

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**

COURSE OUTLINE

BASK 051 - COLLEGE SUCCESS STRATEGIES

Prepared by:

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**EDUCATIONAL OPPORTUNITY PROGRAM
April 2012**

- A. **TITLE:** College Success Strategies
- B. **COURSE NUMBER:** BASK 051
- C. **CREDIT HOURS:** 1 credit hour
- D. **WRITING INTENSIVE COURSE:** No
- E. **COURSE LENGTH:** 15 weeks
- F. **SEMESTER(S) OFFERED:** Fall (and Spring as needed)
- G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:**
2 hours lecture/lab/activity/application per week

H. **CATALOG DESCRIPTION:**

This course is designed to help students successfully make the transition to college while developing a sense of responsibility for their own learning. Students practice a set of learning strategies focusing on such topics as time management, note-taking, textbook reading/memory improvement, goal setting, test preparation/taking, and critical thinking. Students learn and demonstrate basic library research skills, computer skills, and explore/identify personal learning styles, values, career choice, and attitudes toward diversity. Two hours lecture/lab per week. Course is required for all first-time EOP students.

- I. **PRE-REQUISITES/CO-COURSES:** none

J. **GOALS – LEARNING OUTCOMES:**

- a. *Goal setting:* identify and write at least one short and one long term academic SMART Goal. SMART stands for Specific, Measurable, Achievable, Relevant, and Timely.
- b. *Time management:* record and analyze the use of time in a log, kept for one week during the school year and revise the log as needed throughout the semester. Create a time management plan which balances academic and personal activities effectively by maintaining a weekly planner with a “to do” list.
- c. *Learning styles:* complete a learning styles inventory, identify a primary learning style, and identify strategies to adapt to instructors who use teaching methods which may or may not match the student’s primary style of learning.
- d. *Note-taking:* demonstrate an effective method of classroom note-taking and apply it in a current course (other than this one).
- e. *Textbook reading/Memory techniques:* describe and apply one textbook note-taking technique, using it with a textbook from another current course.
- f. *Test preparation/Taking:* identify and use three to five activities/techniques to employ before taking a test, while taking a test and after taking a test to improve test taking success.
- g. *Career exploration/Library skills:* use three different library sources, for example: website,

journal article and book, to write a brief essay with citations describing career interests.

- h. *Basic computer skills:* send the instructor an email message, use Microsoft Word to complete at least one assignment, use at least one function of Angel, and utilize UCanWeb to look up specific academic and financial information (e.g. schedule, advisor, financial aid awards, etc.).
- i. *Diversity appreciation:* participate in a discussion/exercise of the value of appreciating diversity and demonstrate awareness of the value of diversity by identifying and summarizing reactions to this discussion.
- j. *Values/Character Development:* identify and describe at least three personal values as they relate to career choice as well as the values reflected in the Student Handbook under Code of Student Conduct, Rights and Responsibilities and the “Campus Creed.”

Course Objective	Institutional SLO
a. Goal setting: identify and write at least one short and one long term academic SMART Goal. SMART stands for S pecific, M easurable, A chievable, R elevant, and T imely.	2. Crit. Thinking 3. Prof. Competence
b. Time management: record and analyze the use of time in a log, kept for one week during the school year and revise the log as needed throughout the semester. Create a time management plan which balances academic and personal activities effectively by maintaining a weekly planner with a “to do” list.	2. Crit. Thinking 3. Prof. Competence
c. Learning styles: complete a learning styles inventory, identify a primary learning style, and identify strategies to adapt to instructors who use teaching methods which may or may not match the student’s primary style of learning.	1. Communication 2. Crit. Thinking
d. Note-taking: demonstrate an effective method of classroom note-taking and apply it in a current course (other than this one).	1. Communication
e. Textbook reading/Memory techniques: describe and apply one textbook note-taking technique, using it with a textbook from another current course.	1. Communication
f. Test preparation/Taking: identify and use three to five activities/techniques to employ before taking a test, while taking a test and after taking a test to improve test taking success.	2. Crit. Thinking 3. Prof. Competence
g. Career exploration/Library skills: use three different library sources, for example: website, journal article and book, to write a brief essay with citations describing career interests.	1. Communication 2. Crit. Thinking 3. Prof. Competence
h. Basic computer skills: send the instructor an email message, use Microsoft Word to complete at least one assignment, use at least one function of Angel, and utilize UCanWeb to look up specific academic and financial information (e.g. schedule, advisor, financial aid awards, etc).	1. Communication 3. Prof. Competence
i. Diversity appreciation: participate in a discussion/exercise of the value of appreciating diversity and demonstrate awareness of the value of diversity by identifying and summarizing reactions to this discussion.	1. Communication 2. Crit. Thinking 4. Inter-Intrapersonal
j. Values/Character Development: identify and describe at least three personal values as they relate to career choice as well as the values reflected in the Student Handbook under Code of Student Conduct, Rights and Responsibilities and the “Campus Creed.”	1. Communication 2. Crit. Thinking 4. Inter-Intrapersonal

K. TEXTS:

Solomon, Amy, et al. (2012). *100% Student Success*. Boston, MA: Wadsworth CENGAGE Learning.

SUNY Canton Academic Catalog and Student Handbook

L REFERENCES:

Leonard, E. (2004). *College Success Simplified*. Pearson Longman Co.

Gardner & Jewler (2006). *Your College Experience, Strategies for Success: Concise Media Edition*. Thomson/Wadsworth, 6th Edition

Elder, R. & Paul, L. (2002). *Critical Thinking: Tools for Taking Charge of Your Professional and Personal Life*. Financial Times Prentice Hall

Walter, Knudsvig & Smith (2003). *Critical Thinking*. Thomson/ Wadsworth.

University at Albany, SUNY, 2008 (rev). *The Study Skills Hand Book*

M. EQUIPMENT: Technologically Enhanced Classroom

N. GRADING METHOD: (P/F, A-F, etc.): A - F

O. MEASUREMENT CRITERIA/METHODS:

- Class participation, projects
- Quizzes
- Short Essays
- Use of E-mail
- Word Processing
- Angel
- Comprehensive Final Exam

P. DETAILED TOPICAL OUTLINE:

- I. Goal Setting
 - A. Examples of SMART goals
 - B. Identification of one academic short term goal
 - C. Identification of one academic long term goal
- II. Time Management
 - A. One week time log
 - B. Personal time management plan, using weekly planner/organizer
- III. Learning Styles
 - A. Learning styles inventory
 - B. Identification of primary learning style
 - C. Application and adaptation of primary learning style
- IV. Note-taking
 - A. Various note-taking methods
 - B. In-class application/practice
 - C. Additional class application
- V. Textbook Reading/Memory Techniques
 - A. Various reading techniques
 - B. Application to a reading assignment
 - C. Additional memory techniques
- VI. Test Preparation/Taking
 - A. Techniques to use while preparing for a test

- B. Techniques to use while taking a test
- C. Techniques to use after taking a test
- VII. Career Exploration
 - A. Use library resources
 - B. Write brief essay on career goals
- VIII. Computer Skills
 - A. E-mail
 - B. Word processing
 - C. Angel Introduction
 - D. UCanWeb for Students
- IX. Diversity Appreciation
 - A. Bias/prejudice issues/effects
 - B. Identification of personal biases/prejudices
 - C. Appreciation for the many benefits of diversity
- X. Values/Character Development
 - A. Identification of personal values
 - B. Effects of values on behavior
 - C. Effects of values on career choice

Q. LABORATORY OUTLINE: none