This course syllabus is intended as a set of guidelines for HDEV 0092 (Student Success). Both Eastfield College and your instructor reserve the right to make modifications in content, schedule, and requirements as necessary to promote the best education possible within prevailing conditions affecting this course.

COURSE INFORMATION

Course Title: Student Success
Course Number: HDEV 0092
Section Number: 41864
Credit Hours: 3 SCHs
Class Meeting Time: Tuesday & Thursday (11:00 AM - 12:20 PM)
October 16, 2017 to December 7, 2017 (8-weeks Hybrid)
Location: Room G-220

DESCRIPTION
This course is an overview of the process of learning, memory, perception, language and thought 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 include: individual learning skills, self-monitoring, goal-setting, problem solving, critical thinking, stress management, time management, motivation, procrastination, text anxiety, memory, creativity, note-taking, reading college materials, college resources on campus and on the internet, communicating effectively, the importance of supportive relationships, 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. (48 contact hours)
REQUIRED TEXTBOOKS and/or MATERIALS
ISBN: 978-1-337-09716-1

NOTE: Last day to withdraw from your classes with a grade of “W” is November 9, 2017!

COURSE OBJECTIVES
Students who successfully complete HDEV 0092 will be able to:
- increase self-awareness regarding collegiate culture
- develop SMART goals
- learn about how learning occurs and increase awareness of their own learning preferences
- learn a variety of time management strategies
- analyze critical thinking and learning
- obtain the research skills and technology literacy necessary for success at college
- apply a variety of note-taking strategies
- explore what memory is, how it works and how to strategically utilize it academically
- examine the role of reading in studying and learning
- practice strategies for test taking and reducing test anxiety
- examine personal culture and the role of diversity in learning
- develop long term academic and career goals

STUDENT LEARNING OUTCOMES

1. At the end of the semester students will be able to identify and describe their personality traits, values, skills, motivation, and career preferences.
2. At the end of the semester students will be able to apply strategies for managing their time and energy, for thinking critically, for concretely implementing their learning style.
3. At the end of the semester students will be able to choose personal success strategies that produce positive life changes.

REQUIRED BEHAVIOR
Students must respect the learning environment. Please avoid creating distractions: Cell phone use, inappropriate hairstyle/clothing, disruptive conversation, consumption of food/drinks (water excl.), improper computer use, and all other forms of interruption are strictly prohibited.

*Your instructor reserves the right to excuse you from class and/or count an absence for the class day, should your behavior be deemed inappropriate. The administration of these consequences will be up to the discretion of your instructor.*

Rules include, but are not limited to the following:

1. **Turn off cell phone** (NO vibrations, ringtones, texts, emails, calls!)
2. **Use laptops only at the time and in the manner instructed.** (No playing computer games, visiting websites unrelated to coursework, using email, etc.)

3. **Eat, sleep, use restroom before class.** If necessary, personal breaks should be no longer than a few minutes, and may result in an absence should they exceed an acceptable length of time.

4. **Keep a “classroom-friendly” personal appearance:** Avoid wearing clothing, hairstyles, or accessories that may distract, offend, or limit communication with others. The intent of this rule is not to take away from your individuality or autonomy as a person but to promote appreciation of differences. And facilitate an atmosphere for learning and student success.

### FALL 2017 SCHEDULE OF ASSIGNMENTS

<table>
<thead>
<tr>
<th>DATE</th>
<th>TUESDAY</th>
<th>THURSDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/17 &amp; 10/19</td>
<td><strong>Orientation to course</strong></td>
<td>Chapter 1: “Becoming Mindful, Building Resilience”</td>
</tr>
<tr>
<td></td>
<td>Chapter 1: “Becoming Mindful, Building Resilience”</td>
<td>YouTube Video: “I Am Worried About My Grade”</td>
</tr>
<tr>
<td></td>
<td><strong>YouTube Video:</strong> “Changing the Education Paradigm”</td>
<td>Field Trip: L-108/201 (Computer Lab)</td>
</tr>
<tr>
<td></td>
<td>Class Discussion &amp; Dialogue</td>
<td><strong>Discussion Post</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Journal Entry (JE):</strong> JE#1, JE#2, and JE#3</td>
<td><strong>Quiz #1 (Chapter 1)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Homework:</strong> READINESS INTERVIEW</td>
<td></td>
</tr>
<tr>
<td>WEEK 2</td>
<td>Chapter 2: “Starting Strong, Setting Goals”</td>
<td>Chapter 2: “Starting Strong, Setting Goals”</td>
</tr>
<tr>
<td>10/24 &amp; 10/26</td>
<td><strong>YouTube Video:</strong> Motivation</td>
<td>Class Discussion &amp; Dialogue</td>
</tr>
<tr>
<td></td>
<td>Class Discussion &amp; Dialogue</td>
<td><strong>Discussion Post</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Journal Entry (JE):</strong> JE#4, JE#5, and JE#6</td>
<td>Opportunity to Excel (or Test): Assessment covering Chapters 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td><strong>Homework:</strong> LETTER TO ACCOUNTABILITY PARTNER</td>
<td></td>
</tr>
<tr>
<td>WEEK 3</td>
<td><strong>Group Project Assigned</strong></td>
<td>Chapter 4: “Managing your Time, Energy, and Money”</td>
</tr>
<tr>
<td>10/31 &amp; 11/02</td>
<td>Chapter 3: “Learning Styles &amp; Studying”</td>
<td>YouTube: “The Story of Stuff” (Students take notes)</td>
</tr>
<tr>
<td></td>
<td><strong>Class Discussion &amp; Dialogue</strong></td>
<td>Class Discussion &amp; Dialogue obstacle?</td>
</tr>
<tr>
<td></td>
<td><strong>Homework:</strong> Assessing Your Views on Learning (EXERCISE 3.1, p.69);</td>
<td><strong>Journal Entry (JE):</strong> JE#7, JE#8, and JE#9</td>
</tr>
<tr>
<td></td>
<td>Multiple Intelligences Self-Assessment (EXERCISE 3.2, p.75); Study Habit Self-Assessment (EXERCISE 3.4, p.87)</td>
<td><strong>Discussion Post</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Quiz#2 (Chapter 3)</strong></td>
<td></td>
</tr>
</tbody>
</table>

3
## WEEK 4

11/07 & 11/09

- **Chapter 4:** “Managing your Time, Energy, and Money”
  - **YouTube:** “The Story of Broke”
- **Opportunity to Excel (or Test):** Assessment covering Chapters 3 & 4

## WEEK 5

11/14 & 11/16

- **Chapter 5:** “Thinking Critically and Creatively”
  - **Class Discussion & Dialogue**
  - **Journal Entry (JE):** JE#10
  - ****Quiz #3 (Chapter 5)**

## WEEK 6

Tuesday, November 21st
(No Class Thursday, November 23rd)

- **Chapter 6:** “Learning Online”
  - **Class Discussion & Dialogue**
  - **Journal Entry (JE):** JE#10
  - **Group Presentation #1 (CH 9)**

## WEEK 7

11/28 & 11/30

- **Chapter 7:** “Engaging, Listening, and Note-Taking in Class”
  - **Class Discussion & Dialogue**
  - **Journal Entry (JE):** JE#11
  - **Group Presentation #2 (CH 11)**
  - ****Quiz #4 (Chapter 7)**

## WEEK 8

12/05 & 12/07

- **Chapter 10:** “Communicating in Groups, Valuing Diversity”
  - **Group Presentation #3 (CH 12)**

- **Chapter 8:** “Reading, Writing, and Presenting”
  - **Class Discussion & Dialogue**
  - **Discussion Post**

- **Chapter 10:** “Communicating in Groups, Valuing Diversity”
  - **Group Presentation #3 (CH 12)**

- **Chapter 8:** “Reading, Writing, and Presenting”
  - **Class Discussion & Dialogue**
  - **Discussion Post**

- **Chapter 10:** “Communicating in Groups, Valuing Diversity”
  - **Group Presentation #3 (CH 12)**

- **Chapter 8:** “Reading, Writing, and Presenting”
  - **Class Discussion & Dialogue**
  - **Discussion Post**

All Projects Due (Chapter 9, 11 & 12)

Final Opportunity to Excel (Chapter 10)

---

**UNITS OF STUDY, EVALUATION PROCEDURES, AND GRADING SCALE**
12% - Participation/Attendance (Journal Entries) * 60 points
40% - Homework/Reading Responses & Exercises (Discussion Post) = 200 points
4% - Group Projects (2) = 20 points
8% - Opportunity to Excel or Test (2) = 40 points
16% - Quizzes (4) = 80 points
20% - Final Opportunity to Excel = 100 points

GRADING SCALE:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>450 - 500</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>400 – 449</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>350 - 399</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>300 - 349</td>
</tr>
<tr>
<td>F</td>
<td>0-59%, participating</td>
<td>299 Points and Below</td>
</tr>
<tr>
<td>N</td>
<td>0-59%, not participating</td>
<td>N negatively affects your Financial Aid</td>
</tr>
</tbody>
</table>

HOMEWORK SUBMISSION GUIDELINES

**Hybrid Course Credit:** HDEV 0092 is an 8-week hybrid course, meaning that students’ classroom hours are 50% in person and 50% online. Therefore, students should expect supplemental assignments online that are intended to account for a portion of total required classroom hours; these assignments may include online discussion boards, individual or group projects, scholarly research, and/or other interactive activities.

**HW = Homework assignment to be completed during or after the given class period, due the following class period, unless otherwise specified.** (Example: Homework listed on Thursday, 9/7 will be due on Tuesday, 9/12.)

All homework must be typed unless otherwise specified.

- Font: Times New Roman or Courier New font
- Size: 12 Point
- Margins: 1” top, bottom, left and right
- Lines: Double-spaced

If you have been asked to bring a printed assignment to class, you may not email the assignment to your instructor (even before class) to receive full credit; this is because some of the assignments require in-class evaluation and/or collaboration, and without having a copy to share with other students, you will be unable to participate in certain class activities.

If you have been asked to submit online, be sure to turn in work on or before the date and time that it is due, even in the case of an absence.
Technology: Assignments are DUE as outlined in the course calendar. Waiting until the last minute can be problematic as issues may arise with computers. Experiencing technological difficulties or not having access to a computer are not acceptable reasons for missing assignment deadlines. Students should plan in advance to complete assignments utilizing resources available to them; for example, a local library or the Eastfield College library and computer lab.

ATTENDANCE POLICY
Attendance and success in the course are related because class participation is part of the learning process and will affect your final course grade. You are expected to attend every class and be ready and willing to work.

If your absences exceed three days of class sessions, I may advise you to drop the course (if this occurs before the drop date), or you may be given a grade of “F” for Participation & Discussion. Absences exceeding three days, unless excused, incur a 10% penalty on your overall grade point average for the course. Please understand that this is not meant to penalize you unfairly but is meant to encourage participation in order that you may receive maximum benefit from the course, including the maximum possible grade.

An absence, however, is excused due to illness, car problems, family emergencies, or religious obligations (absence due to religious holy day[s]). Please inform the instructor before or immediately after the absence so that the instructor can excuse the absence. You are required to complete any assignments or take any examinations missed as a result of the absence within the timeframe specified by the instructor.

While contributing to class discussion: Please understand that your mere presence in class (either in person or on screen) does not automatically give you an “A” for Participation & Discussion.

Also, disrespectful comments (even if you didn’t mean it) to yourself, your classmates, and/or your instructor will negatively affect your Participation & Discussion grade. The instructor will respect you and your classmates; please have the courtesy to do the same.

INCOMPLETES
An incomplete grade of “I” may be given when an unforeseen emergency prevents you from completing the work in a course. The “I” must be converted to a performance grade (A-F) within 90 days after the first day of classes in the subsequent regular semester. If the work is not completed after 90 days, the “I” is converted to a performance grade, usually an “F”. An Incomplete Contract is used to assign an incomplete grade and states the requirements for the satisfactory completion of the course. The Incomplete Contract must be agreed upon and signed by the Instructor, the student, and the division dean and submitted with the final grade report. When an Incomplete Contract must be submitted without your signature, the instructor must include a statement indicating that you are aware of and agree with the contract.

INSTITUTIONAL POLICIES
Institutional Policies related to this course can be accessed from the following link:
✓ Drop / Withdrawal Policy & Semester Drop Date
✓ Academic Honesty & Plagiarism
✓ District Third Attempt Policy/ Repeating A Course
✓ Financial Aid Statement
✓ Texas Success Initiative (TSI)
✓ Family Educational Rights & Privacy Act Of 1974 (FERPA)
✓ Office of Institutional Equity
  o You may reach the Eastfield College Disability Support Services Office by calling 972860-8348.

✓ The Title IX Coordinator for Eastfield College is Rachel Wolf and you may reach her by email at TitleIX-EFC@dcccd.edu or call 972-860-7358.
✓ Printing on Campus
✓ Religious Holidays/Observances Student E-Mail:
✓ Inclement Weather Statement
✓ Obtaining Grades at the End of Semester
  Grade reports are no longer mailed. Convenient access is available online or by telephone. Just use your student identification number when you log in to e-Connect or call DCCCD Touch Tone Services. Web site address: http://econnect.dcccd.edu/. Telephone number: 972-613-1818.

Disclaimer Reserving Right to Change Syllabus/Course Schedule:

This syllabus is intended as a set of tentative guidelines for HDEV 0092. I, Dr. Curtis O. Hill, the instructor of record, reserve the right to modify at any time, through verbal or written communication, this syllabus, class instruction, class schedule, and the requirements as seen necessary to promote the best education possible. It is the student’s sole responsibility for contacting the instructor or other students for any information pertaining to this class whenever he/she is absent.