| **PROFESSOR:**       | **PHONE NUMBER:**       |
| --- | --- |
| **OFFICE LOCATION:**       | **E-MAIL:**       |
| **OFFICE HOURS:**       | **SEMESTER:**       |

1. **COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:**

**SLS 1101 COLLEGE SUCCESS SKILLS (3 CREDITS)**

This course is designed to make the adjustment of the first time entering college student, as well as the reentering student, more comfortable and successful. It is also designed to help the student develop effective learning strategies and techniques in order to be successful in college studies. The course is intended to positively impact the academic performance, social adjustment, and personal growth of the student.

1. **PREREQUISITES FOR THIS COURSE:**

None

**CO-REQUISITES FOR THIS COURSE:**

None

1. **GENERAL COURSE INFORMATION:** Topic Outline.

This course is designed to:

* Help the student develop effective learning strategies and techniques in order to be successful in all college studies;
* Positively impact upon the student’s academic performance, social adjustment, personal growth, and career decision making.

Topics to be covered include**:**

* Thinking and memory development
* Planning and time management
* Test taking skills
* Communication techniques
* Note taking skills
* Reading comprehension and retention skills
* Understanding and appreciating diversity
1. **All courses at Florida SouthWestern State College contribute to the general education program by meeting one or more of the following general education competencies:**

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

**A.**  **General Education Competencies and Course Outcomes**

1. Listed here are the course outcomes/objectives assessed in this course which play an *integral* part in contributing to the student’s general education along with the general education competency it supports.

 General Education Competency: **Communicate**

 Course Outcomes or Objectives Supporting the General Education Competency Selected:

* Students will learn to orally present information to a group on subjects covered in the course.

**B. Other Course Objectives/Standards**

* Students will demonstrate the ability to keep and follow a time management system.
* Students will improve their ability to recall information.
* Students will learn and take notes, finding the main idea and supporting ideas in both lectures and assigned reading materials.
1. **DISTRICT-WIDE POLICIES:**

**Programs for Students with Disabilities**

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <http://www.fsw.edu/adaptiveservices>.

**REPORTING TITLE IX VIOLATIONS**

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct.  Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at equity@fsw.edu.  Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online.  Additional information and resources can be found on the College’s website at <http://www.fsw.edu/sexualassault>.

1. **REQUIREMENTS FOR THE STUDENTS:**

**Critical Thinking Journal**

The purpose of the Critical Thinking Journal assignment is to reflect upon the topics below demonstrating

Critical Thinking skills (see specific outcomes on the Critical Thinking Rubric).

Each entry should include a standard heading with your name and date in the upper left-hand corner. The journal number (example: Journal #1) should appear centered as a title. The journal should be written in paragraph form with appropriate indentation. Entries should be double-spaced.

Students must use Standard English grammar and mechanics in all college assignments.

**Journal Entries**

1. Define success then reflect and analyze why attending college is important to you. What academic and career goals do you hope to achieve in the future?
2. Define critical thinking and discuss why it is important to your success. Describe specific examples when you used your critical thinking skills and how the outcome was impacted.
3. Florida SouthWestern State College has established General Education Competencies (listed on your syllabus). Please choose **TWO** and explain how developing each of these competencies will help you be successful both academically and professionally.
4. Summarize what you have learned about financial responsibility. Develop a financial action plan that will demonstrate budgeting, goal setting, and/or knowledge of financial resources in order to complete your college education.
5. Reflect on how time management is an important part of your future success. What positive habits have you developed during this course?
6. Reflect on the role of good physical and mental health on success.  Describe how building good health habits can impact you.  Describe strategies you could employ to ensure good physical and mental health.

 *(Minimum word requirement: All journal entries should be no less than 250 words for each journal entry.)*

**Group Presentation**

The purpose of this assignment is to present a critical thinking model or strategies as it relates to academics, choosing a major, or success a career.

Groups must conduct an internet search to learn about the various Critical Thinking Models such as Elder Paul Model, or the RED Model. Groups must analyze, evaluate and demonstrate what it takes to attain, and apply the model. The conclusions drawn by the group must be shared with the whole class in a final project.

Think Critically!

**Final Essay Assignment**

The purpose of this assignment is to write an essay that reflects upon the main themes /topics of the course that were most influential or important to you.

The essay will be evaluated on the demonstration of Critical Thinking (see specific outcomes on the Critical Thinking Rubric). It is our expectation that all college written work must adhere to Standard English grammar and mechanics.

Final essay guidelines:

Write an essay that is a minimum of 500 words that includes the following components:

1. **Introduction**-Start by describing your thoughts and feelings at the beginning of the term. Then introduce your main topics/ideas that you found most influential across the semester.

(1-2 paragraphs)

1. **First idea/topic** that was influential to you. Develop with specific examples and discussion.

(1-2 paragraphs)

1. **Second idea/topic** that was influential to you. Develop with specific examples and discussion.

(1-2 paragraphs)

1. **Conclusion-** Describe your plan for achieving academic and career success and summarize the three topics/ideas that you found to be most influential. (1-2 paragraphs)
2. **ATTENDANCE POLICY:**

**All Assignments will be submitted to Canvas and will be graded via rubric included.**

1. **GRADING POLICY:**

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

Critical Thinking Journal 25%

Group Presentation 15%

Final Essay Assignment 25%

Attendance 15%

\*\*Assignments and Assessments to be determined by Professor 20%

| 90 - 100 | = | A |
| --- | --- | --- |
| 80 - 89 | = | B |
| 70 - 79 | = | C |
| 60 - 69 | = | D |
| Below 60 | = | F |

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

1. **REQUIRED COURSE MATERIALS:**

Fralick, M (2018). *College & Career Success.*: Kendall Hunt.

ISBN-13:  978-1524945336

1. **RESERVED MATERIALS FOR THE COURSE:**

Other special learning resources.

1. **CLASS SCHEDULE:**

This section includes assignments for each class meeting or unit, along with scheduled Library activities and other scheduled support, including scheduled tests.

1. **ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:**

(Which would be useful to the students in the class.)