COURSE PREREQUISITES: No prerequisite

COURSE DESCRIPTION: This course is an overview of the process of learning, memory, perception, language and critical thinking APPLIED to the college learning community. Special emphasis is placed upon the practical applications of these psychological principles for students. This course specifically provides an opportunity for the student to learn, practice and adopt strategies to support his/her success in college. Topics may include: identifying individual learning styles, self-monitoring, goal-setting, problem solving, critical thinking, stress management, time management, motivation, procrastination, test anxiety, memory, creativity, note-taking, reading college materials, identifying college resources on campus and on the internet, communicating effectively, the importance of supportive relationships and forming study groups, career and academic planning, and the value of diversity. Emphasis is placed on the practical application, techniques, and strategies for each of these topics. This course supports students enrolling in other appropriate remediation classes. (3 Lec.)

NATURE OF THE COURSE: This student success course focuses on helping you become a more effective and successful individual. You will have the opportunity to learn more about yourself and what it takes to help you become a more successful student. This course will focus on helping you to develop clearer academic and personal goals, manage time better, improve oral and written communication skills, and develop effective study habits that will help you become a responsible and successful learner.

We will work together to help you discover and assess your academic strengths and weaknesses, identify and effectively use your learning style skills, and sharpen your thinking, problem-solving and study skills. With your active participation, you will discover that learning new success strategies will help launch you on your way to becoming a master student.

COURSE OBJECTIVES:

To help Students:

- Gain a greater understanding of their skills, abilities, and responsibility in becoming a successful student.
- Develop and enhance their problem solving and critical thinking skills.
- Identify their current success skills and address those, which need improvement.
- Develop a personal commitment toward adopting and using student success techniques in the learning environment.
- Create and foster an atmosphere of personal growth and development in the classroom.
DEVELOPMENTAL COURSES: 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 from the TSI Office in T170T or T170S (phone no. 972-238-6115 or 972-238-3787) or at https://www.richlandcollege.edu/cd/dcc/acad/core/prec/pages/tsi.aspx

TEACHING METHODS: I see myself as a coach—will explain in first class. As a “coach”, I will use a variety of teaching methods to enhance learning. Class discussions, mini-lectures, journal writing, and participant interaction are the primary methods. Additionally, videos, role-plays, movies, guest speakers, simulation/games, various homework assignments, group activities and in-class exercises will be used, when appropriate.

REQUIRED CLASS MATERIALS:
1. From Master Student to Master Employee, 5th edition, by Dave Ellis
   ISBN#: 978-1-305-50053-2
2. Pen and highlighters
3. 1 – 3 Ring Notebook
4. Loose sheet-lined paper (3 holed punched)
5. 5– Scantrons Form # 882-E

THREE RING NOTEBOOK ORGANIZATION: Each student is expected to keep a three-ring notebook organized with all handouts, exercises, and class notes. Bring it to class each session. This notebook will be used with the textbook on a regular basis. Details for being organized, formats for your entries, and order of materials will be described in class. This notebook eventually becomes your personal student success portfolio you can refer to for all your classes!

PARTICIPATION/ATTENDANCE: Attending class and participation is vital for 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 the things covered in a class. In the event of illness or other unavoidable circumstances, the student is expected to make-up the work. Please try to maintain contact with your study group and/or study buddy for any work missed.
**GRADING POLICY:** Each student will be expected to complete all assignments in a timely and accurate fashion. Points will be assigned to all assignments, attendance, interest surveys, personality and aptitude tests, and activities. Grades will be based on the following criteria:

<table>
<thead>
<tr>
<th>TOTAL POINTS</th>
<th>FINAL GRADE</th>
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<tbody>
<tr>
<td>1000 – 900 = 90%</td>
<td>A</td>
</tr>
<tr>
<td>899 – 800 = 80%</td>
<td>B</td>
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<tr>
<td>799 - 700 = 70%</td>
<td>C</td>
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<tr>
<td>699 – 600 = 60%</td>
<td>D</td>
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<tr>
<td>Below – 599 = 59% and lower</td>
<td>F</td>
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**Evaluation of Students Performance**

1. Attendance /On Time (minus 1.5 pts. each absent) ............... 50 Points TR Classes
2. Five (5) Chapter Tests .................................................. 200 Points
4. 15 Journal entries ......................................................... 50 Points
5. Group Presentation. ...................................................... 100 Points
6. Self-Assessments (VARK, MBTI, and Discovery Wheel) .......... 60 Points
7. Career Interview ........................................................... 30 Points
8. Portfolio ............................................................................ 50 Points
9. Final Exam Part 1 & 2 ....................................................... 100 Points
10. NPR - Topic Discussion .................................................. 30 Points
11. Power Process Quiz (11) ................................................. 110 Points
12. Home Work & Exercises ................................................. 45 Points
13. Syllabus ........................................................................... 15 Points
14. Day Planner. ................................................................. 3/6/10 Points

**Total possible points** 1000 Points

*Each of the components of your grade explained below.*

1. **Attendance and class contributions (50 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 the 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 the course. Many activities will take place in class and cannot be made up. Please make every effort to attend classes and be on time. Tardiness is often disruptive for the entire class. Each class absence count as 1.5 points off. Being late twice equals one absent. If you are late to class and the roll has been taken; you are responsible to notify the instructor at the end of the class that you were present but late.
2. **Chapter tests (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 participation activity participation in every class, you will have **five tests**. If you have read the assignments, attended class and done the writing, you should have no problems earning the maximum points each test. *Great success is created, one-step at a time, one test at a time.*

3. **Three essays (150 possible points)**
("Academy Autobiography", Learning Style Assessments Paper and Goal Statement 1 & 2)

Telling “your story” starts in this class.
   1.) *Academy Autobiography*, what type of student he/she has been prior to this class. From elementary school to now.
   2.) *Learning Style Assessments Paper*, describe your personality and learning style based on VARK, Myers Briggs type inventory. The student will explain how knowledge of his/her learning style can enable the student’s academic success. The student will use clear examples to explain self perception of your own personality.
   3.) *Goal Statement* describe his/her goals and what it will take to accomplish them.

*All essays are formatted, typed and printed.*

**BRING YOUR TEXTBOOK/NOTEBOOK TO EVERY CLASS**

4. **Journal Entries (50 possible points)**
JOURNAL ENTRIES can be either written in your text...OR written on notebook paper.

**ALL Journal Entries SHOULD GO INTO YOUR PORTFOLIO...they are required to be TYPED and PRINTED**.
I read entries to get a sense of you and the issues on which you are working. With this knowledge, I can be of greater assistance to you doing the 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. **Group Presentations (100 possible points)**
This is a class participation. The student will be grouped to work together. Your participation is important, how you gain meaningful, hands-on experience. This also means that you helped make our classroom a place where learning can take place.

6. **Self-Learning Assessments (60 possible points)**
   (VARK, MBTI, Discovery Wheel)
Completing the *Myers-Briggs Type Indicator*, your “Tool Kit”, the Discovery Wheel, and the Learning Style Inventory is required to receive the full 60 points.

7. **Career Interview (30 possible points)**
The student will contact a person and introduce yourself as a student of Richland College. Explain that you have been given the assignment to conduct an interview with a person who is in the field of study (career) that you are considering.

8. **Portfolio (50 possible points)**
Students will be required to develop a Notebook / Portfolio, which will be included in the calculation of the final grade the student earns in the class. The portfolio will be built from selected student products developed as the student navigates HDEV 0092.
9. Final Exam 1 & 2 (100 possible points)
Students will visit with an Academy Advisor. Directions will be given on an essay to be written.

10. NPR Topic Discussion (30 possible points)
The student will go to the website npr.org and select one of the three topics (News, Arts & Life and Music) and find a topic you like well enough to tell the class. All topics must be approved by the instructor before presenting.

11. Power Process Quiz (110 possible points)
Before every chapter, there is less than a page motivational article. A required reading with a five-question quiz over each Power Process.

12. Homework and Exercises (45 possible points)
Homework assignments and exercises are given a score as completed.

13. Syllabus (15 possible points)
The syllabus is given to each student to read, with proof of reading points awarded.

14. Day Planner (3, 6 or 10 possible points)
The student should have a Day Planner or a Calendar. Preferably one with time, days of the week and months. The monthly calendar is okay. The calendar should have space for you write on it.

INSTITUTIONAL POLICIES:

The instructor reserves the right to amend this syllabus as necessary.
CLASSROOM POLICY ON FOOD AND DRINK: Regarding food and drink:
No food may be brought into class; drinks must be disposed of properly at the end of class 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. In addition, 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 four important rules. The more challenging these rules are for you, the more value you will experience by adopting them. By choosing to follow these four 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 – PREPARED (With Textbook, Notebook & Pen or pencil)!
   To support my success, I choose to attend every 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. NO CELL PHONE USE:
   Cell phones should only be used in class if the professor instructs them to do so. If the student uses the device during class, he/she will be counted absent.

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