

Coll 0171: Strategies for Success  
**Course Syllabus**  
Fall 2012



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**Office Hours:** Available by appointment-just call or e-mail me to set up an appointment.

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**Course Description**

Coll 0171 – Strategies for Success is a one credit, 10 week course designed to provide students with the tools needed to persist and succeed at Odessa College. Topics covered in the course include: learning styles, study techniques, note-taking, test-taking, personal wellness, effective writing and reading, time management, career and educational planning, and interpersonal skill development. Familiarize yourself with all of the Google applications available to you through your student Gmail account (Calendar, Voice, Documents, etc.); we will be using many of these applications throughout this course. Quizzes and Discussions will be administered through Blackboard and your grades will be regularly updated in the Gradebook (accessible through the Odessa College Portal). New and current Odessa College students with fewer than 12 hours are required to pass COLL 0171. The course does not satisfy requirements for any degree plan at Odessa College, has no prerequisites, is non-transferable, and satisfies one credit toward your total semester credit hours.

**Supplies:**

you will be expected to bring your COLL 0171 three-ring binder paper and pencils, a planner or scheduling system; as well as your copy of *I Beat the Odds* by Michael Oher (**all items available in the Odessa College Bookstore**).

**Method of Evaluation:**

Your final grade will be determined by scores in the following categories.

<b>Attendance/ Participation</b>	<b>Homework/ Journals/Discussion Boards</b>	<b>Binder &amp; Planner</b>	<b>Student Involvement</b>	<b>Final</b>
30%	15%	20%	15%	20%

Standard score ranges:

90-100 = A

80-89 = B

70-79 = C

69 and under = retake course

Your grades should be available to you in real time through the OC Portal – meet with a tutor in the Student Success Center if you have any trouble with access.

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**Core Course Objectives**

Coll 0171 is specifically designed to improve academic skills, empower positive decision-making, and assist with educational and career planning.

All courses at Odessa College seek to foster the following six values and skills in our students:

- 1 – **CRITICAL THINKING SKILLS:** To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- 2 – **COMMUNICATION SKILLS:** To include effective development, interpretation and expression of ideas through written, oral and visual communication
- 3 – **EMPIRICAL & QUANTITATIVE SKILLS:** To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- 4 – **TEAMWORK:** To include the ability to consider different points of view and to work effectively with others to support a shared purpose of goal
- 5 – **PERSONAL RESPONSIBILITY:** To include the ability to connect choice, actions and consequences to ethical decision-making
- 6 – **SOCIAL RESPONSIBILITY:** To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

## Course Schedule

### Week 1

**Class 1 – Tuesday, August 28<sup>th</sup>:** Welcome to Strategies for Success and Social Contract+ Introduction of Course reader (1, 2, 4, 6)

**Homework** – Take syllabus quiz on Blackboard (Bb). *Must be complete no later than Sunday, September 2<sup>nd</sup> @ 11:59pm.*

Bring syllabi from all classes.

Return your completed biographic note card to me, with a photo, by Wednesday August 29<sup>th</sup>.

**Reader:** ***"I Beat the Odds" –The Forward; the Prologue; Chapter 1 (Pgs. xi- 13)***

**Campus Activity** – For Welcome Back Week, Student Activities is hosting a Blood Drive (in the Student Union), rounds of "Battle Ball" (all afternoon Outside at the pavilion), and Bingo (7pm in the cafeteria) tomorrow.

**Class 2 – Thursday, August 30<sup>th</sup>:** Personal Health and Hygiene+ Time Management+ Planner with syllabi+ Learning Groups (4, 5)

**Homework** – Self Lead Campus Tour and complete the assignment by Wednesday, September 12<sup>th</sup>. (3)

Have all due dates for all classes in your planner.

**Campus Activity** – Check out Sports Center Late Night tomorrow night (6-10pm)

### Week 2

**Reader:** ***"I Beat the Odds" –Chapters 2, 3, and 4 (Pgs. 17-48)***

**Class 3 – Tuesday, September 4<sup>th</sup>:** Binder Organization Demonstration+ Academic Responsibility Late Paper (1, 3, and 5)

**Homework** – Instructor Interview

**Campus Activity** – Get an in-depth lesson in *Time Management* from Professor Connie Nichols (LRC Options Gallery, 2-3pm today)

**Campus Activity** – Check out the "Wrangler Round-Up" tomorrow afternoon outside at the Pavilion.

**Class 4 – Thursday, September 6<sup>th</sup>:** Marking the Text (1, 2, 3)

**Reader:** ***"I Beat the Odds" –Chapters 5, 6, and 7 (Pgs. 51-83)***

**Campus Activity** – Tami Patni presents "*Help I Don't Like to Read!*" – Today at LRC 302, 2-3pm

### Week 3

**Class 5 – Tuesday, September 11<sup>h</sup>:** Cornell Notes (1, 2, 3)

**Binder/Planner Check#1-** Show me you are effectively using your well organized Binder and Planner today

**Class 6 – Thursday, September 13<sup>th</sup>:** Academic Inquiry/Critical Thinking (1, 2)

**Reader:** ***"I Beat the Odds" –Chapters 8, 9 (Pgs. 87-105)***

### Week 4

**Class 7– Tuesday, September 18<sup>th</sup>:** Marking the Text and Cornell Notes with the Reader (1, 2, 3)

**Campus Activity** – Librarian Pat Quintero helps you *Develop Library Research Skills* (Today; 2-3pm, LRC Bib Lab)

**Class 8 – Thursday, September 20<sup>th</sup>:** Test Taking and Study Skills (1, 3)

**Homework** – Complete the Learning and Personality Styles Inventories by Monday, October 1<sup>st</sup>

**Reader:** ***"I Beat the Odds" –Chapters 10, 11, and 12 (Pgs. 109-143)***

### Week 5

**Class 9 – Tuesday, September 25<sup>th</sup>:** OC Online, SSC, and Library Research (2)

**Homework** - LRC Scavenger Hunt activity packet

**Campus Activity** – Karla Ortiz will show you how to *Test Taking Skills and Test Anxiety* (Today; 3-4pm, LRC Bib Lab)

**Class 10 – Thursday, September 27<sup>th</sup>:** Learning Styles and Personality Styles (2, 4, 6)

**Reader:** ***"I Beat the Odds" –Chapters 13, 14, and 15 (Pgs. 147-175)***

**Campus Activity** – Karla Ortiz will show you how to *How to Read Prompts Effectively* (Today; 3-4pm, LRC Bib Lab)

### Week 6

**Class 11 – Tuesday, October 2<sup>nd</sup>:** Fearless Writing (1, 2)

**Campus Activity** – Monday, October 8<sup>th</sup>; learn from Dean Bower's *Grammar* lesson at the LRC Bib Lab from 2-3pm

**Class 12 – Thursday, October 4<sup>th</sup>:** Marking the Text in Like Learning Groups (1, 2, 3)

**Reader:** ***"I Beat the Odds" –Chapters 16, 17, and 18 (Pgs. 179-206)***

#### Week 7

**Class 13 – Tuesday, October 9<sup>th</sup>:** Sex Awareness+ Goal Setting/the Transfer Process (2, 5, 6)

**Homework** – Write a one paper on the Sex Awareness presentation

**Class 14 – Thursday, October 11<sup>th</sup>:** Degree Planning/OC 411(5)

**Reader: “I Beat the Odds” –Chapters 19, 20, and 21 (Pgs. 209-246)**

#### Week 8

**Class 15 – Tuesday, October 16<sup>th</sup>:** Financial Literacy (1, 3, 5)

**Binder/Planner Check#2-** Show me you are effectively using your well organized Binder and Planner today

**Class 16 – Thursday, October 18:** Drugs and Alcohol (3, 5)

**Homework-** Write a one page paper over Drugs and alcohol presentation

#### Week 9

**Class 17 – Tuesday, October 23<sup>rd</sup>:** Personal Wellness + Discussing final project options (1, 3)

**Homework** - ½ page career reflection

**Campus Activity** – Katherine Phillips helps your *Career Exploration* today (2-3pm, LRC Bib Lab)

**Class 18 – Thursday, October 25<sup>th</sup>:** Career Exploration (1-6)

**In-Class Assignment-** Half of the class will present their Final Projects today. Non-presenters will help grade the presenters.

#### Week 10

**Class 19 – Tuesday, October 30<sup>th</sup>:** Final Project (1-6)

**In-Class Assignment** –Half of the class will present their Final Projects today.

**Class 20 – Thursday, November 1<sup>st</sup>: Final Project; Survey (1-6)**

**In-Class Assignment** –The remainder of the class will present their Final Projects. Final course surveys will be administered at the end of class.

### Important

**Attendance Policy:** If you miss class, it is your responsibility to catch up. Some assignments occur in class and may be difficult to make up outside of class. Any absences (excused or unexcused) will result in a loss of points and will affect your final course grade.

**Late Work Policy:** Acceptance of late or missing work is on a case by case basis. If you happen to be absent, it is solely your responsibility to work with me for a solution.

**Drop Policy:** Students cannot drop COLL 0171 because it is an institutional requirement.

**Academic Dishonesty:** You are expected to do your individually-assigned work independently. Serious academic dishonesty will result in a failing grade for the course. When you submit a piece of writing that bears your name as author, you are claiming that all the words and ideas in that work are yours unless otherwise noted. Failure to identify and document outside sources of information constitutes academic dishonesty.

**Special Accommodations:** Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs of issues pertaining to your access to and participation in this or any other class at Odessa College, please contact me to discuss your accommodation options. You may also call or email the Office of Disability Services at 432-335-6861 or email Becky at [brivera@odessa.edu](mailto:brivera@odessa.edu).

### Helpful Resources

**Learning Resource Center (Library):** The Learning Resources Center provides research assistance via the LRC’s catalog and databases. Research guides, tutorials, and the “Ask a Librarian” service offer students a wealth of academic resources.

**Student Success Center:** Free group and one-to-one tutoring, use of the computer lab, help with online courses, and more is available at 432-335-MORE (6673).

**Crisis Intervention:** Odessa College cares about the health and safety of all members of our campus community. Contact me directly or contact Student Success Coach Katherine Phillips, member of our Behavior Intervention Team, at 432-335-6478 if you are concerned about your own well-being or the well-being of a fellow student.

## Course Learning Objectives

Coll 0171 will improve academic skills, empower positive decision making, and assist with educational and career planning.

### Motivation

- Use motivation techniques to persist in college, study effectively, establish healthy habits & form positive, collaborative relationships with peers, instructors & support staff

### Personality and Learning Styles

- Learn about your personality type and find a program of study to match
- Identify your ideal work environment
- Discover how personality type affects decision making and time management styles
- Utilize learning strategies that match your learning style and personality type

### Managing Time and Money

- Select time management strategies to accomplish lifetime goals
- Learn to effectively utilize a planner or scheduling system
- Use money management techniques that lead to financial security

### Studying and Test Taking

- Use preparation techniques to prepare for tests
- Apply techniques to deal with test anxiety
- Use study techniques to improve academic performance

### Reading, Writing, and Note Taking

- Apply AVID marking-the-text techniques to academic reading
- Apply the Cornell Notes note-taking system to course lectures
- Apply Bloom's Taxonomy & Costa's Levels of Inquiry to the Cornell method of questioning
- Apply the AVID method of Analyzing Writing Prompts to college writing assignments

### Career and Education

- Formulate a list of personal and professional goals and an educational plan that matches your interests, abilities, and values

### Health

- Incorporate a balanced diet, exercise, stress reduction techniques & healthy sleep habits into the student lifestyle

## Expectations for Engagement – Online Learning

To help make the web-based learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the online learning environment. Students and instructors are welcome to exceed these requirements.

### Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
  - provided my contact information at the beginning of the syllabus;
  - respond to all messages within 24 hours if received Monday through Thursday and within 48 hours if received Friday through Sunday; and,
  - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
  - provide clear information about grading policies and assignment requirements in the course syllabus, and
  - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
  - Post grades for discussion postings within one week of the discussion thread closing.
  - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

### Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
  - line up alternative computer and internet access in case my primary computer crashes or my internet services are unavailable;
  - recognize that the college provides free Wi-Fi and computer labs during regular campus hours to help me with accessing my course; and,
  - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my equipment or service is unreliable.

2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to
  - getting “kicked off” of the system during tests or quizzes;
  - having trouble submitting assignments; and
  - Dealing with a traumatic personal event.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
  - seek out help from my instructor and/or from tutors;
  - ask questions if I don’t understand; and,
  - access my course several times during the week to keep up with assignments and announcements.

#### Expectations for Engagement – Face to Face Learning

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

#### Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
  - provided my contact information at the beginning of the syllabus;
  - respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
  - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I’m unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
  - provide clear information about grading policies and assignment requirements in the course syllabus, and
  - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
  - return classroom activities and homework within one week of the due date and
  - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

#### Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
  - attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
  - recognize that the college provides free Wi-Fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
  - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
  - missing class when a major test is planned or a major assignment is due;
  - having trouble submitting assignments;
  - Dealing with a traumatic personal event; and,
  - having my work or childcare schedule changed so that my classroom attendance is affected.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
  - seek out help from my instructor and/or from tutors;
  - ask questions if I don’t understand; and,
  - attend class regularly to keep up with assignments and announcements.