LONE STAR COLLEGE
KINGWOOD

**EDUC 1300 2011**
**Fall 2024**
**F2F**
**Monday & Wednesday**
**APA 115; 11:00 AM-12:20 PM**
**Class Dates: Aug. 26-Dec. 15**

**Instructor Name:** Professor Marvin Sparks
**Office:** MUS 113/MUS 117B
**Conference Hours/Student Hours**: Engaging in content discussion, asking questions, and proactively getting help increases student learning and success. To facilitate this, I am available to meet outside of class. Since we all have different schedules, I encourage you to meet with me at a time that is mutually convenient. Please email or speak with me before/after class to make an appointment.

"Reminder: Our campus also has excellent writing, math, and science tutors through LSC-Kingwood Learning Support https://www.lonestar.edu/lsc-kingwood-tutoring.htm"

**E-mail:** Marvin.Sparks@lonestar.edu
**Office Phone**: 832.263.3092 (text messages only)
**Lead Faculty**:  **Professor Antoinette Sheppard**
**antoinette.w.sheppard@lonestar.edu**
**Education Department Chair**: **Dr. Calandra Pervis**
**calandra.a.pervis@lonestar.edu**
**Division Dean**: **Dr. Anthony Carreras**
**anthony.carreras@lonestar.edu**
**Recommended Texts:** OER/OpenStax
Prerequisites: None

### CATALOG COURSE DESCRIPTION
A study of the research and theory in the psychology of learning, cognition, and motivation; factors that impact learning, and application of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies.
Students use assessment instruments to help them identify their own strengths and weaknesses as strategic learners. Students are ultimately expected to integrate and apply the learning skills discussed across their own academic programs and become effective and efficient learners. Students developing these skills should be able to continually draw from the theoretical models they have learned.

### COURSE MATERIALS:
Baldwin, A. (2020). *College Success*. OpenStax. https://openstax.org/details/books/college-success
**Digital**: ISBN-13: 978-1-951693-17-6
This course uses open educational resources (OER) to keep course materials costs to a minimum. These high- quality, openly licensed educational materials are available at no cost. The OER by

**COURSE GOAL**
The goal of this class is to transform students' academic behaviors and create a learning environment to integrate students into a collegiate environment, ensure college readiness, enhance overall performance in college courses, and facilitate successful completion of a degree or certificate.

**COURSE OVERVIEW**
This course serves as the Lone Star College first-year experience student success course. It is designed to provide first-year students with an opportunity to attain maximum success in college and in life. It will assist students in realizing their full potential by facilitating activities that promote effective learning and personal and professional growth. This course aims to achieve this goal by helping new students connect with LSC resources and promote a positive and successful college experience that leads to completion. At LSC, our data reveals that this course has been successful in increasing student success.



MAKING CONNECTIONS WITH LSC RESOURCES + PERSONAL & PROFESSIONAL GROWTH + EFFECTIVE LEARNING = SUCCESSFUL COLLEGE EXPERIENCE & COMPLETION

**CORE OBJECTIVES**
1. **Critical Thinking (CO1)** - Students will develop and enhance their skills and knowledge in critical thinking, innovation, inquiry, analysis, evaluation, and synthesis of information. Students will complete assignments/projects and class activities that help them to reflect on what study strategies work best for their identified personality type, identify and address personal barriers that threaten their academic success, address financial literacy scenarios to evaluate their spending habits, create financial goals utilizing financial resources, and explore career options and potential courses of study.
2. **Communication Skills (CO2)** - Communication skills play an essential role in students' academic and professional careers. Students will learn to effectively develop, interpret, and express ideas through written, oral, and visual communication.
3. **Personal Responsibility (CO3)** - The course curriculum is designed to promote effective learning and connect choices, actions, and consequences to ethical decision-making.

**STUDENT LEARNING OUTCOMES**
1. Students in the college success course will be able to identify, describe, and utilize campus support services, systems, and student life opportunities.
2. Students in the college success course will be able to use financial literacy knowledge and skills to create a personal money management plan for college success.
3. Students in the college success course will be able to establish collegial relationships with LSC faculty, staff, and peers.
4. Students in the college success course will be able to assess and report on their strengths,

preferences, and college and career success attributes.

5. Students in the college success course will be able to formulate educational and career goals and apply strategies to advance their goals and college performance.
6. Students in the college success course will be able to create an academic plan and identify the requirements for successful completion of their academic plan.

**COURSE OBJECTIVES**
Students will:
1. Identify, discuss, and evaluate learning and study strategies as they apply to the academic environment.
2. Examine personal goals and career plans, utilize college resources including all components of the student portal and learning management system (D2L), and apply strategies for academic success.
3. Identify types of financial aid and criteria to receive and maintain funding.
4. Exhibit written and verbal communication skills individually and in groups.
5. Assess ideas, principles, and patterns related to personal life situations.
6. Design a strategy for success.

## COURSE THEMES & TOPICS

The student success course is designed to help students develop and enhance critical thinking, communication skills, and personal responsibility through ethical decision-making. Through this course, students learn to express their ideas, identify barriers, set personal and career goals, and reflect on strategies that can help them achieve academic success. The course's curriculum has been carefully selected to build upon each other and support students in meeting the objectives and learning outcomes of the course. The below outline shows how the course's core objectives (CO), student learning outcomes (SLO), and assignments are aligned with the themes and topics that will be introduced throughout the semester.

*Making Connections with LSC*
- LSC Portal and Learning Management System Instruction (CO1, SLO1)
- Campus Resources, Supports, and Services (CO1, SLO1, SLO3, SLO6, Campus Resources Assignment)
- Paying for Your Education (CO1, CO2, SLO2, Financial Literacy Assignment)
- Attributes of a Successful Student (CO3, SLO4)
- Goal Setting (CO3, SLO3, SLO4, SLO5, Advising Meeting Assignment)

*Personal and Professional Growth*
- College Readiness (CO1, SLO4, SmarterMeasure Assignment, Advising Presentation Assignment)
- Barriers and Paths to Success (CO2, CO3, SLO1, SLO3, SLO4, Paths to Success Analysis Assignment)
- Learning Styles/Preferences and Learning Strategies (CO1, SLO4)
- Personality Styles/Preferences (CO3, SLO4 AchieveWORKS Personality Assessment Assignment)
- Career Interest Inventories (CO3, SLO4, AchieveWORKS Personality Assessment Assignment)
- Career Exploration (CO1, CO2, CO3, SLO4, SLO5, SLO6, Career Exploration Project)
- Establishing Career Goals, Educational Majors, Programs of Study, and Academic Plans (CO3, SLO3, SLO4, SLO5, SLO6, Academic Advising Core Assignments)
- Planning for Your Financial Future (CO1, CO2, CO3, SLO2, Financial Literacy Assignment)

*Effective Learning*
- Time-Management (CO1, CO3, SLO4, SLO5, Weekly Schedule Assignment)
- Research (CO1, SLO4, SLO5)

- Note-Taking (CO2, SLO4, SLO5)
- Critical Thinking (CO1, SLO4, SLO5)
- Active Reading (CO1, SLO4, SLO5)
- Test-Taking (CO1, SLO4, SLO5)
- Studying, Organization, and Memorization (CO1, SLO4, SLO5)
- Effective Communication, Relationships, and Presentation Skills (CO2, CO3, SLO3, SLO4, SLO5)

**GRADING POLICY**

Grading Point Scale

| | | |
|---|---|---|
| **A** | **=** | **900-1000** |
| **B** | **=** | **800-899** |
| **C** | **=** | **700-799** |
| **D** | **=** | **600-699** |
| **F** | **=** | **below 600** |

**COURSE ASSIGNMENTS**

| **Theme** | **Assignment** | **Points** |
|---|---|---|
| **Making Connections** | Campus Resources | 100 |
| | Academic Advising Core Requirements | 100 |
| | Advising Presentation<br>o 1 in-class or online session (25 points) | |
| | Advising Meeting<br>o 1 individual session (50 points) – to complete Advising Core Requirements Checklist | |
| | Program Enrollment<br>o Degree planning and next term registration (25 points) | |
| **Personal & Professional Growth** | College Readiness Assessment – SmarterMeasure (50 points)<br>AchieveWORKS Personality Assessment (AWPA) (50 points) | 100 |
| | Path to Success Analysis Paper | 100 |
| | Financial Literacy | 100 |
| | Career Exploration Project (Research Paper and/or Presentation) | 100 |
| **Effective Learning** | Attendance/Participation ** | 100 |
| | Weekly Schedule Assignment | 100 |
| | Instructor Selected Assignments | 100 |
| | Assignment 1 (50 points) | |
| | Assignment 2 (50 points) | |
| | | |
| | Final Presentation | 100 |
| | Total | 1000 |

**\*\*See Attendance Policy and Class Participation below**

**ATTENDANCE POLICY**

Attendance in face-to-face, hybrid, and online courses (including participation in D2L) is expected and supports student success. A student who anticipates an absence from class or an inability to access D2L should notify the instructor in advance. In case of an absence, it is the student's responsibility to obtain any make-up work, lecture notes, and assignments.

Tardies are disruptive to the instructional experience; therefore, 3 tardies will equal an absence. Tardies are defined as coming late or leaving early. If a student misses an extensive portion of the class [determined by instructor], the student will receive an absence for that class period.

Absences from class or inactivity in D2L will directly impact the attendance points earned in this course. Points deducted for absences and tardies are determined by course and class length. Participation/attendance points are earned based on 100 points divided by the number of class meetings for face-to-face classes. Hybrid classes may divide 100 points by the number of face-to-face class meetings and weekly online participation expectations.  For online sessions, 100 points will be divided by the number of weeks the class is in session.

The decision to withdraw a student for non-attendance will be at faculty discretion. An instructor may withdraw a student for non-attendance if a student misses six (6) or more hours of class participation.

**WITHDRAWAL POLICY**
Lone Star College believes that EDUC 1300 is essential for students to be successful in college. Attendance and participation are necessary for students to benefit fully from the instructional experiences. For this reason, withdrawals by a student from EDUC 1300 are not allowed unless a student is completely withdrawing from the institution. Students with exceptional circumstances and proper documentation can be withdrawn from the course by a campus Vice-President or designee.

**Students who have never attended class from the first day of the term to the official day of record will be dropped per campus policy. Students who have attended and not successfully completed the first two weeks of assignments "Campus Resource Assignment and AchieveWorks Assessment" may also be withdrawn due to lack of class participation and may be viewed as non-attendance.**

A faculty-initiated withdrawal of a student for non-attendance will be at faculty discretion. Some may have instructional lead or dean approval and be done in accordance with the attendance section in their syllabus (see attendance policy above). This action is in accordance with the Academic Catalog, both for Class Attendance and Course Withdrawal Policy. The faculty member must communicate via email to any students notifying them of their withdrawal from the course.

**SIX DROP STATEMENT**
Students who enrolled in Texas public institutions of higher education as first-time college students during the Fall 2007 term or later are subject to section 51.907 of the Texas Education Code, which states that an institution of higher education may not permit a student to drop (withdraw with a grade of "W") from more than six courses, including courses that a transfer student has previously dropped at other Texas public institutions of higher education that have already been counted against their six drop limit should fully understand this drop limit before they drop any course. https://www.lonestar.edu/course-drops.htm

**Last Day to Drop (Official Day):**  September 9, 2024
**Last Day to Withdraw:** November 11, 2024
**Late and Make-up Work:**  Late Required Assignments will be accepted no later than Monday, November 25.

**CLASS PARTICIPATION**

The college classroom is a place for individuals to come together with the common purpose of improving their intellectual and academic skills. All students deserve a classroom environment that is free of interruptions or distractions that impede learning. Because active participation in class discussions is essential, it is important that all students be fully prepared for class each day.

**ACADEMIC INTEGRITY**

Lone Star College upholds the academic core values of learning: honesty, respect, fairness, and accountability. LSC promotes the importance of personal and academic honesty from its students, instructors, and faculty members. LSC's academic integrity policies embrace the belief that all learners-students, faculty, staff, and administrators - produce their own work and give appropriate credit to the work of others. LSC treats academic integrity violations or engaging in academic dishonesty by students as grounds for disciplinary action under LSC's Academic Misconduct Policy found in Board Policy Section V.F.  Please see "Academic Integrity  and Student Success" in the LSC Student Handbook at LoneStar.edu/Student-Handbook.

**ACADEMIC APPEALS**

An academic appeal is a formal request by a student to change a grade for an approved basis. A grade appeal must be made within 12 months of the date the grade was posted by the registrar. A grade may only be changed by the instructor of record, the instructor's department chair, the academic dean, or by the Academic Appeals Committee. Students in specialized disciplines should check their student handbook for program- specific appeal procedures.

Refer to the LSCS Policy Manual for more information: Board Policy Section V.G. Academic Appeals Policy. The decision of the Academic Appeals Committee is final.

**ADA STATEMENT**

Please review LSC's Board Policy and Chancellor's Procedures on Students with Disability Rights (Section VI.D.11) for more information, including how to request accommodation.

LoneStar.edu/Policy

Accessibility Services and Resources:  https://www.lonestar.edu/accessibility-services-resources.htm

If you have a disability that requires accommodation(s) to participate in this course, please contact your Home Campus.

**CAMPUS CARRY STATEMENT**

The Texas Legislature enacted campus carry by passing Texas Government Code § 411.2031, effective at LSC on August 1, 2017. Texas Government Code § 411.2031, known as the Campus Carry law, amends of the Texas Government Code and Texas Penal Code to allow license holders to carry concealed handguns on college campuses. To carry a concealed handgun on LSC campuses, an individual must have a valid License to Carry issued by the Texas Department of Public Safety. License holders may carry a concealed handgun on or about their person on LSC's premises except within exclusion zones. LSC students, employees, and visitors on LSC's premises or at LSC-sponsored or affiliated events are prohibited from openly carrying a handgun (holstered or not) on LSC premises. LSC has established rules and regulations regarding enforcement of Campus Carry, which are found at LoneStar.edu/Weaponsprocedures. For more information about Campus Carry, visit the LSC Campus Carry website at LoneStar.edu/Campuscarry.

**EARLY ALERT STATEMENT**

Succeeding in college doesn't mean that you won't face any struggles in your classes or during certain semesters. As your instructor, and with our team at Lone Star College, our goal is to support and

facilitate the success of all students. One of the ways we do this is through Early Alerts. This process allows your instructor to connect you with academic advisors or campus support and provides an opportunity for your instructor to notify you of changes you can make to succeed in the course and collaborate with you to enhance your learning experience. Together, with your advisor and instructor, you can work toward achieving your educational goals with open communication and partnership.

Receiving an Early Alert is not an indication of failure in the course, but rather a call to action. You may receive an email or phone call from an advisor, and we encourage you to participate in this process. Students who have utilized the resources and support available have been able to progress and succeed in the course.

**EMERGENCY PROCEDURES INFORMATION**

Lone Star College is committed to providing a safe environment in which to learn, study, and work. Knowing what to do during an emergency is your best protection and your responsibility. In the event of a health, safety, or environmental emergency while on campus, students should immediately contact LSC Police at 281.290.5911 or the administrator on duty. If you know you will need assistance to evacuate during an emergency, please register by calling 281.290.3667 or emailing OEM@LoneStar.edu. We encourage you to register to receive emergency notification via your cell phone or personal email by updating your my.LoneStar.edu information or registering at Lone Star College Alert.

Detailed information on LSC emergency procedures is available by visiting LoneStar.edu/OEM or selecting Emergency Management at the bottom of each webpage.

**EQUAL OPPORTUNITY STATEMENT**

Lone Star is committed to the principles of equal opportunity in education and employment. Lone Star College does not discriminate on basis of race, color, sex, age, sexual orientation, gender identity, genetic information, gender expression, religion, ethnic or national origin, disability, veteran status, or any other protected status in its programs and activities, as stated in the LSCS Board Policy Manual. https://www.lonestar.edu/Equal-Opportunity-Information- Inquiries.htm

**FERPA**

For more information and the release form, please visit https://www.lonestar.edu/Student- Information-Public.htm

**TITLE IX**

Clery Act

LSC complies with the Jeanne Clery Campus Security Policy and Crime Statistics Act, Violence Against Women Act of 2013, and the Jacob Wetterling Crimes against Children and Sexually Violent Offender Registration Act. Relevant information can be found in the Lone Star College Annual Security Report available online at https://www.lonestar.edu/campus-police.htm

Please review LSC's Board Policy and Chancellor's Procedures on Sexual Harassment, Assault, Violence, and Discrimination Process to find more information including how to report a violation to the Title IX Coordinator. Policy & Procedures are found at LoneStar.edu/Policy.

**GUARANTEED GRADUATE POLICY**

Check the LSC Board Policy concerning guarantees for graduates.

**SOFTWARE PIRACY**

Law strictly prohibits unauthorized copying of software purchased by LSC for use in laboratories. Administration will take appropriate disciplinary action against anyone violating copyright laws.

**Communication Policy:**

Communication is best directed to marvin.sparks@lonestar.edu or through the course located in D2L and a response will be given within 24 hours Monday through Friday. Every effort will be made for a timely response for emails sent on weekends, holidays, and institutional breaks when offices are closed.

**Lone Star College System Policies:**
Please use the following link to find ALL LSC policies, procedures, and student success information.  It is your personal, academic, and legal responsibility to know and adhere to the information provided. http://www.lonestar.edu/syllabus-policies

**Artificial Intelligence:**

*AI Not Allowed*
The use of artificial intelligence (AI) is strictly prohibited in this course. Students must complete all academic work without relying on artificial intelligence tools. The use of AI, including but not limited to language models, chatbots, or other similar technologies, to generate or complete assignments, quizzes, discussions, or exams is considered a form of academic misconduct and will result in disciplinary action. View additional information at <https://www.lonestar.edu/instructional-resources.htm

**Behavior Intervention Team:**
The overall goal of the Behavioral Intervention Team is to promote a safe college environment for all students and staff focused on student learning and student development.  By encouraging all members of the campus community to communicate behaviors that are concerning and provide support and connect students with resources that can assist them.
If a community member (student, faculty or staff) behaves in a way that is disruptive or poses a threat to any aspect of the LSCS community, such behaviors should be reported to the Behavior Intervention Team.  If you see something, say something….
 You are encouraged to identify yourself because this may assist the BIT if clarification or additional information is needed. Submitting your name also gives your report more credence. Anonymous entries will be evaluated on a case-by-case basis.  File a report:  https://www.lonestar.edu/16834.htm

**Veteran Statement:**
For more information on Veterans' Affairs click here Veterans' Affairs Office or visit the Veteran's Office on campus.

**Infectious Disease Reporting:**
Lone Star College is required to report student and employee cases of notifiable conditions to the Texas Department of State Health Services (DSHS) in a timely manner. College employees and students shall report a confirmed diagnosis of an infectious disease to LSC's Compliance Management Infectious Disease Reporting System. The Texas Department of State Health Services maintains a list of Notifiable Conditions that indicates the conditions and illnesses that must be reported. These include influenza, COVID-19, tuberculosis, mpox, hepatitis A, and chickenpox. Help control and prevent the spread of infectious diseases by privately reporting a confirmed medical diagnosis of a notifiable condition by emailing LSC-ReportVirus@lonestar.edu or calling 832-246-0019. Also inform your instructor(s).

**Counseling Services:**  https://www.lonestar.edu/CIS.htm
Phone: 281.312.8422
24/7 Emotional Support Hotline: 844-844-4007
E-mail: KC-Counselors@lonestar.edu

**Lone Star College-Kingwood Learning Commons**
On-Campus and Virtual Services Available

**D2L & Office Apps Help**

- How to Use D2L (YouTube)

Website: kwlibguides.lonestar.edu/LC-technology/technology-in-LC
Phone: 281-312-1693
Email: Kingwood.Library@LoneStar.edu

**Tutoring & Study Skills**

- Math, Sciences, and Writing

Website: www.lonestar.edu/lsc-kingwood-tutoring
Phone: 281-312-1439
Email: Jenny.R.Keller@LoneStar.edu

**Research & Citation Help**

- Course Material

- Research & Citation Guides

Website: www.lonestar.edu/library/kingwood
Phone: 281-312-1693
Email: Kingwood.Library@LoneStar.edu

**Learning Commons**

- Student IDs
- Study space
- Technology in the LC

Website: www.lonestar.edu/kw-learning-commons
Phone: 281-312-1691

**LC Operating Hours:   Mon-Thu: 8:00 am – 8:00 pm, Fri: 8:00 am – 3:00 pm, Sat: 10am  – 2 pm**
**Make an Appointment in WC Online!** lonestar.mywconline.com/

# COURSE CALENDAR – EDUC 1300 2011 – FALL<sup>2024</sup> 16WK

*Instructor reserves the right to modify the Syllabus/Calendar throughout the course.*

| DATES | ACTIVITIES |
|---|---|
| ***Week 1***<br><br>*Review: Syllabus & Course Calendar Aug. 26-28* | **BEGIN HERE:** *COURSE INTRODUCTION & CONNECTING WITH RESOURCES* |
|  | <ul><li>Review: "Meet Your Instructor"</li><li>Post: Introduce Yourself</li><li>View Textbook: "College Success" (Free eBook!)</li><li>View: Ch. 1 *Exploring College*</li><li>Ch 1. Discussion (Choose one)</li><li>Assignment: **Campus Resources Assignment**</li><li>Assignment: **Syllabus Upload**</li></ul> |
| ***Week 2***<br><br>*Labor Day Holiday Aug. 31 – Sept 2 Sept. 4* | **SMARTERMEASURE & ACHIEVEWORKS:** *DISCOVERING YOUR PERSONAL TRAITS & STRENGTHS* |
|  | <ul><li>View: Ch. 2 *The Truth About Learning Styles*</li><li>*View Ch 5.3 Note Taking*</li><li>*View Ch 6.2 & 6.3 Studying and Test Taking*</li><li>*Chapter Discussion/Activity*</li><li>Assignment: **SmarterMeasure Assessment**</li><li>Assignment: **AchieveWORKS Assessment**</li></ul> |
| ***Week 3***<br><br>*\*Access the Advising Corner. There are three (3) Advising Assignments (worth 100 pts total). Completion is ongoing throughout the semester. Sept. 9-11* | **ADVISING CORNER:** *PLANNING ACADEMIC PATHWAYS* |
|  | <ul><li>View: Advising Presentation</li><li>View: Academic Syllabus</li><li>View: Ch. 4 *Planning Your Academic Pathways*</li><li>Assignment: **ADVP**<ul><li>Complete - **Academic Acknowledge Check Quiz**</li><li>Complete - **Advising Handout p.1** (upload to Dropbox)</li></ul></li><li>Utilize: Advising Activities "To Do" List</li><li>**Sept. 11 Meet at the Learning Commons (Library Presentation)**</li></ul> |
|  | **TIME MANAGEMENT:** *SKILLS TO ORGANIZE YOUR TIME* |
|  | <ul><li>View: Ch. 3 *Managing Your Time and Priorities*</li><li>Assignment: **FYE Time Management Tool**</li><li>Chapter Discussion/ Activity</li></ul> |
| ***Week 4*** | **FINANCIAL LITERACY:** *STRATEGIES FOR DEALING WITH MONEY* |

| | |
|---|---|
| Sept. 16-18 | <ul><li>View: Ch. 10 *Understanding Financial Literacy*</li><li>View: Ch. 3.6 *Goal Setting & Motivation (See S.M.A.R.T. Goals p.91)*</li><li>*Chapter Discussion/ Activity*<ul><li>ACTIVITY: MY SUPPORT CALL LIST</li><li>Activity: Setting S.M.A.R.T. Financial Goals</li><li>Assignment: **Financial Literacy Assignment** (choose 1)</li><li>Discussion- Coping with Financial Stress in College</li></ul></li></ul> |
| **Week 5**<br>*Sept. 23-25* | **PATH TO SUCCESS:** *DEVELOPING CRITICAL THINKING SKILLS*<br><ul><li>View: Ch. 7 *Thinking*</li><li>Discussion: Creative, Analytical, and Critical Thinking</li><li>Assignment: **Path to Success Analysis Essay**</li><li>Activity: My Life as a Movie - Metacognition & Problem Solving</li><li>Case Study: Bloom's Taxonomy in Your Profession</li></ul> |
| **Week 6**<br>*\*Access the Advising Corner. There are three (3) Advising Assignments (worth 100 pts total). Completion is ongoing throughout the semester.*<br>*Sept. 30-Oct. 2* | **CAREER EXPLORATION:** *RESOURCES TO IDENTIFY YOUR CAREER CHOICE*<br><ul><li>View: 4.3 Making a Plan</li><li>View: 7.2 Information Literacy</li><li>View: Ch. 12 *Planning for Your Future*</li><li>Library Activity</li><li>Assignment: Career Exploration Project</li><li>Discussion: Social Media, Online Activity, and Professionalism</li><li>Assignment: **ADVM**<ul><li>SCHEDULE ADVISING APPOINTMENT</li><li>**Advising Meeting** – Meet with your Advisor (WebEx or in-person)</li></ul></li></ul> |
| **Week 7**<br>*Oct. 7-9* | **TOPIC: YOUR MAP TO SUCCESS:** *THE HIDDEN CURRICULUM, GROWTH MINDSET & RESUME WRITING*<br><ul><li>View: Ch. 2.2,2.3 &2.7 The Motivated Learner, Mindset, and The Hidden Curriculum</li><li>View: Ch. 12 *Your Map to Success*</li><li>Discussion: Is My Resume Adequate?</li><li>Assignment: **AWPA Resume**</li><li>Activity: Growth Mindset</li><li>Scenario & Discussion: The Hidden Curriculum</li><li>**Wednesday, October 9 Meet at Learning Commons (Career Exploration)**</li></ul> |
| | **TOPIC: UNDERSTANDING CIVILITY & CULTURAL COMPETENCE:** WORKPLACE SKILLS |
| **Week 8**<br>*Oct. 14-16* | <ul><li>View: Ch. 4.4 Planning Your Academic Pathways</li><li>View: Ch. 9 Understanding Civility and Cultural Competence</li><li>Videos: Don't Put People in Boxes,</li><li>Assignment: My Culture & Experiences</li><li>Activity: Inclusivity & Civility in the Workplace</li></ul>**WRAP UP ADVISING**<br><ul><li>**Complete Registration for Next Term (Spring 2025)**</li></ul> |
| | **TOPIC: READING AND TAKING NOTES:** *STRATEGIES FOR ALL SUBJECTS* |

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|---|---|
| ***Week 9***<br>*Oct. 21-23* | <ul><li>View Ch. 5 *Reading and Taking Notes*</li><li>*View: Ch. 12.3 Maslow's Hierarchy of Needs*</li><li>Assignment: Reading Strategy Planning Tool</li><li>Activity: Reading Scavenger Hunt</li><li>Discussion:  Maslow's Hierarchy of Needs</li></ul> |
| | **TOPIC:** |
| ***Week 10***<br>*Oct. 28-30* | **TOPIC:  COMMUNICATING:** *GROUP DYNAMICS, DECISION-MAKING, AND WORK PROGRESS* |
| | <ul><li>View: Ch. 8 Communicating</li><li>Assignment: Class Project – "Planning a College Success Fair"</li><li>Discussion Boards: Choose a Team. Use one or more of the Eight (8) discussion boards in D2L to communicate with your team.</li></ul> |
| ***Week 11***<br>*Nov. 4-6* | **TOPIC: COMMUNICATING:** *GROUP DYNAMICS, DECISION-MAKING, AND WORK PROGRESS* |
| | <ul><li>View: Ch. 8.4, 8.5. & Career Connection - Communicating</li><li>Activity: Conflict Management & Resolution</li><li>Discussion: Impromptu Public Speaking Exercise</li><li>Assignment: Complete & Present Class Project – "Planning a College Success Fair"</li></ul> |
| ***Week 12***<br>*Nov. 11-13* | **TOPIC: STUDYING, MEMORY & TEST -TAKING:** *MEMORY TECHNIQUES* |
| | <ul><li>View: Ch.6.1 Studying, Memory, and Test Taking</li><li>Activity: Memory Palace Vision Board</li><li>Assignment: The Huger of Memory Life Map</li></ul> |
| ***Week 13***<br>*Nov. 18-20* | **TOPIC: THE MOTIVATED LEARNER:** *REMEMBERING WHY YOU STARTED, STRATEGIES TO KEEP GOING* |
| | <ul><li>View: Ch. 2.2 The Motivated Learner</li><li>Assignment: My Name, Family Photo, Sprit Crushers, Iceberg Activity</li><li>Activity: Motivation & Perseverance</li><li>Discussion: Uses and Gratification Theory (UGT)</li></ul> |
| ***Week 14***<br>*Nov. 25* | **TOPIC: ENGAGING IN A HEALTHY LIFESTYLE:** *SELF CARE IN COLLEGE* |
| | <ul><li>View: Ch. 11 Engaging in a Healthy Lifestyle</li><li>Assignment: Stress Management</li><li>Activity: Mental Health Awareness</li><li>Discussions: Mental Health Awareness, Getting adequate Sleep, and Safety in College</li><li>**Nov. 25: LAST DAY TO SUBMIT LATE REQUIRED ASSIGNMENTS**</li><li>**Nov. 27: THANKSGIVING VACATION (NO CLASS)**</li></ul> |
| ***Week 15***<br>*Dec. 2-4* | **TOPIC:  PREPARING FOR FINAL EXAMS:** *END OF SEMESTER AND NEXT SEMESTER PLANNING* |
| | <ul><li>Survey: FYE Survey for EDUC 1300 Students</li><li>Activity: Final Exam Study Plan</li><li>Assignment:  Next Semester Planning Tool</li></ul>**WRAP UP**<ul><li>Complete All Late Assignments.</li></ul> |
| ***Week 16***<br>*Dec. 11* | **FINAL PRESENTATION:** *A VISION OF YOUR FUTURE* |
| | <ul><li>Assignment: "My Future" Final Exam Presentation (11:00 AM-12:50 PM)</li><li>Final Discussion</li></ul> |

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| | **FYE SURVEY & COURSE EVALUATION**<br>• Assignment: Course Evaluation<br>• Discussion: My Career Story<br>**WRAP UP**<br>• Final Presentation<br>• Complete All Late Assignments.<br>• **No Late Assignments Accepted after ___November 25_____**<br>• **Final Grades will be posted __December 13_____** |
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