**COUN 2970**

Academic Success Skills

**T/R 9:30-10:45**

**Spring 2017**

**Department of Special Education, Rehabilitation, Counseling/School Psychology**

**College of Education**

Instructor Information

**Taylor Langley, M.S.**

**Sarah McCausland, M.Ed.**

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**sam0058@auburn.edu**

Office Hours

**Location: #** 356Student-Athlete Development Center

**Tuesdays 11-12 or by appointment**



**AUBURN UNIVERSITY**

**SYLLABUS**

Course Number: COUN 2970

Course Title: Academic Success Skills

Prerequisites: None

Credit Hours: 3 semester hours credits/Graded

Class Meeting Times: T/R 9:30 – 10:45 am

Class Location: Student-Athlete Development Center 319

Instructor(s): Taylor Langley and Sarah McCausland

Office: Student-Athlete Development Center 356

Office Hours: Tuesdays 11 - 12 or by appointment

E-mail: tzl0042@auburn.edu and sam0058@auburn.edu

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| *The course syllabus is a general plan for the course.**Deviations may be necessary and will be communicated to the class in a timely manner.* |

**COURSE DESCRIPTION**:

This course is designed to facilitate the development of academic success skills as it relates to classes, college expectations, college resources, and study skills. Content in this course will prepare students for success throughout their college career.

## OBJECTIVES:

1. Students will explore interests, values, and personality in relation to choosing a major.
2. Students will develop a personal goals plan of action and work to achieve said goals throughout the semester.
3. Students will learn to communicate effectively, set goals, and focus on motivation.
4. Students will develop test-prep/test-taking and study skills.
5. Students will discuss diverse populations and interacting with those.
6. Students will learn to utilize campus resources such as the career center and assistance in choosing a major.
7. Students will focus on time management skills and learning styles.

**LEARNING OUTCOMES:**

1. Goal-Setting and Motivation
2. Time Management
3. Learning Strategies (test-taking and study skills)
4. Environment & Relationships
5. Communication

**PHILOSOPHY OF ASSIGNMENTS & READINGS:**

In order for this class to be meaningful and useful, it is important that you keep up with the readings and assignments as outlined in this syllabus.

**TEXTBOOKS:**

1. College Success, 2010 10th Edition, by Bruce Beiderwell, Linda Tse, Nicholas B. deKanter, and Thomas J. Lochhaas
2. Your College Experience: Strategies for Success. J. Gardner, A. Jewler, B. Barefoot, Ninth Edition.

The reading assignments and other activities will be communicated throughout the semester. Additional readings will be posted on Canvas.

**COURSE POLICIES:**

1. Attendance is vital to your success in this class; therefore, ***5 points* will be deducted from your participation grade for every *unexcused* absence.** Students are expected to attend all classes and to arrive on time. Tardiness is not permitted. Students arriving to class more than 10 minutes late will be marked as tardy and two tardies will equal an absence**.**
2. Policies regarding excused absences are as follows:
	1. If possible, students must notify instructor prior to absence and make arrangements to get assignments and/or projects due.
	2. Students must provide instructor with a written excused absence ***within two weeks*** after students have returned to class.
3. **ALL** **electronic devices including, but not limited to, cell phones, iPods, mp3 players, iPads, and laptop *are expected to be used only for class purposes.* The use of electronic devices during discussion and participation by other classmates is disrespectful and detracts from the learning process of others. Students will be given one verbal warning regarding the proper use of electronic devices. Upon a second warning the student will not be allowed to have electronic devices out during classroom time and will be expected to turn off electronic devices and put them away during class time.**
4. Incomplete grades will be considered only for excused (Doctor’s excuse) medical reasons.
5. Late assignments will result in a **one-point reduction** each day for that assignment. Late assignments will be accepted **up to two weeks** past the due date for partial credit. After two weeks, students who do not submit assignments will receive no credit (grade of 0).
6. Students are responsible for initiating arrangements for missed work.
7. **Accommodations:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
8. **Honesty Code:** Auburn University expects students to pursue their academic work with honesty and integrity. Students are bound by the policies outlined in the Student Policy e-Handbook. You should become familiar with them if you are not already. They may be found here: [www.auburn.edu/studentpolicies](https://sn2prd0202.outlook.com/owa/redir.aspx?C=V5-5lfN_aUGOpxaYu9zxApfCOnZpCs8IwxHZ5CXw6SmVmISsC4PxOSZAIh7nY6_nrKbaVscmGow.&URL=http%3a%2f%2fwww.auburn.edu%2fstudentpolicies)
9. **Professionalism:** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behavior as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:
	1. Engage in responsible and ethical professional practices.
	2. Contribute to collaborative learning communities.
	3. Demonstrate a commitment to diversity.
	4. Model and nurture intellectual vitality.
10. At any time throughout this class, if you would like to meet with me about any questions or concerns regarding the class, please feel free to set up an individual appointment with me for this purpose. Appointments to see the instructor may be made by e-mail.
11. **Participation:** You are expected to participate in class and to not fall asleep. Falling asleep may result in you being considered absent and marked unexcused therefore, ***1 point* will be deducted from your final grade** (refer to Course Policy # 1).

**Class Calendar and Topics**

*Because guest speakers will be invited into class periodically, the schedule below may necessarily change in accordance with the respective speaker’s availability. You will be given an updated calendar as necessary.*

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| **Date** | **Topic** | **Activities/Assignments** | **Assignment Due** |
| **Class #1 1/12** | **Class Introduction**  | Review Syllabus and course overviewDiscussion of Resource packet  |  |
| **Class #2****1/17** | **Utilizing Campus Resources** | Guest speaker – Tiger Career Center |  |
| **Class #3****1/19** | **Communication Skills**  | How to communicate with professors and the purpose of office hours  | **Journal 1 Due** |
| **Class #4****1/24** | **Goal Setting and Expectations** |  |  |
| **Class #5****1/26** | **Writing Skills and Plagiarism**  | Guest Speaker | **Personal Goals Paper Due** |
| **Class** **#6****1/31** | **Note Taking Skills** |  |  |
| **Class #7****2/2** | **Introduction to Study Skills** |  | **Journal 2 Due** |
| **Class #8****2/7** | **Textbook Tips** | Helpful hints on reading for understanding  |  |
| **Class #9****2/9** | **Introduction to Time Management** |  | Bring a Class Syllabus |
| **Class #10****2/14** | **Time Management** | Class activity – ***BRING A CLASS SYLLABUS!*** | **Journal 3 Due** |
| **Class #11****2/16** | **Introduction to Test-Prep Skills** |  | **Time Management Exercise Due** |
| **Class #12****2/21** | **Academic Honesty and Academic Fraud** |  |  |
| **Class #13****2/23** | **Expectations of NCAA Student Athletes** | Guest Speaker | **Journal 4 Due** |
| **Class #14****2/28** | **Learning Styles** |  |  |
| **Class #15****3/2** | **Assessments** | Guest Speaker from Career Center | **Journal 5 Due** |
| **Class #16****3/7** | **Study Skills** |  |  |
| **Class #18****3/9** | **Test Taking Skills**  |  | **Journal 6 Due** |
| **3/14 and 3/16** | **SPRING BREAK**  | NO CLASS |  |
| **Class #19** **3/21** | **Communication Skills** | Peer Collaboration |  |
| **Class #20****3/23** | **Critical Thinking** |  | **Journal 7 Due** |
| **Class #21** **3/28** | **Personal Success**  |  |  |
| **Class #22** **3/30** | **Personal Success**  | Guest Speaker (Successful Student Athletes) | **Journal 8 Due** |
| **Class #23** **4/4** | **Stress Management** |  |  |
| **Class #24** **4/6** | **Diversity** |  | **Journal 9 Due** |
| **Class #25** **4/11** | **College Majors and Careers** | Introduction to college majors  |  |
| **Class #26** **4/13** | **College Majors and Careers** | Guest Speaker  | **Journal 10 Due** |
| **Class #27****4/18** | **Presentation Preparation** | In-class work day on presentations | **Learning Outcomes and Goal Attainment Paper Due** |
| **Class #28****4/20** | **Presentation Preparation** | In-class work day on presentations |  |
| **Class #29****4/25** | **Class Presentations** |  |  |
| **Class #30****4/27** | **Class Presentations** | **Last day of class****(Course wrap-up and textbook return)** |  |

**CLASS ASSIGNMENTS:**

* **Journal Entries (10 journals, 5 points each)**
	1. Students will be required to submit journal entries in Canvas.
	2. Each entry should be at least **one page**, typed, double-spaced, Times New Romans, and 12-point font.

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| **Journal:** | **Due Date:** | **Topic:** | **Prompt:** |
| **Journal 1** | Thurs. 1/19 by 11:59 pm | Yourself | What are your hobbies/talents, aspirations? Where are you from? What is your family like? Why did you choose Auburn? What is your classification and major? What sport do you play? Why are you taking this course and what do you hope to gain from it? |
| **Journal 2** | Thurs. 2/2 by 11:59 pm | Study Skills | What were your study skills in high school? What worked well for you and what didn’t? What do you think will be most academically challenging in college? What is a skill you want to improve on? |
| **Journal 3** | Tues. 2/14 by 11:59 pm | Time Management | How well do you manage your time? What is most challenging to you about time management? What resources are available to you to help manage your time and how do you plan to use them? How will you know you aren’t managing your time effectively?  |
| **Journal 4** | Thurs. 2/23 by 11:59 pm | Being a Student Athlete | What does being a “student athlete” mean to you? What excites you about being a student athlete? What might challenges might you face being a student athlete?  |
| **Journal 5** | Thurs. 3/2 by 11:59 pm | Assessments & Learning Styles | What is your top learning style? What have you learned about your personality type? How can you incorporate your learning style and personality style into being a successful student and choosing a major? |
| **Journal 6** | Thurs. 3/9 by 11:59 pm | Test-taking Skills | What test-taking skills do you think will be most beneficial to you, or which ones do you currently use and why? |
| **Journal 7** | Thurs. 3/23 by 11:59 pm | Communication | What have you learned about communicating in a professional manner with peers and faculty members? What are some examples of effective communication that you use? |
| **Journal 8** | Thurs. 3/30 by 11:59 pm | Personal Success | What does success mean to you? How do you plan to be successful as a student-athlete in and outside of the classroom? |
| **Journal 9** | Thurs. 4/6 by 11:59 pm | Stress Management | What causes you stress? How do you manage your stress? What challenges you when managing your stress? How do you know you are successfully managing stress? What have you learned about the importance of self-care and what are your ways of practicing it? |
| **Journal 10** | Thurs. 4/13 by 11:59 pm | Diversity | What are some diversity issues that are important to you? Why? What can you do to promote inclusion? |

* **Personal Goals Papers (100 pts)**

Write a minimum 3-page paper describing five goals you want to accomplish by the end of this semester. Along with each goal, you should address 1) why the goal is important, 2) how you plan to achieve the goal, 3) potential obstacles to reaching the goal, and 4) ways you might work to overcome those obstacles.

* **Time Management Exercise (100 pts)**

On the class period listed on the course schedule, you will need to bring your syllabus for each class you are taking. You will also need to bring any schedules you have for other planned activities, such as work, sports, or clubs. In addition, you will need to bring a planner, calendar, or some other scheduling device. During the designated class period, you will indicate the amount of time you expect to spend in the next week on various activities including sleeping, eating meals, studying, etc. You will then track how your time is spent for seven consecutive days and report the differences between your expected time allocations and your actual time allocations. This report will take the form of a thorough time management worksheet and a reflection paper. Utilize the following questions when writing your reflection paper:

* How did your time estimates compare with your actual time spent in various activities?
* Was this a typical or atypical week for you? How and why?
* What gets less time than it should? What gets more time than it should?
* What are your main distractions?
* What was the biggest shock after looking at your time schedule?
* If you multitask, which task suffers?
* What (if any) changes do you plan to make as a result of this exercise?
* **Presentation (100 pts)**

This project will provide you with the opportunity to learn specific details about one of the many topics covered in this course. Students will use resources available to them and present on a topic and prepare a visual/oral presentation for the class explaining what they learned.

* **Learning Outcomes and Goal Attainment Paper (100 pts)**

Write a reflection paper that includes the following components:

1. Reflection on Personal Goals (minimum 1 page) –First, select the one goal (from your Personal Goals Paper) that you believe you made the most progress toward. What helped you achieve this goal? What would you like to do to ensure that you will continue to make progress in this area? Second, select the one goal that you believe you made the least progress toward. What held you back from achieving this goal? Was it a realistic goal to begin with? What can you modify in order to make more progress toward this goal (if it is indeed still a goal for you)?
2. Reflection on Course Topics (minimum 2 pages) - Provide a narrative that reflects on the progress you have made this semester on each of the five learning outcome categories or objectives (page 1 of this syllabus) and how you expect to apply the knowledge or skills gained during your academic career. Provide specific examples of how your time in this course facilitated your achievement of the learning outcomes.
* **Participation (50 pts)**

It is expected that everyone participates in class discussions and activities.

* **Extra Credit**

Students may receive extra credit by attending Life Skills or Career Center seminars throughout the semester. In order to receive credit, you must sign-in when arriving at the seminar and stay for the entire time, participate and be respectful to the presenter.

**GRADING**

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| **Assignments** | **Maximum Points** | **Earned Points** |
| Journals (10 @ 5 points each)  | 50 |  |
| Personal Goals Paper | 100 |  |
| Time Management Exercise  | 100 |  |
| Learning Outcomes and Goal Attainment Paper  | 100 |  |
| In-Class Participation/Assignments | 100 |  |
| Group Presentation  | 100 |  |

**Total: 550 Sub-total: \_\_\_\_\_\_\_**

**Bonus Points Earn + \_\_\_\_\_\_\_**

**Unexcused Absences: ­­\_\_\_\_\_\_ x 2 points = -­­­\_\_\_\_\_\_\_**

**Final Points: \_\_\_\_\_\_\_**

**Final Grade:­­­ \_\_\_\_\_\_\_**

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|  | **Grading Scale:**A: 495-550B: 440-494C: 385-439D: 330-384F: 329 and below |