter 9, "Developing Memory, Taking Tests"</b>	<ol style="list-style-type: none"> <li>1. Complete Readiness Check</li> <li>2. Complete Exercise 9.3</li> <li>3. Complete VARK activity p. 264.</li> <li>4. Compare and contrast the strategies for taking each kind of test described in the chapter.</li> <li>5. Write a summary that includes your opinion on p. 290, 291</li> </ol>	
<b>11</b>	<b>Read Chapter 10, "Communicating in Groups, Valuing Diversity"</b>	<ol style="list-style-type: none"> <li>1. Complete Readiness Check</li> <li>2. Complete VARK activity p. 300 and Exercise 10.1</li> <li>3. Complete Exercise 10.3</li> <li>4. Complete Insight/Action, Reality Check, A letter for later.</li> <li>5. Write your understanding of the biblical world view contrasted with the author's view concerning lifestyle orientation diversity</li> </ol>	<b>Test Chapter 8-11</b>
<b>12</b>	<b>Read Chapter 11, "Working Toward Wellness"</b>	<ol style="list-style-type: none"> <li>1. Complete Readiness Check.</li> <li>2. Complete Insight/Action, reality check</li> </ol>	<b>Write an essay about your body being the temple of God as it pertains to discussion</b>

			<b>in this chapter.</b>
<b>13</b>	<b>Read Chapter 12, “Choosing a College Major and Career”</b>	<ol style="list-style-type: none"> <li>1. Complete Readiness Check</li> <li>2. Complete VARK activity p 366</li> <li>3. Using the model on p. 386 draft a cover letter and resume to send out to potential employers. Use all of your work experience, whether paid or unpaid, volunteer/community service experience, awards and achievements. In your cover letter tell the employer why you believe yourself to be the best candidate for the job.</li> </ol>	<b>Career Presentation</b> <b>Prepare a 5 – 7 minute presentation on the career you have chosen to share with the class during week 14, April 15-19. You will need a PowerPoint (or similar presentation mechanism) and a minimum of 7 slides to cover the following:</b> <ol style="list-style-type: none"> <li>1. Which programs/careers are you interested in and why?</li> <li>2. What type of degree(s) are required? Where will you obtain the degree(s)?</li> <li>3. How long will it take you to complete? Do you plan to work while you are in school? If so, doing what? If not, how will you sustain your living expenses?</li> </ol>
<b>14</b>		Presentations	
<b>15</b>		Review for Final Exam	
<b>16</b>		Final Exam	

