COURSE DESCRIPTION: HDEV 0092  Student Success (3)
Prerequisite: None.
In this orientation course, students are introduced to academic and personal goal-setting and learning skills that enhance their chances for educational success. Students will learn how to develop positive attitudes towards themselves, improve communication and decisions-making skills, and make effective use of campus resources. This course is designed for students whose reading and writing skills are not yet college-level.

Course Purpose: This course is designed to help you create greater success in college and in life. In the coming weeks, you will learn many proven strategies for creating greater academic, professional, and personal success. We will use guided journal writings to explore these strategies, and as a bonus, you will learn to express yourself more effectively in writing.

Course Objectives: In this course, you will learn how to . . .
1. Take charge of your life. You will learn how to take greater personal responsibility, gaining more control over the outcomes and experiences that you create both in college and in life.
2. Increase self-motivation. You will learn to create greater inner motivation by, among other things, discovering your own personally meaningful goals and dreams.
3. Improve personal self-management. You will learn numerous strategies for taking control of your time and energy, allowing you to move more effectively and efficiently toward the accomplishment of your goals and dreams.
4. Develop interdependence. You will learn how to develop mutually supportive relationships with people who will help you achieve your goals and dreams as you assist them to achieve theirs.
5. Increase self-awareness. You will learn how to understand and revise your self-defeating patterns of behavior, thought, and emotion as well as your unconscious limiting beliefs.

6. Maximize your learning. You will learn key research on how the human brain
learns as well as discover your own personal learning style, giving you the keys to learning important course content in college as well as becoming a more effective lifelong learner.

7. **Develop emotional intelligence.** You will learn effective strategies for managing your emotional life, decreasing stress while increasing your inner sense of wellbeing.


9. **Write more effectively.** You will learn how to improve your writing skills through the extensive writing practice offered by your guided journal entries.

10. **Improve creative and critical thinking skills.** You will learn how to enhance the thinking skills essential for analyzing and solving problems in your academic, professional, and personal lives.

11. **Master effective study skills.** You will learn how to raise your grades in college by improving essential skills like reading, note taking, memorizing, studying, and test taking.

12. **Manage your money.** You will learn helpful techniques for increasing your income (including gaining more financial aid for college) and decreasing your expenses.

**Course Supplies:**

2. 3-ring binder with 12 dividers
3. Loose sheet-lined paper 3 hole-punched

**Teaching Method:**

By reading our textbook, you’ll learn empowering strategies that have helped others create great success.

By doing your Journal entries, you’ll discover how to apply these success strategies to achieve your own goals and dreams.

By participating in class activities and focused conversations, and by completing a course tool kit, you will further improve your ability to stay on course to your success.

Once you make these new strategies your own through application, you’ll have the ability to dramatically improve the outcome of your life—academically, professionally, and personally.

**Course Grades:**

<table>
<thead>
<tr>
<th>TOTAL POINTS</th>
<th>FINAL GRADE</th>
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<tbody>
<tr>
<td>1000 – 900</td>
<td>A</td>
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<tr>
<td>899 – 800</td>
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<td>699 – 600</td>
<td>D</td>
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<td>599 &amp; below</td>
<td>F</td>
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(3)
Evaluation of Students Performance

1. Attendance/On Time (10 pts. x 24 classes) 240 pts. TR CLASS
   Attendance/On Time ()
2. Ten (10) pop Quizzes (20 points each) 200
3. Two (2) Papers (My Story and Final Paper) 150
4. 26 Journal Entries 260
5. In-Class Contributions 100
6. Question for the day 50
Total Possible Points 1000 pts.

Each of these five components of your grade is explained below.

1. Attendance and In-Class Contributions (390 Possible Points)

   Class participation is extremely important in this class. You will not be able to successfully pass this course without some degree of class participation. In-Class Contributions include active involvement in all class activities, making relevant comments, asking questions, sharing experiences, expressing feelings, and demonstrating that you have read assigned materials through class discussions. It does not include causing disturbances (talking out of turn, cell phones, texting) in the class.

   Regular class attendance is necessary to successfully pass this course. Many activities will take place in class and cannot be made up. Please make every effort to attend class and be on time. Tardiness is often disruptive for the entire class. Each absence counts as: 10 points off (TR Classes) OR 7 points (MWF Classes). Being late twice equals one absence. If you are late to class and the roll has been taken, you must notify me at the end of class period that you are present but late. If you miss THREE OR MORE CLASS your course grade will be lowered by one letter grade.

2. Chapter Quizzes (200 Possible Points)

   This is a course for students who wish to be successful in college and in life. One of the most important factors of success in any endeavor is consistent and active participation. To encourage and reward your preparation for active participation at every class, you will have eight tests. If you have read the assignment, attended class and done the writing, you should have no trouble earning the maximum points each test. Great success is created one step at a time; One test at a time.

3. Two Papers (“My Story” and the Story Update Paper) (150 Possible Points)

   Telling “your story” starts this class. The Final Paper ends it. The Final Paper is to be an “update” as to 1) where you are, 2) what you’ve learned and 3) what you plan to do as you continue on your successful “path.”

PLEASE BRING YOUR TEXTBOOK AND NOTEBOOK TO EVERY CLASS.

4. In-Class Notes and Journal Entries
IN-CLASS NOTES – write on loose-leaf paper. JOURNAL ENTRIES can be written in your text. ALL SHOULD GO INTO YOUR NOTEBOOK. I read entries to get a sense of the issues on which you are working. With this knowledge I can be of greater assistance to you this semester. If you want my comment on a specific entry, please let me know. Grammar, spelling, and punctuation will NOT be factors in awarding points.

5. In-Class Contributions
This is a participation class. We will do both individual and group work. Your participation is important for this is how you gain meaningful, hands-on experience. This also means that you help make our classroom a place where learning can take place. Completing the Myers-Briggs Type Indicator, your “Tool Kit,” the Discovery Wheel, The Learning Style Inventory and the Career Visit is required to receive the full 100 points.

6. Extra Credit is Available in Monthly “Connections” Workshops (three for a maximum of 45 pts.)

**********

ADA (American Disabilities Act)
If you are a student with a disability and/or special needs who requires ADA accommodations, please contact Richland College Disability Services Office, T-120 at (972) 238-6180.

Religious Holidays
Absences for observance of a religious holy day are excused. A student whose absence is excused to observe a religious holy day is allowed to take a make-up examination or complete an assignment within a reasonable time after the absence. Students who will be absent from class for the observance of a religious holy day must notify the instructor in advance.

Institutional Policy on Withdrawal and Withdrawal Date
If you are unable to complete this course, it is your responsibility to withdraw formally. The withdrawal request must be received in the Registrar's Office by Thursday, April 12th, 2018 with a W. To drop without a W you must drop by January 29th. Failure to do so will result in a performance grade, usually an “F.” If you drop a class or withdraw from the college before the official drop/withdrawal deadline, you will receive a “W” (Withdraw) in each class dropped.

Third Attempt to Enroll in a Course
Effective for fall semester 2005, The Dallas County Community Colleges will charge additional tuition to students registering the third or subsequent time for a course. All third and subsequent attempts of the majority of credit and Continuing Education/Workforce Training courses will result in additional tuition to be charged. Developmental Education and some other courses will not be charged additional tuition. Third attempts include courses taken at any of the Dallas County Community Colleges since the Fall 2002, semester. Visit www.dcccd.edu/ThirdCourseAttempt for a list of courses and additional information.

STOP BEFORE YOU DROP
For students who are enrolled in college level courses for the first time in the Fall of 2008, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop no more than 6 courses during your entire undergraduate career – unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions. Remember, once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a “W.” Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning – including all seven campuses of the Dallas County Community Colleges. For more information, you may access: https://www1.dcccd.edu/coursedrops

Obtaining Final Course Grades Using eConnect
Final Grade Reports are no longer mailed. Convenient access is available online at [www.econnect.dcccd.edu](http://www.econnect.dcccd.edu) or by telephone at 972-613-1818. Use your identification number when you log onto eConnect, an online system developed by the DCCCD to provide you with timely information regarding your college record. Your grades will also be printed on your Student Advising Report, which is available in the Admissions and Student Records Office, T170.

**Financial Aid**

If you are receiving financial aid grants or loans, you must begin attendance in all classes. Do not drop or stop attending any class without consulting the Financial Aid Office. Changes in your enrollment level and failing grades may require that you repay financial aid funds. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. Students who fail to attend or participate after the drop date are also subject to this policy.

**Financial Aid for Distance Learning Classes**

If you are receiving Financial Aid grants or loans and are enrolled in a Distance Learning class, you must show participation in this class prior to the certification date by either e-mailing or contacting the instructor or logging on to eCampus. Do not drop or stop attending any class without consulting the Financial Aid Office. Changes in your enrollment level and failing grades may require that you repay financial aid funds. Students who fail to attend or participate after the drop date are also subject to this policy.

**Academic Honesty**

Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct published in the DCCCD Catalog at [http://www1.dcccd.edu/cat0506/ss/code.cfm](http://www1.dcccd.edu/cat0506/ss/code.cfm).

**The Texas Success Initiative (TSI)**

The Texas Success Initiative (TSI) is a statewide program designed to ensure that students enrolled in Texas public colleges and universities have the basic academic skills needed to be successful in college-level course work. The TSI requires assessment, remediation (if necessary), and advising of students who attend a public college or university in the state of Texas. The program assesses a student’s basic academic skills in reading, writing, and math. Passing the assessment is a prerequisite for enrollment in many college level classes such as English 1301/1302, History 1301/1302, Math 1414, etc. Students who do not meet assessment standards may complete prerequisite requirements by taking developmental courses in the deficient area and passing them with a grade of C or higher. In some cases retesting will also be required. It is up to each student to be aware and informed about requirements that are subject to change. Additional information is available at [www.rlc.dcccd.edu/regi/resource/tsi.htm](http://www.rlc.dcccd.edu/regi/resource/tsi.htm) and from the TSI Office in T170T or T170S (phone number 972-238-6115 or 972-238-3787).

**Inclement Weather**

In case of inclement weather, you may call 972-238-6196 or visit the Richland College website to learn if the campus is closed.

**Children on Campus**

Minors should not be brought to campus in lieu of appropriate childcare. A student will not be allowed to attend class when minors are accompanying the student. Minors should not be brought into classrooms, laboratories, the Test Center, Center for Tutoring and Learning Connections, Library, or Academic Computing areas because of disruption of instruction or study, exposure to material unsuitable for minors, and possible danger to minors.

**Food and Drink in Classrooms Statement of Responsibility**

Students who intend to bring drinks or food into the classroom must sign a “Statement of Responsibility” provided by the instructor agreeing to take full responsibility to remove cans, bottles, trash, etc. from the learning environment and to deposit trash in appropriate receptacles outside the classroom.
Food and Drink in Classrooms

Statement of Responsibility

“I ____________________________, the undersigned, understand that bringing drinks and food into the college classroom is a privilege and a responsibility. Out of respect for other members of the Richland College community, I agree to take full responsibility for my actions. This includes but is not limited to removing cans, bottles, trash, etc. from the classroom when I leave and depositing my trash in appropriate receptacles outside the classroom. Also, I agree to clean up spills and, if special cleaning is needed, to contact appropriate college personnel immediately. I also agree that it will be at the discretion of the course’s instructor to limit the kinds of foods/drinks I may bring into the classroom.”

___________________________________________________
Student’s signature

Course Rules for Success

To create the very best environment for supporting your success and the success of your classmates, this course has three important rules. The more challenging these rules are for you, the more value you will experience by adopting them. By choosing to follow these three rules, you are choosing to be successful not only in this course but in your life. These rules will support your success in every goal you pursue!

1. Show up! To support my success, I choose to attend every scheduled class period in its entirety.

2. Do the work! To support my success, I choose to do my very best work in preparing all of my assignments and hand them in on time.

3. Participate actively! To support my success, I choose to stay focused and involved in every class, offering my best comments, questions, and answers when appropriate.

4. Cell Phones, Laptops and other Technologies will be OFF during class. IF I have an emergency and need to be available to loved ones, I will have my phone or pager on VIBRATE – and – will let my instructor know of my situation.

I, ______________________________, agree to follow this course rules for success in order to remain in good standing in my human development course. I also agree that it will be at the discretion of the course’s instructor to enforce the Richland code of conduct.

___________________________________________________
Student’s signature
TENTATIVE • Spring CALENDAR OF ASSIGNMENTS & ACTIVITIES HDEV 0092 • 2018

**Tuesday and Thursday**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>January 17TH: MAKING TRANSITIONS</th>
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<tbody>
<tr>
<td></td>
<td>Introduction to Syllabus</td>
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<td></td>
<td>Video: What Do U want?</td>
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<td></td>
<td>Exercise: Attention: Constructive Living (CL) Introduced</td>
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<td></td>
<td>3 step process CL</td>
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<td></td>
<td>Textbook reconnaissance p. 2</td>
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<td></td>
<td>Take pictures of class members</td>
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<td></td>
<td>Discovery and Intention Statements Guidelines p. 7</td>
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<td>How to change a habit p. 18</td>
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<td></td>
<td>Personal Dev. Project Examples</td>
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<td></td>
<td>Video: Power Process #1: Ideas are tools</td>
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<tr>
<td></td>
<td>• Read p. 36 power process(ideas are tools), read p. 37-39</td>
</tr>
</tbody>
</table>

**Assignments:**
- Purchase textbook
- Purchase 3 ring binder
- Pick out a tentative area for your Personal Development Project

<table>
<thead>
<tr>
<th>Week 2</th>
<th>January 22ND: LEARNING STYLES</th>
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<tbody>
<tr>
<td></td>
<td>Notebook/Index and Textbook check (5 bonus pts possible...first of class!)</td>
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<tr>
<td></td>
<td>Discussion of: <strong>Hw #3: LSI</strong>: Learning Styles Inventory</td>
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<tr>
<td></td>
<td>• How to watch videos in college</td>
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<td></td>
<td>• Video: Be Here Now (Power Process #2)</td>
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**Assignments:**
- **The seven habit of highly effective people**
- Read p. 56-57

<table>
<thead>
<tr>
<th>Week 1</th>
<th>J 19:FIRST STEPS</th>
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<tbody>
<tr>
<td></td>
<td>Review and complete discovery wheel</td>
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<tr>
<td></td>
<td><strong>Hw #1:Discovery Wheel in class (Part I)</strong> pp. 25-29 –do in class</td>
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<td></td>
<td>8 Multiple Intelligences</td>
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<td>VAK do in class</td>
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<td></td>
<td>Magic of meta-cognition</td>
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<td></td>
<td>4 steps in learning</td>
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<td></td>
<td><strong>HW #2: CS</strong> Cognitive Style in class</td>
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</tbody>
</table>

**Assignments:**
- Answer and score LSI (pp. 35-37)
- Complete journal entry p.58, due January 22nd

**NOTE:** 5 pt. bonus if you have TEXTBOOK, 3 RING NOTEBOOK and 10 INDEX DIVIDERS for notebook so you can begin to organize your notebook by January 22nd first of class!!

<table>
<thead>
<tr>
<th>Week 2</th>
<th>January 24th: TIME</th>
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<tbody>
<tr>
<td></td>
<td>Pop Quiz #1 (based on p.56-57)</td>
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<td></td>
<td>Video: Time Management</td>
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<td></td>
<td>Lecture: Value of study buddy(s) and working on projects as a team</td>
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<td></td>
<td>Presentation of Covey’s Ideas/Findings on Time Management</td>
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**Assignments:**
- Time management continues
- Read p. 87-89
- Continue to work on **PROJECT #1**: identifying Personal Development Project for this semester
- Continue to work on **Hw #4**: Time Monitor p. 92-93 due January 29th
- Review p. 97-102 before class January 29th
- Complete p. 104-108 due January 31st
- Complete journal p. 122 due before class January 2nd
<table>
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<tr>
<th>Week</th>
<th>January 29TH READING</th>
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<td></td>
<td>• Complete journal entry 2 before class</td>
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<td></td>
<td>• Video: Dr. Joe Cortina on College Reading</td>
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<td></td>
<td>• Go over Time Monitor for insights</td>
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<td><strong>Assignments:</strong></td>
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<tr>
<td></td>
<td>• Read p. 85-105</td>
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<td></td>
<td>• Les Brown video</td>
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<td><strong>January 31st Self Management is Time Management</strong></td>
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<tr>
<td></td>
<td>• HW#5: LIFE SPACE Process: do in class</td>
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<td></td>
<td>• Share “Ah Has”—insights are metacognition</td>
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<td></td>
<td><strong>Assignments:</strong></td>
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<tr>
<td></td>
<td>• Paper #1: LIFE SPACE reaction paper due Feb. 2nd first of class</td>
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<td></td>
<td><strong>February 1st SELF</strong></td>
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<tr>
<td></td>
<td>• HW#5: LIFE SPACE process (persist), p. 60</td>
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<td></td>
<td>• Review p. 61-69 before class</td>
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<td></td>
<td>• Study groups</td>
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<td></td>
<td>• Lecture on Note-taking techniques: - General Techniques - Mind Mapping - Cornell Method</td>
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<td>• Practice note-taking and attention focusing techniques on the following:</td>
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<td>• Video: I create it all (Cornell method)</td>
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<td><strong>Assignments:</strong></td>
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<tr>
<td></td>
<td>• TEST #1 Chapters (1-4) due first of class FEB. 12th</td>
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<td><strong>February 5th CHARACTER</strong></td>
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<td>• Read power process (persist) p. 60</td>
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<td></td>
<td>• Review p. 61-69 before class</td>
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<td><strong>Assignments:</strong></td>
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<td></td>
<td>• TEST #1 Chapters (1-4) due first of class FEB. 12th</td>
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<td><strong>February 12TH VIDEO</strong></td>
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<td>• Turn in Personal Development Approval form to Mr. Ayozie at first of class.</td>
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<td>• Test Anxiety discussion &amp; Relaxation Demo</td>
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<td>• Les Brown video: “You Deserve”—you will take notes by mind mapping this video</td>
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<td><strong>Assignments:</strong></td>
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<td></td>
<td>• HW#7: 1 page reaction paper to Les Brown video due March 7th first of class</td>
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<td><strong>February 19th THINKING</strong></td>
</tr>
<tr>
<td></td>
<td>• Discussion of article on Mastery</td>
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<td>• THINKING exercises and activities</td>
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<td>• Remote Word Associate exercise/synergy</td>
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<td>• Choose teams and teams choose topic and plan when to meet to develop presentation</td>
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<td><strong>Assignments:</strong></td>
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<tr>
<td></td>
<td>• present in teams on March 28th</td>
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<td>• Read p. 123-131</td>
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<td><strong>February 26th MEMORY</strong></td>
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<td></td>
<td>• Memory jungle</td>
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<td></td>
<td>• Memory technique</td>
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<td></td>
<td>• Apply critical thinking skills</td>
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<td><strong>March 5th COMMUNICATION (The 5 Cs)</strong></td>
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<td>• Presentations of paper topic to class in 3 minute speech—class will rate each speech with 10 pts possible</td>
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<td><strong>Assignments:</strong></td>
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<tr>
<td></td>
<td>• Group project #2</td>
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</tbody>
</table>
| Week 8 | March 5th TEST TAKING STRATEGY  
- Identify test anxiety  
- Types of tests  
- Types of review  
- Preparing for exams  
Assignments:  
- Remember to keep working on your Personal Development project and organizing your notebook | March 7th YOUR INTERESTS  
- We will go to Career Center E090 to take the career placement test  
Assignments:  
- Print out your results and bring to class March 12th—or let me know if you can’t print out results by March 19th  
- Go to computer center if you can not do HW #9 assignment below on your home computer  
- HW #9: Go to: humanmetrics.com and take the Jungle Typology Inventory and print out or write down your results and bring to class March 19th |  
| Week 9 | March 12th YOUR PERSONALITY (SPRING BREAK)  
- Watch video on MBTI and get handouts for your type  
Assignments:  
- HW #10: research in career center on career of your choice after going over Strong Interest and MBTI, Due March 14th first of class: 1 page summary paper | March 14th YOUR INTERESTS (SPRING BREAK)  
- Interpretation of Strong Interest Inventory and MBTI  
Assignments:  
- Go over your Strong Interest Inventory and decide which career(s) you want to research in the Career center  
- Go to career center and do research on career of your choice and collect materials for your notebook  
- Prepare career presentation |  
| Week 10 | March 19th Library Research  
- Visit Library as a class and begin work with reference librarian on research techniques for Personal Development Project  
Assignments:  
- Read p. 176 Power Process(Create)  
- Read p. 166-183  
- Pop Quiz #4 p. 181 due first of class March 21st | March 21st DIVERSITY  
- Quiz #8 p. 181 due first of class  
- Video: Diversity and discussion  
- Conflict Management  
- Discussion of what “Choosing your conversations and your community means”  
Assignments:  
- Begin to read p. 184-203 |  
| Week 11 | March 26th READING TECHNIQUE  
- Muscle Reading  
- Phases of muscle reading  
- Respond to Question: “How does each person’s research reflect their diversity?”  
Assignments:  
- HW #10: Complete Critical Thinking on Money Monitor Exercise 14 on p. 186-190 by Mar. 26th | March 28th MID-TERM EXAMS  
- Quiz #8 p. 181 due first of class  
- Video: Diversity and discussion  
- Conflict Management  
- Discussion of what “Choosing your conversations and your community means”  
Assignments:  
- Continue work on Per. Dev. Project  
- Continue work on Money Monitor Exercise Due April 2nd |  
| Week 12 | April 2nd CAMPUS RESOURCES  
- Campus Resources: visit and report to class  
- Academic Adv. Ctr. – Academic Enrichment Center  
- Computer Ctr. – Disability Services  
- Health Ctr. – Honors Program  
- Student programs – Global Studies Ctr.  
- Multicultural Ctr. – Telecourse Ctr.  
Assignments:  
- Prepare brief report with handouts on one area above of your choice | April 4th MONEY  
- Discussion of Money  
- Go over HW #10: and share insights of Money Monitor exercise  
Assignments:  
- Schedule individual appointment with professor in his office April 4th  
- *NOTE: You will lose 45 points if you miss your appt. Please call or email and reschedule if you have to miss appointment |  
| Week 13 | April 9th COMMUNICATION AND COLLABORATION  
- Critical thinking skills exercise |  
- 1. Notebook: Pre-Check. Due April 11th  
- Compeletely Organized  
- 2. Individual Interpretation of MBTI, CSM, LSI, Assertiveness Checklist, CS, etc. as desired  
- 3. Personal time with Professor to debrief class experience  
- 4. Discuss progress of Personal Development Project |
### Week 14
April 16th ACADEMIC PLANNING
- Individual Appointment with Professor in his office continued
- Leadership and diversity
- Career and money management
- Review the power process

**Assignments:**
- Complete research for advanced data base search exercise due April 23rd

April 18th ACADEMIC PLANNING
- Hand in PROJECT #2: Advanced Data Base Search Exercise first of class
- "Check in’…how are you doing this semester in all your classes where are you still “slipping?”

**Assignments:**
- Final Pop Quiz : p. 223 due first of class April 18th
- Go to Thunder duck Hall this week, or next and see an academic advisor to plan classes for next semester
- STUDY FOR TEST #3 Chapter 8-10 (No Books or Notes) April 26th

### Week 15
April 23th ACADEMIC PLANNING
- Student exploration of 5 Cs
- Academic Planning
- Career planning
- Prepare for final exams

### Week 16
April 30th
**Final Exam Week**

May 7th
**12:20-2:10 WED Final Exam**
- Notebooks due for final Check for Organization while you are taking final

This course is an overview of the process of learning. Topics include, self-monitoring, goal setting, problem solving, critical thinking, stress management, time management, motivation, procrastination avoidance, test anxiety, diversity, memory, creativity and application of learning styles. (principles and skills).

**COURSE OBJECTIVES:**
At the completion of his course, your full participation will have gained you:
1) The ability to list and describe specific methods to:
   a) improve your ability to recall information
   b) manage time more effectively
   c) read with improved understanding and retention
   d) prepare for and take tests
   e) reduce “test anxiety” and or reduce distress in general
   f) taking effective notes using methods most appropriate to your learning style and the teaching style of your instructors.

2) Knowledge of how to use communication that facilitates listening effectively speaking with others in a variety of settings: one-on-one, on the phone, in small groups, in meetings and in writing.

3) Several procedures for focusing attention on your purpose in spite of your feelings or thoughts when reading, listening, studying, taking notes or taking tests.

4) Knowledge of campus resources that can assist students with issues related to health, academics, personal relationships, substance abuse, part-time work, financial aid, tutoring and career choice.
5) Personal assessment “mapping” techniques that will enable you to see, plan and take action towards your educational and life goals effectively

REQUIRED CLASS MATERIALS:
A library Orientation packet (I will tell in class where to pick it up)
Pens, spiral notebook and highlighters (several different colors)

ATTENDANCE:
Attending class and participating is vital for the student success in college. Many activities and discussions take place only during class and cannot be made up, and notes will not provide the same level of understanding or provide the necessary experience(s) to master things covered in class. Fully one third of your grade is connected to attendance. In the event of illness, or other unavoidable circumstances, the student will be expected to make up the work. Please try to maintain contact with your study partner or study group for any work missed.

CLASSROOM POLICIES:
Water and soft drinks will be allowed, however, food will not be permitted in class. Students are responsible for policing their area before leaving class. Students will sign a “statement of responsibility” provided by the instructor.

SPECIAL INFORMATION:
a) ADA statement – “If you are a student with a disability and/or special needs who require ADA accommodations, please contact Richland College Disability Services Office. T-120 at 972-238-6180.

b) Religious holidays – Students who will be absent from class for the observance of a religious holiday must notify the instructor in advance. Please refer to the college catalog Student Obligation section.

c) Withdrawing from a course is a formal procedure, which the student must initiate. If you decide to withdraw from this class, (W for withdrawal) you must go by the admissions office by November 11th. If you stop attending, but don’t officially withdraw, you will receive a performance grade, usually an “F”.
d) Financial Aid Statement – If you are receiving financial aid grants or loans, you must begin attendance in all classes. Do not drop or stop attending any class without consulting the Financial Aid office. Changes in your enrollment level and/or failing grades may require that you repay financial aid funds. Students who fail to attend or participate after the drop date are also subject to this policy.

e) Suspension or dismissal students must schedule appointment with a suspension advisor to determine registration eligibility. Extended registration is not available for students on probation, suspension or dismissal. Call 972-238-3767 to schedule appointment.

f) Obtaining Final Course Grades. Final grade reports are no longer mailed. Convenient access is available online at www.ecampus.dcccu.edu or by phone at 972-613-1818. Use your I.D.# when you log onto e-connect an online system record. Your grades will also be printed on your Student Advising Report, which is available in the Admissions and Student Records Office. Rm. T170.

g) Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism and collusion. As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Conduct published in the DCCCD catalog at http://www1.dcccd.edu/cat0506/ss/code.cfm

h) Effective for fall semester 2005, The Dallas County Community Colleges will charge additional tuition to students registering the third or subsequent time for a course. All third and subsequent attempts of the majority of credit and continuing education courses will result in additional tuition to be charged. Development Education and some other courses will not be charged additional tuition. Third attempts include courses taken at any of the Dallas Community Colleges since the Fall 2002 semester. Visit the DCCCD website for a list of courses involved and additional information.

i) In case of inclement weather, students may call 972-238-6196 or visit Richland College website to learn if the campus is closed.

j) Minor children should not be brought to campus in lieu of appropriate childcare. A student will not be allowed to attend class when minors are accompanying the student. Minors should not be brought into the classroom because of disruption of instruction of study, exposure to material unsuitable to minors and possible danger to minors.

k) The Texas Success Initiative (TSI) is a statewide program resigned to ensure that students enrolled in Texas public colleges and universities have the basic academic skills needed to be successful in college level work. The TSI requires assessment remediation (if necessary) and advising of students who attend a public college or university in the state of Texas. The program assesses a student’s basic academic skills in reading, writing and math. Passing the assessment is a prerequisite for enrollment in many college level courses such as English 1301/1302, History 1301/1302, Math 1414 etc. Students who do not meet the assessment standards may complete prerequisite requirements by taking developmental
courses in the deficient area and passing them with a grade of C or higher. In some cases retesting will also be required. It is up to each student to be aware and informed about requirements that are subject to change. Additional information is available at www.rlc.dcccd.edu/regi/resource/TSI.htm and from the TSI office in T170T or T170S (phone 972-238-6115 or 972-238-3787)

l) Campus Emergency Operation Plan – Richland College and the Dallas County Community College District have developed policies and procedures for dealing with emergencies that may occur on campus. To familiarize yourself with these procedures, please take time to watch the overview video: http://video.dcccd.edu/rtv/do/emergency_dccc.wmy The complete Emergency Operations Plan can be viewed and printed at the following website: http://www.rlc.dcccd.edu/emergency If you have questions or concerns, please contact the Richland College Office of Emergency Management. This office can be reached by phone (972-238-3794) or by e-mail (rlcem@dcccd.edu)

m) For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions. Remember that once you have accumulated 6 non-exempt drops, you cannot drop any Other courses with an “W” Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access: https://www1.dcccd.edu/coursedrops

n) The instructor reserves the right to amend this syllabus as necessary.

GRADE COMPUTATIONS
Attendance – deduct 7.3 points for each class missed.
Twice tardy = 1 missed class (10 minutes or more late to class) 220 points
Chapter exercises (11 chapters x 10 points each) (late = -5 points) 110 points
2 Exams mid-term chapters 1-5 / final chapters 6-10 200 points
Class assignments – group and individual exercises, library work, and, one speech. 90 points

Total 620 points
Points are based on:
Work completed
Promptness (late work subject to Ø credit)
Directions followed
Legibly presented
Thorough and thoughtful
Extra credit is at the discretion of the Instructor

A = 560 - 620
B = 490 – 559
C = 430 – 489
D = 400 – 429
F – BELOW 400

Course Purpose:
This course is designed to help you create greater success in college and in life. In the coming weeks, you will learn many proven strategies for creating greater academic, professional, and personal success. We will use guided journal writings to explore these strategies, and as a bonus, you will learn to express yourself more effectively in writing.

Course Objectives:
In this course, you will learn how to . . .
1. Take charge of your life. You will learn how to take greater personal responsibility, gaining more control over the outcomes and experiences that you
create both in college and in life.

2. **Increase self-motivation.** You will learn to create greater inner motivation by, among other things, discovering your own personally meaningful goals and dreams.

3. **Improve personal self-management.** You will learn numerous strategies for taking control of your time and energy, allowing you to move more effectively and efficiently toward the accomplishment of your goals and dreams.

4. **Develop interdependence.** You will learn how to develop mutually supportive relationships with people who will help you achieve your goals and dreams as you assist them to achieve theirs.

5. **Increase self-awareness.** You will learn how to understand and revise your self-defeating patterns of behavior, thought, and emotion as well as your unconscious limiting beliefs.

6. **Maximize your learning.** You will learn key research on how the human brain learns as well as discover your own personal learning style, giving you the keys to learning important course content in college as well as becoming a more effective lifelong learner.

7. **Develop emotional intelligence.** You will learn effective strategies for managing your emotional life, decreasing stress while increasing your inner sense of wellbeing.


9. **Write more effectively.** You will learn how to improve your writing skills through the extensive writing practice offered by your guided journal entries.

10. **Improve creative and critical thinking skills.** You will learn how to enhance the thinking skills essential for analyzing and solving problems in your academic, professional, and personal lives.

11. **Master effective study skills.** You will learn how to raise your grades in college by improving essential skills like reading, note taking, memorizing, studying, and test taking.

12. **Manage your money.** You will learn helpful techniques for increasing your income (including gaining more financial aid for college) and decreasing your expenses.

**Course Supplies:**

2. 3-ring binder with 12 dividers
3. Loose sheet-lined paper 3 hole-punched

**Teaching Method:**

By reading our textbook, you’ll learn empowering strategies that have helped others create great success.

By doing your Journal entries, you’ll discover how to apply these success strategies to achieve your own goals and dreams.
By participating in class activities and focused conversations, and by completing a course tool kit, you will further improve your ability to stay on course to your success. Once you make these new strategies your own through application, you’ll have the ability to dramatically improve the outcome of your life—academically, professionally, and personally.

**Course Grades:**

<table>
<thead>
<tr>
<th>TOTAL POINTS</th>
<th>FINAL GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000 – 900</td>
<td>A</td>
</tr>
<tr>
<td>899 – 800</td>
<td>B</td>
</tr>
<tr>
<td>799 – 700</td>
<td>C</td>
</tr>
<tr>
<td>699 – 600</td>
<td>D</td>
</tr>
<tr>
<td>599 &amp; below</td>
<td>F</td>
</tr>
</tbody>
</table>

(3)

**Evaluation of Students Performance**

1. Attendance/On Time (10 pts. x 24 classes) 240 pts. **TR CLASS**
   Attendance/On Time ()
2. Ten (10) Chapter Quizzes (20 points each) 200
3. Two (2) Papers (My Story and Final Paper) 150
4. 26 Journal Entries 260
5. In-Class Contributions 100
6. Question for the day 50

**Total Possible Points** 1000 pts.

*Each of these five components of your grade is explained below.*

1. **Attendance and In-Class Contributions (390 Possible Points)**

   Class participation is extremely important in this class. You will not be able to successfully pass this course without some degree of class participation. In-Class Contributions include active involvement in all class activities, making relevant comments, asking questions, sharing experiences, expressing feelings, and demonstrating that you have read assigned materials through class discussions. It does not include causing disturbances (talking out of turn, cell phones, texting) in the class.

   Regular class attendance is necessary to successfully pass this course. Many activities will take place in class and cannot be made up. Please make every effort to attend class and be on time. Tardiness is often disruptive for the entire class. Each absence counts as 10 points off (TR Classes) or 7 points (MWF Classes). Being late twice equals one absence. If you are late to class and the roll has been taken, you must notify me at the end of class period that you are present but late.
2. Chapter Quizzes (200 Possible Points)
This is a course for students who wish to be successful in college and in life. One of the most important factors of success in any endeavor is consistent and active participation. To encourage and reward your preparation for active participation at every class, you will have eight tests. If you have read the assignment, attended class and done the writing, you should have no trouble earning the maximum points each test. Great success is created one step at a time; One test at a time.

3. Two Papers (“My Story” and the Story Update Paper) (150 Possible Points)
Telling “your story” starts this class. The Final Paper ends it. The Final Paper is to be an “update” as to 1) where you are, 2) what you’ve learned and 3) what you plan to do as you continue on your successful “path.”

PLEASE BRING YOUR TEXTBOOK AND NOTEBOOK TO EVERY CLASS.

4. In-Class Notes and Journal Entries
IN-CLASS NOTES – write on loose-leaf paper. JOURNAL ENTRIES can be written in your text. ALL SHOULD GO INTO YOUR NOTEBOOK. I read entries to get a sense of

(4)

the issues on which you are working. With this knowledge I can be of greater assistance to you this semester. If you want my comment on a specific entry, please let me know. Grammar, spelling, and punctuation will NOT be factors in awarding points.

5. In-Class Contributions
This is a participation class. We will do both individual and group work. Your participation is important for this is how you gain meaningful, hands-on experience. This also means that you help make our classroom a place where learning can take place. Completing the Myers-Briggs Type Indicator, your “Tool Kit,” the Discovery Wheel, The Learning Style Inventory and the Career Visit is required to receive the full 100 points.

6. Extra Credit is Available in Monthly “Connections” Workshops (three for a maximum of 45 pts.)

**********

ADA (American Disabilities Act)
If you are a student with a disability and/or special needs who requires ADA accommodations, please contact Richland College Disability Services Office, T-120 at (972) 238-6180.

Religious Holidays
Absences for observance of a religious holy day are excused. A student whose absence is excused to observe a religious holy day is allowed to take a make-up examination or complete an assignment within a reasonable time after the absence. Students who will be absent from class for the observance of a religious holy day must notify the instructor in advance.

Institutional Policy on Withdrawal and Withdrawal Date
If you are unable to complete this course, it is your responsibility to withdraw formally. The withdrawal request must be received in the Registrar's Office by **Thursday, April 12th 2012**. Failure to do so will result in a performance grade, usually an “F”. If you drop a class or withdraw from the college before the official drop/withdrawal deadline, you will receive a “W” (Withdraw) in each class dropped.

**Third Attempt to Enroll in a Course**

Effective for fall semester 2005, The Dallas County Community Colleges will charge additional tuition to students registering the third or subsequent time for a course. All third and subsequent attempts of the majority of credit and Continuing Education/Workforce Training courses will result in additional tuition to be charged. Developmental Education and some other courses will not be charged additional tuition. Third attempts include courses taken at any of the Dallas County Community Colleges since the Fall 2002, semester. Visit [www.dcccd.edu/ThirdCourseAttempt](http://www.dcccd.edu/ThirdCourseAttempt) for a list of courses and additional information.

**STOP BEFORE YOU DROP**

For students who are enrolled in college level courses for the first time in the fall of 2008, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop no more than 6 courses during your entire undergraduate career – unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions. Remember, once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a “W.” Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning – including all seven campuses of the Dallas County Community Colleges. For more information, you may access: [https://www1.dcccd.edu/coursedrops](https://www1.dcccd.edu/coursedrops)

**Obtaining Final Course Grades Using eConnect**

Final Grade Reports are no longer mailed. Convenient access is available online at [www.econnect.dcccd.edu](http://www.econnect.dcccd.edu) or by telephone at 972-613-1818. Use your identification number when you log onto eConnect, an online system developed by the DCCCD to provide you with timely information regarding your college record. Your grades will also be printed on your Student Advising Report, which is available in the Admissions and Student Records Office, T170.

(5)

**Financial Aid**

If you are receiving financial aid grants or loans, you must begin attendance in all classes. Do not drop or stop attending any class without consulting the Financial Aid Office. Changes in your enrollment level and failing grades may require that you repay financial aid funds. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. Students who fail to attend or participate after the drop date are also subject to this policy.

**Financial Aid for Distance Learning Classes**

If you are receiving Financial Aid grants or loans and are enrolled in a Distance Learning class, you must show participation in this class prior to the certification date by either e-mailing or contacting the instructor or logging on to eCampus. Do not drop or stop attending any class without consulting the Financial Aid Office. Changes in your enrollment level and failing grades may require that you repay financial aid funds. Students who fail to attend or participate after the drop date are also subject to this policy.

**Academic Honesty**

Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct published in the DCCCD Catalog at [http://www1.dcccd.edu/cat0506/ss/code.cfm](http://www1.dcccd.edu/cat0506/ss/code.cfm).

**The Texas Success Initiative (TSI)**

The Texas Success Initiative (TSI) is a statewide program designed to ensure that students enrolled in Texas public colleges and universities have the basic academic skills needed to be successful in college-level course work. The TSI requires assessment, remediation (if necessary), and advising of students who attend a public college or university in the state of Texas. The program assesses a student’s basic academic skills in reading, writing, and math. Passing the assessment is a prerequisite for enrollment in many college level classes such as English 1301/1302, History 1301/1302, Math 1414, etc. Students who do not meet assessment standards may complete prerequisite requirements by taking developmental courses in the deficient area and passing them with a grade of C or higher. In some cases retesting will also be required. It is up to each student to be aware and informed about requirements that are subject to change. Additional information is available at [www.rlc.dcccd.edu/regi/resource/tsi.htm](http://www.rlc.dcccd.edu/regi/resource/tsi.htm) and from the TSI Office in T170T or T170S (phone number 972-238-6115 or 972-238-3787).

**Inclement Weather**
In case of inclement weather, you may call 972-238-6196 or visit the Richland College website to learn if the campus is closed.

**Children on Campus**
Minors should not be brought to campus in lieu of appropriate childcare. A student will not be allowed to attend class when minors are accompanying the student. Minors should not be brought into classrooms, laboratories, the Test Center, Center for Tutoring and Learning Connections, Library, or Academic Computing areas because of disruption of instruction or study, exposure to material unsuitable for minors, and possible danger to minors.

**Food and Drink in Classrooms Statement of Responsibility**
Students who intend to bring drinks or food into the classroom must sign a “Statement of Responsibility” provided by the instructor agreeing to take full responsibility to remove cans, bottles, trash, etc. from the learning environment and to deposit trash in appropriate receptacles outside the classroom.

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“Food and Drink in Classrooms”

Statement of Responsibility

“I ________________________________________________, the undersigned, understand that bringing drinks and food into the college classroom is a privilege and a responsibility. Out of respect for other members of the Richland College community, I agree to take full responsibility for my actions. This includes but is not limited to removing cans, bottles, trash, etc. from the classroom when I leave and depositing my trash in appropriate receptacles outside the classroom. Also, I agree to clean up spills and, if special cleaning is needed, to contact appropriate college personnel immediately. I also agree that it will be at the discretion of the course’s instructor to limit the kinds of foods/drinks I may bring into the classroom”.

___________________________________________________
Student’s signature
```

**Course Rules for Success**
To create the very best environment for supporting your success and the success of your classmates, this course has three important rules. The more challenging these rules are for you, the more value you will experience by adopting them. By choosing to follow these three rules, you are choosing to be successful not only in this course but in your life. These rules will support your success in every goal you pursue!

1. **Show up!** To support my success, I choose to attend every scheduled class period in its entirety.
2. **Do the work!** To support my success, I choose to do my very best work in preparing all of my assignments and hand them in on time.
3. **Participate actively!** To support my success, I choose to stay focused and involved in every class, offering my best comments, questions, and answers when
appropriate.

4. **Cell Phones, Laptops and other Technologies will be OFF** during class. IF I have an emergency and need to be available to loved ones, I will have my phone or pager on VIBRATE – and – will let my instructor know of my situation.

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I, ____________________________________________, agree to follow this course rules for success in order to remain in good standing in my human development course. I also agree that it will be at the discretion of the course’s instructor to enforce the Richland code of conduct.

______________________________________________
Student’s signature
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**TENTATIVE • Spring CALENDAR OF ASSIGNMENTS & ACTIVITIES HDEV 0092 • 2017**

**Tuesday and Thursday**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>January 17TH: MAKING TRANSITIONS</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to Syllabus</td>
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<tr>
<td></td>
<td>Video: What Do U want?</td>
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<td></td>
<td>Exercise: Attention: Constructive Living (CL) Introduced)</td>
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<tr>
<td></td>
<td>3 step process CL</td>
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<tr>
<td></td>
<td>Textbook reconnaissance p. 2</td>
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<tr>
<td></td>
<td>Take pictures of class members</td>
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<tr>
<td></td>
<td>Discovery and Intention Statements Guidelines p. 7</td>
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<tr>
<td></td>
<td>How to change a habit p. 18</td>
</tr>
<tr>
<td></td>
<td>Personal Dev. Project Examples</td>
</tr>
<tr>
<td></td>
<td>Video: Power Process #1: Ideas are tools</td>
</tr>
</tbody>
</table>

**Assignments:**
- Purchase textbook-read pp. 1-21
- Purchase 3-ring notebook 2-3 inch
- Read pp. 22-45
- Quiz #1 p. 43 Due first of class Feb 21
- Pick out a tentative area for your Personal Development Project

<table>
<thead>
<tr>
<th>J 7:FIRST STEPS</th>
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<tbody>
<tr>
<td>Grade Quiz #1 --Go over Quiz in class</td>
<td></td>
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<tr>
<td>Hw #1:Discovery Wheel in class (Part I) pp. 25-29 –do in class</td>
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<tr>
<td>8 Multiple Intelligences</td>
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<tr>
<td>VAK do in class</td>
<td></td>
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<tr>
<td>Magic of meta-cognition</td>
<td></td>
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<tr>
<td>4 steps in learning</td>
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<tr>
<td>HW #2: CS Cognitive Style in class</td>
<td></td>
</tr>
</tbody>
</table>

**Assignments:**
- Answer and score LSI ( pp. 35-37)
- Quiz #2: DUE p. 63 first of class September 12

**NOTE:** 5 pt. bonus if you have TEXTBOOK, 3 RING NOTEBOOK and 10 INDEX DIVIDERS for notebook so you can begun to organize your notebook by September 12 first of class!!
<table>
<thead>
<tr>
<th>WEEK</th>
<th>January 23RD: LEARNING STYLES</th>
<th>January 28TH :TIME</th>
</tr>
</thead>
</table>
| 2    | •Notebook/Index and Textbook check (5 bonus points possible…first of class!)  
•Discussion of: Hw #3: LSI: Learning Styles Inventory  
•How to watch videos in college  
•Video: Be Here Now (Power Process #2)  
Assignments:  
•Begin Hw #4: Time Monitor pp. 50-52 due March 6th  
•Read pp. 46-65  
•Quiz #2 p. 63 Due first of class Sept 3 | •Grade Quiz #1 p. first of class  
•Video: Time Management  
•Lecture: Value of study buddy(s) and working on projects as a team  
•Presentation of Covey’s Ideas/Findings on Time Management  
Assignments:  
•Quiz #2: p. 83 Due first of class Feb. 2nd  
•Read pp. 65-85  
•Continue to work on PROJECT #1: identifying Personal Development Project for this semester  
•Continue to work on Hw #4: Time Monitor pp. 50-52 due Sept 23 |
| Week 3 | January 30TH READING | September 23 Self Management is Time Management |
| 3    | •Quiz #3: p. 83 in class (group quiz)  
•Video: Dr. Joe Cortina on College Reading  
•Go over Time Monitor for insights  
Assignments:  
•Read pp. 85-105  
•Quiz #4 Due p. 103 Feb 28th first of class | •HW#5: LIFESPACES Process: do in class  
•Share “Ah Has”—insights are metacognition  
Assignments:  
•Paper #1: LIFESPACES reaction paper due Sept 30 first of class |
| Week 4 | February 6th NOTES | Feb. 11th TESTS |
| 4    | •Hand in: Reaction paper on LIFESPACES first of class  
•Quiz #4 p. 103 graded first of class  
•study groups  
•Lecture on Note-taking techniques:  
- General Techniques  
- Cornell Method  
•Practice note-taking and attention focusing techniques on following:  
•Video: I create it all (Cornell method)  
Assignments:  
•TEST #1: Chapters (1-4) due first of class March 8th  
•Begin Reading pp. 106-125 | •Go over TEST #1: grade in class  
•Meta-Cognition revisited  
•Lecture: test taking strategies  
Assignments:  
•Finish Reading pp. 106-125  
•Quiz #5 p. 123 due first of class Oct 11  
•Complete Test Anxiety Exercise HW#6: due Sept 21  
•Personal Development Project approval form Due Sept 21 |
| Week 8 | February 20th THINKING | October 27 MASTERY and PLATEAUS |
| 8    | •Discussion of article on Mastery  
•Quiz #6: p. 143 grade at first of class  
•THINKING exercises and activities  
•Remote Word Associate exercise/synergy  
•Choose teams and teams choose topic and plan when to meet to develop presentation  
Assignments:  
•present in teams on March 29  
•Read pp. 146-165  
•Quiz #7 due p. 163 April 3rd first of class | •Les Brown reaction paper due first of class  
•Small group discussion of video, sharing in class of insights gained about video and how you took notes and focused attention when watching video  
•Introduction to Mastery concepts  
•Video: Juggling  
Assignments:  
•Read article on Mastery for Sept 28  
•Read pp. 126-145  
•Quiz #6 Due p. 143 Oct. 27 first of class |
| Week 8 | November 7 THINKING (continued) | November 7 THINKING (continued) |
| 8    | •Discussion of article on Mastery  
•Quiz #6: p. 143 grade at first of class  
•THINKING exercises and activities  
•Remote Word Associate exercise/synergy  
•Choose teams and teams choose topic and plan when to meet to develop presentation  
Assignments:  
•present in teams on March 29  
•Read pp. 146-165  
•Quiz #7 due p. 163 April 3rd first of class | •Quiz #7 p. 163 grade at first of class  
•Team Presentations of THINKING and class members will rate presentations. (10 pts possible)  
•choose a topic to write a one page paper on…and also give a 3 min speech on  
•Basic writing strategies presented with handout  
Assignments:  
•One page paper due Nov.11 first of class on topic of your choice |
<table>
<thead>
<tr>
<th>Week 9</th>
<th>February 27th</th>
<th>COMMUNICATING in writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Paper due first of class</td>
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<td></td>
<td>Group feedback on papers (10 pts possible on paper) as well as discussion of writing college papers</td>
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<td><strong>Assignments:</strong></td>
<td>Prepare 3 min speech on paper topic and present April 5</td>
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<tr>
<th>Week 9</th>
<th>November 14</th>
<th>COMMUNICATING in speeches</th>
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<tr>
<td></td>
<td>Presentations of paper topic to class in 3 minute speech—class will rate each speech with 10 pts possible</td>
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<td><strong>Assignments:</strong></td>
<td>Review for TEST #2 Chapters: 5-7 (Notes only)</td>
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<tr>
<th>Week 9</th>
<th>March 6th</th>
<th>and go over test</th>
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<td></td>
<td>Remember to keep working on your Personal Development project and organizing your notebook</td>
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<tr>
<th>Week 9</th>
<th>March 13th</th>
<th>YOUR PERSONALITY</th>
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<tr>
<td></td>
<td>Watch video on MBTI and get handouts for your type</td>
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<td><strong>Assignments:</strong></td>
<td>HW #10: research in career center on career of your choice after going over Strong Interest and MBTI, Due Nov 2 first of class: 1 page summary paper</td>
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<tr>
<th>Week 11</th>
<th>March 20th</th>
<th>Library Research</th>
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<tr>
<td></td>
<td>Visit Library as a class and begin work with reference librarian on research techniques for Personal Development Project</td>
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<td><strong>Assignments:</strong></td>
<td>read pp. 179-179 Power Process</td>
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<td></td>
<td>Read pp. 166-183</td>
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<td>Quiz #8 p. 181 due first of class Oct 29</td>
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<tr>
<th>Week 11</th>
<th>March 27th</th>
<th>CAREER INTERESTS</th>
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<tr>
<td></td>
<td>Quiz #9 p. 201 due first of class</td>
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<td></td>
<td>Respond to Question: “How does each person’s research reflect their diversity?”</td>
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<td><strong>Assignments:</strong></td>
<td>HW #10: Complete Critical Thinking on Money Monitor Exercise 14 on pp. 186-190 by Nov 11</td>
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<tr>
<th>Week 12</th>
<th>April 10th</th>
<th>TEST #2 Chapters: 5-7 (Notes only) We will grade in class</th>
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<td><strong>Assignments:</strong></td>
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<tr>
<th>Week 13</th>
<th>April 3rd</th>
<th>CAMPUS RESOURCES</th>
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<tr>
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<td>Campus Resources: visit and report to class</td>
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<td></td>
<td>Academic Adv. Ctr. — Academic Enrichment Center</td>
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<td>Computer Ctr. — Disability Services</td>
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<td>Health Ctr. — Honors Program</td>
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<td>Student programs — Global Studies Ctr.</td>
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<td>Multicultural Ctr. — Telecourse Ctr.</td>
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<td><strong>Assignments:</strong></td>
<td>Prepare brief report with handouts on one area above of your choice</td>
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<tr>
<th>November 9</th>
<th>ADVANCED COMPUTER</th>
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<tr>
<td>2nd Visit to Library: Advanced computer skills workshop searches, and other techniques with resource librarian for Per. Dev. Project</td>
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<tr>
<td><strong>Assignments:</strong></td>
<td>Continue work on Per. Dev. Project</td>
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<td>Continue work on Money Monitor Exercise Due Nov 11</td>
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<tr>
<th>Week 13</th>
<th>November 11</th>
<th>MONEY</th>
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<tr>
<td></td>
<td>Discussion of Money</td>
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<td></td>
<td>Go over HW #10: and share insights of Money Monitor exercise</td>
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<td><strong>Assignments:</strong></td>
<td>Schedule individual appointment with professor in his office Nov 16 or 18</td>
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*NOTE: You will lose 45 points if you miss your appt. Please call or email and reschedule if you have to miss appointment*
### Week 14: April 10th

**INDIVIDUAL APPOINTMENT**
- Individual Appointment with Professor in his office to do:
  1. **Notebook:** Pre-Check. Due Nov 30th Completely Organized
  2. Individual Interpretation of MBTI, CSM, LSI, Assertiveness Checklist, CS, etc. as desired
  3. Personal time with Professor to debrief class experience
  4. Discuss progress of Personal Development Project

### Week 15: April 17th

**ACADEMIC PLANNING**
- Individual Appointment with Professor in his office continued

**Assignments:**
- Complete research for advanced data base search exercise due April 26th

### Week 16: April 24th

**ACADEMIC PLANNING**
- Quiz #10: p. 223
- Academic Planning
- Career planning
- TEST #3 Chapter 8-10 (No Books or Notes)

**Assignments:**
- HW #1: Part II: Post Discovery Wheel pp. 214--217 EXER: #19 Due Dec 2 first of class
- Prepare Personal Development Presentation for class Dec 2 and paper on your Personal Development Project

**PRESENTATIONS SHOULD BE APPROX: 3 MINUTES EACH**

### Week 16: May 1st

**Final Exam Week**

### Week 16: May 7th

**Final Exam Week**
- 12:20-2:10 WED Final Exam
- Notebooks due for final Check for Organization while you are taking final