

## College Success Skills Dori 0200 2D1

### INSTRUCTOR CONTACT INFORMATION

Instructor: **Karol Allen**

Email: **klallen@lit.edu**

Office Phone: **304.933.9098/409.880.8191**

Office Location: **Virtual**

Office Hours: **Virtual**



**LAMAR INSTITUTE  
OF TECHNOLOGY**

### CREDIT

2 Semester Credit Hours (2 hours lecture, 0 hours lab)

### MODE OF INSTRUCTION

**Online**

### PREREQUISITE/CO-REQUISITE:

None

### COURSE DESCRIPTION

Psychology of learning and success; examines factors that underlie learning, success, and personal development in higher education. Topics covered include information processing, memory, strategic learning, self-regulation, goal setting, motivation, educational and career planning, and learning styles. Techniques of study such as time management, listening and note taking, text marking, library and research skills, preparing for examinations, and utilizing learning resources are covered. This includes courses in college orientation and developments of students' academic skills that apply to all disciplines. *This course is time-bound, structured, and completed totally online.*

### COURSE OBJECTIVES

Upon completion of this course, the students will be able to:

1. Navigate the systems of college (including technology, career/major exploration, academic advising, registration, and campus resources).
2. Examine factors that underlie learning, success, and personal development in higher education.
3. Discover techniques of study such as time management, listening and note taking, test taking, library and research skills, reading, and memory.
4. Demonstrate the State of Texas core objectives of critical thinking, communication, teamwork, personal and social responsibility and qualitative reasoning.

Approved: **Initials/date**

5. Understand the concept of financial literacy for students, including the financial aid process.

### **REQUIRED TEXTBOOK AND MATERIALS**

1. *College Success by OpenStax by Amy Baldwin* Free at OpenStax.com  
<https://openstax.org/details/books/college-success?Book%20details>
2. Computer
3. Internet connection (Broadband highly recommended)
4. MS PowerPoint or compatible viewer (students are provided with free Office 365 access)
5. MS Word or compatible word-processor

### **ATTENDANCE POLICY**

Attendance is mandatory of College Success courses. Attendance is a major grade. Your attendance is figured by the percent of work you complete in the course.

### **DROP POLICY**

If you wish to drop a course, you are responsible for initiating and completing the drop process by the specified drop date as listed on the [Academic Calendar](#). If you stop coming to class and fail to drop the course, you will earn an "F" in the course.

### **STUDENT EXPECTED TIME REQUIREMENT**

For every hour in class (or unit of credit), students should expect to spend at least two to three hours per week studying and completing assignments. For a 3-credit-hour class, students should prepare to allocate approximately six to nine hours per week outside of class in a 16-week session OR approximately twelve to eighteen hours in an 8-week session. Online/Hybrid students should expect to spend at least as much time in this course as in the traditional, face-to-face class.

## COURSE CALENDAR

Module	Chapter & Topic	Objective The student will be able to: achieve 70 accuracy	Course Content and Activities <i>*Important: Weekly work is subject to change depending on student activities, etc.</i>	Assignments Due
1 Jan. 17-23 @ 11:59pm.	Chapter 1: Exploring College	<ul style="list-style-type: none"> <li>• Describe the differences between high school/work and college</li> <li>• Discuss how relationships will change when they are in college</li> <li>• Identify campus resources for assisting with their transition</li> <li>• Explain expectations of college courses and faculty</li> <li>• Meet the students in their classes.</li> </ul>	<ul style="list-style-type: none"> <li>• Welcome to Lamar Institute of Technology!</li> <li>• Introduction to your Dori Blackboard</li> <li>• Academic Calendar, Drop Process</li> <li>• Planners</li> <li>• Special Populations and Accommodations</li> <li>• Classroom and online Etiquette</li> <li>• Meet your class and read the syllabus</li> <li>• Read Chapter 1</li> </ul>	<ol style="list-style-type: none"> <li>1. Confirmation of Viewing Bb Ultra Walk-thru</li> <li>2. Ch. 1 Knowledge Check</li> <li>3. Class Introduction (Discussion Board)</li> <li>4. Syllabus Quiz</li> <li>5. Smiling Faces Assignment</li> <li>6. Planner</li> </ol> Due 1/23
2 Jan. 23-29	Chapter 2: Knowing Yourself as a Learner	<ul style="list-style-type: none"> <li>• Define growth and fixed mindset</li> <li>• Use Bloom's Taxonomy to identify the levels of their course work</li> <li>• Discuss how learning preferences and personality traits may influence learning</li> <li>• Apply learning styles to studying.</li> <li>• Decide what aspects of GRIT to develop</li> </ul>	<ul style="list-style-type: none"> <li>• Differences between High School and College</li> <li>• College Lingo</li> <li>• Blackboard Orientation</li> <li>• Starfish: How to Use It</li> <li>• Discover Your Learning Style</li> <li>• GRIT</li> <li>• Office 365 and LIT emails</li> <li>• LIT Website</li> <li>• Read Chapter 2</li> </ul>	<ol style="list-style-type: none"> <li>1. Ch. 2 Knowledge Check</li> <li>2. Module 2 Journal</li> <li>3. Email and LIT Website Quiz</li> <li>4. Planner</li> </ol> Due 1/29

<p>3 Jan. 30- Feb.5</p>	<p>Chapter 5: Notetaking</p>	<ul style="list-style-type: none"> <li>• Discuss the reading expectations in college</li> <li>• Employ active reading and critical reading strategies</li> <li>• Describe different note-taking methods</li> <li>• Discover financial resources</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Student Organizations</li> <li>• Financial Aid</li> <li>• Scholarships</li> <li>• Planner</li> <li>• Read Chapter 5</li> </ul>	<ol style="list-style-type: none"> <li>1. Ch. 5 Knowledge Check</li> <li>2. Complete the Scholarship General Application</li> <li>3. Planner Due Feb. 5</li> </ol>
<p>4 Feb. 6-12</p>	<p>LIT Website <a href="http://www.lit.edu">www.lit.edu</a></p> <p>Chapter 6: Studying, Memory, and Test Taking</p>	<ul style="list-style-type: none"> <li>• Describe how memory works as it related to recall and learning</li> <li>• Demonstrate the effectiveness of select study strategies</li> <li>• Apply prevention skills for test anxiety.</li> <li>• Analyze critical thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>• LIT Student catalog &amp; Handbook</li> <li>• Critical Thinking</li> <li>• Test Anxiety</li> <li>• Study Skills</li> <li>• Read Chapter 6</li> </ul>	<ol style="list-style-type: none"> <li>1. Ch. 6 Knowledge Check</li> <li>2. Planner Due Feb. 12</li> </ol>
<p>5 Feb. 13- 19</p>	<p>Chapter 3: Managing Your Time and Priorities</p>	<ul style="list-style-type: none"> <li>• Identify time management strategies that best suit their needs</li> <li>• Describe the goal-setting process</li> <li>• Determine priorities</li> <li>• Discuss strategies for avoiding or minimizing procrastination</li> </ul>	<ul style="list-style-type: none"> <li>• Time Management Plan and Skills</li> <li>• Procrastination</li> <li>• Read Chapter 3</li> </ul>	<ol style="list-style-type: none"> <li>1. Ch. 3 Knowledge Check</li> <li>2. Time Management Assignment</li> <li>3. Module 5 Journal</li> <li>4. Planner Due Feb. 19</li> </ol>

<p>6 Feb. 20-26</p>	<p>Chapter 10: Understanding Financial Literacy</p>	<ul style="list-style-type: none"> <li>• Define grants, loans, and scholarships</li> <li>• Calculate the costs of attending college</li> <li>• Describe variable costs of attending college</li> <li>• Identify ways to reduce time to a degree</li> </ul>	<ul style="list-style-type: none"> <li>• LIT Financial Aid</li> <li>• Create a Budget</li> <li>• Title IX: Sexual Assault Prevention Training</li> <li>• Check your holds</li> <li>• Check-up: How are you doing?</li> <li>• Read Chapter 10</li> </ul>	<ol style="list-style-type: none"> <li>1. Knowledge Check for Chapter 10</li> <li>2. Module 6 Journal</li> <li>3. Title IX: Sexual Assault Prevention <b>Training Major Grade</b></li> </ol> <p>Due Feb. 26</p>
<p>7 Feb. 27-March 5</p>	<p>Chapter 9: Understanding Civility and Cultural Competence</p>	<ul style="list-style-type: none"> <li>• Define terms related to diversity and inclusion</li> <li>• Discuss the importance of developing cultural competence</li> <li>• Identify ways to explore privilege, bias, and implicit bias</li> <li>• Determine how they can apply strategies for improving civility</li> <li>• Discover more campus resources</li> </ul>	<ul style="list-style-type: none"> <li>• Scavenger Hunt: Group Work</li> <li>• Watch diversity and inclusion videos</li> <li>• Read Chapter 9</li> </ul>	<ol style="list-style-type: none"> <li>1. Ch. 9 Knowledge Check</li> <li>2. Scavenger Hunt</li> <li>3. Module 7 Journal</li> </ol> <p>Due March 5</p>

<p>8 March 6-12</p>	<p>Chapter 7: Thinking</p>	<ul style="list-style-type: none"> <li>• Describe thinking as a process and the reasons it is important.</li> <li>• Discuss the importance of creative thinking and ways of generating original ideas.</li> <li>• Define analytical thinking, its component parts, and outcomes.</li> <li>• Articulate the process and importance of critical thinking.</li> <li>• Describe the best approaches to problem-solving.</li> <li>• Define metacognition and describe ways to become thoughtful in your thinking.</li> <li>• Define information literacy for college students.</li> <li>• Discover library resources</li> </ul>	<ul style="list-style-type: none"> <li>• Library Assignment &amp; Orientation</li> <li>• LEA Account Set-up</li> <li>• Read Chapter 7</li> </ul>	<p>1. Ch. 7 Knowledge Check 2. Library Assignment <b>Major Grade!</b> Due March 12</p>
<p>March 13-17</p>	<p>Spring Break</p>	<p>Spring Break</p>	<p>Spring Break</p>	<p>Spring Break</p>
<p>9 March 20-26</p>	<p>Chapter 11: Engaging in a Healthy Lifestyle</p>	<ul style="list-style-type: none"> <li>• Identify strategies for maintaining physical health</li> <li>• Describe methods for maintaining mental health</li> <li>• Discuss the learning benefits of good health</li> <li>• Discover campus health resources</li> </ul>	<ul style="list-style-type: none"> <li>• Lamar Student Health Center</li> <li>• Emotional Intelligence</li> <li>• Read Chapter 11</li> </ul>	<p>1. Ch. 11 Knowledge Check 2. Module 9 Journal Due March 26</p>

		<ul style="list-style-type: none"> <li>Assess Emotional Intelligence</li> </ul>		
10 March 27-April 2	Chapter 12: Planning for Your Future	<ul style="list-style-type: none"> <li>Students will be able to:</li> <li>Decide on or confirm their career choices.</li> <li>Create a professional resume.</li> <li>Create profile in LIT CareerLink</li> </ul>	<ul style="list-style-type: none"> <li>LIT CareerLink</li> <li>Career Search</li> <li>Resume (in Career Search and Exploration)</li> <li>Read Chapter 12</li> </ul>	<ol style="list-style-type: none"> <li>Ch. 12 Knowledge Check</li> <li>Career Search Exploration and Confirmation With Professional Resume Updated <b>Major Grade!</b></li> </ol> <p>Due April 2</p>
11 April 3-9	Chapter 4: Planning Your Academic Pathways	<ul style="list-style-type: none"> <li>create a specific, measurable, long-term academic goal</li> <li>describe the different types of degrees</li> <li>identify co-curricular options at the institution</li> <li>create a plan to participate in co-curricular activities</li> <li>discuss ways to reroute if faced with a challenge to the academic plan</li> </ul>	<ul style="list-style-type: none"> <li>Preparing for Advising</li> <li>SMART goals</li> <li>LIT Degree Works</li> <li>Advising Video</li> <li>Advising Form</li> <li>Holds</li> <li>Make appointment with advisor</li> <li>Read Chapter 4</li> </ul>	<ol style="list-style-type: none"> <li>Knowledge Check for Chapter 4</li> <li>Preparing for Advising</li> <li>Complete Advising Form by Yourself <b>Major Grade!</b></li> </ol> <p>Due April 9</p>
12 April 10- 16	Complete Advising and Registration	<ul style="list-style-type: none"> <li>Evaluate progress in college</li> <li>Get advised and registered</li> </ul>	<ul style="list-style-type: none"> <li>Proof of Registration</li> <li>Career Interview Project</li> <li>Complete Advising and Registration</li> </ul>	<ol style="list-style-type: none"> <li>Module 12 Journal Check-in due 4/16</li> <li>Proof of Registration</li> </ol> <p>Due April 16</p>

13 April 17-23	Chapter 8: Communication	<ul style="list-style-type: none"> <li>• Discuss various contexts of communication.</li> <li>• Describe barriers to effective communication.</li> <li>• Demonstrate how to communicate effectively with various audiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Public Speaking</li> <li>• Course Review &amp; Summary</li> <li>• Introduce DORI presentation</li> <li>• Read Chapter 8</li> </ul>	<ol style="list-style-type: none"> <li>1. Ch. 8 Knowledge Check</li> <li>2. Dori Presentation</li> </ol> <p><b>Major Grade!</b> Due April 23</p>
14 April 24-30	Organizing for finals	<ul style="list-style-type: none"> <li>• Organize their paperwork and digital documents for this semester.</li> <li>• Create a study schedule for finals.</li> <li>• Create a schedule for the beginning of school using the Academic Calendar.</li> </ul>	<ul style="list-style-type: none"> <li>• Organizing and planning for finals and next semester</li> </ul>	<ol style="list-style-type: none"> <li>1. Get Organized Discussion Board</li> </ol> <p>April 30</p>
15 May 1-5	Course Review Final	<ul style="list-style-type: none"> <li>• Create SMART goals.</li> <li>• Decide what College Success learning will help reach those goals.</li> </ul>	<ul style="list-style-type: none"> <li>• SMART goals</li> <li>• Course Review: Where are you going? What's next?</li> </ul>	<ol style="list-style-type: none"> <li>1. Wk. 15 Journal: Your SMART goals for the future</li> <li>2. Final Exam</li> </ol> <p>Due May 5.</p>

### COURSE EVALUATION

Final grades will be calculated according to the following criteria:

Daily Work 45%

Major Projects & Final 55%

### GRADE SCALE

- 90-100 A
- 80-89 B
- 70-79 C
- 60-69 D
- 59-0 F

LIT does not use +/- grading scales



## **ACADEMIC DISHONESTY**

Students found to be committing academic dishonesty (cheating, plagiarism, or collusion) may receive disciplinary action. Students need to familiarize themselves with the institution's Academic Dishonesty Policy available in the Student Catalog & Handbook at <http://catalog.lit.edu/content.php?catoid=3&navoid=80#academic-dishonesty>.

## **TECHNICAL REQUIREMENTS**

The latest technical requirements, including hardware, compatible browsers, operating systems, etc. can be online at <https://lit.edu/online-learning/online-learning-minimum-computer-requirements>. A functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of online technology and resources.

## **DISABILITIES STATEMENT**

The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. LIT provides reasonable accommodations as defined in the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990, to students with a diagnosed disability. The Special Populations Office is located in the Eagles' Nest Room 129 and helps foster a supportive and inclusive educational environment by maintaining partnerships with faculty and staff, as well as promoting awareness among all members of the Lamar Institute of Technology community. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409)-951-5708 or email [specialpopulations@lit.edu](mailto:specialpopulations@lit.edu). You may also visit the online resource at [Special Populations - Lamar Institute of Technology \(lit.edu\)](#).

## **STUDENT CODE OF CONDUCT STATEMENT**

It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand and abide by all published policies, regulations, and procedures listed in the *LIT Catalog and Student Handbook*. The *LIT Catalog and Student Handbook* may be accessed at [www.lit.edu](http://www.lit.edu). Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

## **STARFISH**

LIT utilizes an early alert system called Starfish. Throughout the semester, you may receive emails from Starfish regarding your course grades, attendance, or academic performance. Faculty members record student attendance, raise flags and kudos to express concern or give praise, and you can make an appointment with faculty and staff all through the Starfish home page. You can also login to Blackboard or MyLIT and click on the Starfish link to view academic alerts and detailed information. It is the responsibility of the student to pay attention to these

emails and information in Starfish and consider taking the recommended actions. Starfish is used to help you be a successful student at LIT.

### **ADDITIONAL COURSE POLICIES/INFORMATION**

Blackboard (Bb) is our online learning platform. You have technical support 24/7 if you call 409-951-5701 or [LIT-BBsupport@lit.edu](mailto:LIT-BBsupport@lit.edu).

1. A passing grade is 70.
2. All assignments are submitted through Blackboard.
3. Log in to Bb the first day of classes and start submitting assignments right away. Getting behind will create problems for you. You are responsible for reading all announcements and emails.
4. Attendance is calculated at the end of the semester. It is a major grade. It is based on the percentage of work you complete.
5. Late assignments will not be accepted. Complete assignments and submit them on or before the due date. You may turn them in early. If you get behind, contact me by email. [TLPartain@lit.edu](mailto:TLPartain@lit.edu).
6. Your 4 lowest daily grades will be dropped and extra credit opportunities are provided. If you get behind, contact me at [TLPartain@lit.edu](mailto:TLPartain@lit.edu) right away.
7. I don't re-open quizzes.
8. Should you have a concern about the work or your grades, see the instructor or call during office hours. Don't air your personal issues to the rest of the class.
9. Students are expected to complete and submit their own work. Copying from the work of another student, or from any source either in print or online, is a serious offense and will result in the student receiving a zero for any plagiarized assignment. The student may also automatically fail the course. Furthermore, the students who try to obtain and use information from other students about a quiz or test may automatically fail the course. Students who willingly allow other students to copy their work or who provide information about quizzes or tests will be subjected to the same penalties as the students who receive the information.
10. Read your LIT emails in Office 365 daily. I communicate often by email.
11. Check Starfish to see your attendance.
12. If at any time you see that I have recorded anything incorrectly, it is your responsibility to call it to my attention. Keep copies of your work. Check your Blackboard grades and Starfish weekly.
13. I hope to grade your papers within a week, but my timeliness depends on the number of emails and interruptions in my day. Read all instructions carefully so you don't have to email me.
14. A grade below 70 is failing.

15. Please look for the answers to your questions before you send an email. Look in the syllabus, this addendum, the schedule, announcements, Start Here, and Course Information. Email or message questions about the assignments. Send personal information through email only.
16. I am available for phone calls and Collaborate questions during office hours. If you need another time, please reach out for an appointment that works with your schedule. I can't promise, but I can try to work with your schedule.

### **Diversity Statement**

Respect for Diversity: It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please come to me individually and let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

### **Expectations for respectful dialogue**

We all come to the table with differing experiences and viewpoints, which means that we have so much to learn from each other! In order to get the most out of this opportunity, it is important that we don't shy away from differences. Rather, we should show respect for differences by seeking to understand, asking questions, clarifying our understanding, and/or respectfully explaining our own perspective. This way, everybody comes away with new perspectives on the issue and respecting others with different values or beliefs.

If someone says something that bothers you for any reason, assume that your peer did not mean to be offensive and ask your peer to clarify what he or she meant. Then explain the impact it had on you. If your classmates tell you that something you said or wrote bothered them, assume that they are not attacking you, but rather that they are sharing something that might be important for you to know.

### **Resources and Information That Address Your Needs**

**Students with disabilities:** If you have been diagnosed with a learning disability, please see Jamarcus Corks in Special Populations in the Eagle's Nest. He will give you documentation to give your instructors so we can make the accommodations you need. We want you to succeed at LIT. We know you have to work harder than someone who does not have your challenges. Let us level the playing field for you.

**Students who have mental health issues:** LIT provides access for you to use the Student Health Center at Lamar, which has excellent mental health and general health providers.

<https://www.lamar.edu/students/student-engagement/student-health-center/index.html>

**Students who celebrate non-Christian holidays:** It's difficult to catch up when you get behind, so, if you must be away from the computer when things are due, work ahead and get things submitted early. If you are unable to do this, please contact me and let me know you are observing a long holiday. Provide

documentation to prove your absence. A one-day holiday should not create a problem for you in an online class.

**Transgender students:** Please let me know in a confidential manner if you prefer another name or gender. I will do my best to honor your wishes.

**All TSI (testing) questions** go to Lori Johnson 409-880-8687 or 839-2027. The testing center is in the Eagle's Nest at the end of the hall. When you get your TSI scores, keep them someplace safe so you can locate them later in the semester for advising.

**Technical problems:** For Blackboard problems, call 409-951-5701 or [LIT-BBsupport@lit.edu](mailto:LIT-BBsupport@lit.edu). For problems in Office 365 (emails), Self-Service Banner, or campus computers, contact the [helpdesk@lit.edu](mailto:helpdesk@lit.edu) or call 409-839-2074. Put these numbers/email addresses in your phone contacts.