Welcome to SLS1001: Strategies for Success!

Your mission this semester, if you so choose to accept it, is to build the strongest foundation possible for your educational pursuits.

This is not an easy task. It can be accomplished if you deliver your very best work.

Expect to be challenged, motivated and inspired to not only change your current frame of thinking but to truly reflect on where you have been, where you are now and the limitless possibilities that lie elsewhere; that you have yet to explore. You are invited to take a stand for your future. You are encouraged to put the best plan into action. The moment is yours to define. Finish what you start!
**Course Description:** A course tailored for the First Time in College student; providing opportunities to learn about Broward College and higher education. It also intends to guide the student in acquiring and practicing learning strategies, exploring their personal learning styles, identifying their career options, and developing life-long skills for responsible citizenship and leadership.

**Integrated Learning Community:** Classes designed as “Learning Communities” are part of an innovative program for enriching your success. Classes have linked projects to ensure that you get the best possible learning experience. At the same time, you will have the benefit of interacting and bonding with other students and faculty. Learning Community courses are regular. General Education and Prep courses where you can expand your learning without additional workload. This class is such a course, and you will have “linked” assignments, as indicated on the Course Assignment Schedule attached to this syllabus.

**Service Learning Project:** Service-Learning is a course-based teaching and learning approach that integrates traditional study with community service to enrich learning, teach civic responsibility and strengthen communities. Through research on relevant issues and guided reflection activities, students forge practical lifelong connections.

**Instructional Methodology:** Students can expect a highly interactive lecture course that incorporates individual explorative tasks, group discussion, case studies, activities and guest lecturers/presenters. Instructionally, this professor views technology as an integral facet of learning; therefore, students can expect to use Desire2Learn (D2L) and other web functions extensively in this course.

**Course Outcomes:** At the end of this course you can expect to...
- Understand and apply key factors in self-motivation and management;
- Be able to evaluate and develop your individual life management skills and values;
- Take charge of your life; increase your self-awareness and awareness of the world around you;
- Raise your self-esteem and confidence, while developing emotional intelligence;
- Develop interdependence, mutually supportive relationships within your peers;
- Demonstrate and understand the importance of developing an educational plan and managing educational funding;
- Apply various learning and critical thinking strategies to your college course work to maximize learning and master effective study skills;
- Demonstrate an understanding of the concept(s) of life/ career planning;
- Demonstrate familiarity with Broward College organization, including rules, regulations, support services and co-curricular programs and activities;
- Identify, access, navigate and utilize necessary computer and web functions to achieve a successful academic and professional experience; and
- Write more effectively, while improving creative and critical thinking skills.


**Required Materials:**
- Broward College Planner (or other Day Planner)
- Folder, duo-tang w/ loose leaf sheets for note-taking
- 1 red, black and blue pen
- #2 pencils
- 2 different colored highlighters

**Course Policies & Procedures:** The following policies and procedures are in place to ensure seamless transition to the classroom.

**Special Note:** Your syllabus is a legal binding contract between you and your professor. It is subject to change in those cases where suitable for effective facilitation of this course.

**Attendance**

Students are expected to be present for all classroom sessions and are responsible for signing the attendance sheet. If you did not sign in, you were not in attendance of class.

Without proper documentation, students will be penalized by earning no classroom participation or Success Team Activity points for a day of non-attendance.

If documentation is not received by the beginning of the second class session following an absence, the absence is then considered unexcused.

When you calculate the amount of instructional days discounting the observed holidays as reflected on the front page of this syllabus, there are approximately 29 sessions during this term. There will be no penalty for students participating in faith obligations, serious documented illnesses, death in your immediate family or statutory governmental responsibilities.

Students are held responsible for the material covered in the class session(s) that they miss. Students earn 10 points per day that they are on time and participatory in Success Team activities (7 points for attendance and 3 points for Success Team Activities for a total of 10 points per day and 300 points by the end of term). If a student is late, they can expect to lose 4 of those 7 points; if a student must leave early, they are free to do so, but will also lose 4 of those 7 points for a premature, unexcused departure.

**CLARIFICATION:**

In instances of observance of a religious holiday and statutory government responsibilities, students must notify the instructor in advance, and upon their return to class, show documentation of their participation. For religious observations, day stamped pictures with family or a program from your service will suffice as documentation. For government duties, jury duty notices, subpoenas or military papers will suffice as documentation. If this documentation is not received by the beginning of the second class session following the absence, the absence is then considered unexcused.

In instances of death in the family, this professor works within the rules and regulations of BC and interprets this as mother, father, spouse, child, brother, sister, grandparents or grandchildren. Documentation necessary can be an obituary, ticket stub from travel or any form of verification within reason. In circumstances of extreme illness, a doctor’s note (on MD’s letterhead), hospitalization records, wristband or a bill on hospital/Dr.’s letterhead will suffice as documentation.
**Withdrawal**

This course is required and withdrawal from this course may impact your semester. Note that if a student stops attending class prior to the withdrawal date, you will be administratively withdrawn from class and receive a 'W' grade. If it is your 3rd attempt at this course, a grade of 'F' is assigned. If you stop attending class after October 31, 2012, you will be assigned a grade 'WF,' which is calculated as an "F" in your GPA. Please avoid this situation and pay close attention to the “Important Dates” bulletin located on the first page of the syllabus, and make an appointment with an advisor for more details.

**Special Note:** Withdrawals from Learning Communities are not the same as with other courses. A student who withdraws from one course in a Learning Community Cohort must withdraw from all the courses in that cohort. Please see your instructor for more details.

**Classroom Etiquette**

1. **Use of a cellular phones is not permitted in class. They must remain on silent or vibrate.** Emergency phone calls may be taken outside of the classroom, advisably on your break. Any sound of vibration, any text messaging during class time or any ringing of the phone, may result in disrupting your colleague’s critical thinking process. Please review #3 below regarding the Broward College policy on disruptive students.

2. This is an open forum to express your ideas freely, without fear of repercussion for voicing your reasoning. Controversial subject matter may at times be discussed as this is a life skills course, and life can at times be controversial. Expect to be challenged, respectfully, by your peers, but not intimidated. Be courteous, and please raise your hand to be called upon. Always allow your colleague to finish their thought before interrupting. You are expected to conduct yourself in a responsible and mature manner. Do unto others as you would have them do unto you, and this is not Biblically speaking. R-E-S-P-E-C-T...

3. Any student found to be egregiously disrespectful to their colleagues and/or the learning process in the classroom, as determined by this facilitator, can expect to earn no participation points in class and may be referred to the Dean of Student Affairs on campus as set forth in Broward College Policy 6Hx2-5.19-Dismissal of Disruptive Students Reference: Student Code of Conduct. Legal Authority for such action is located in: Fl. Statute 1001.64, 1001.65.

4. **ACADEMIC HONESTY CLAUSE:** Broward College expects its students to be honest in all of their coursework and activities. Breaches of academic honesty include cheating, plagiarism, misrepresentation, bribery, and the unauthorized possession of examinations, papers or other class materials that have not been formally released by instructors. A student’s academic work must be the result of his or her own thought, research or self-expression. Breaches of Broward College’s policy on academic honesty may result in academic penalties and/or disciplinary action. At the discretion of the instructor, academic penalties may include, but are not limited to, a failing grade for a particular assignment or a failing grade for the course. * In addition, the instructor or another BC employee may refer a student to the Dean of Student Affairs for student disciplinary action in accordance with the BC Student Handbook. Such discipline may include suspension or expulsion from the College.

*Note that this professor will fail you in this course if found to be in a violation of the above Academic Honesty Clause.*
- **Textbook**

   The *On Course* text is a vital tool in classroom participation and provides guidance on many of the topics that will be discussed. Every chapter will be touched upon. So it is **required** for this course. It is recommended that your book be purchased prior to class session 2 for an optimal learning experience. If you do not have the book by class session 3, you may want to reconsider continuing participation in this course at this time. *On Course* also comes with supplemental materials that the instructor may invite you to use at relevant points during the semester.

- **Assignments**

   Students are responsible for contacting their colleagues to obtain notes and classroom assignments in the case of an excused absence. Please note that an excused absence allows you **until the class session following your return** to present assignments. All indicated assignments to be placed on Desire to Learn must be placed by the deadline posted. Outside of excused absences, there are **no late assignments accepted**.

- **Testing**

   There will be opportunities throughout the semester for students to earn extra credit with pop quizzes. There are two exams in this course - a midterm and final exam. The midterm exam date is **October 18, 2012**. The final exam date is **December 13, 2012**. There will be announcements in class regarding the midterm and final exam procedures as the day approaches.

- **Faculty Response**

   Emails are the preferred method of contacting Prof. Lubin. In the case of extreme emergency, the departmental number is provided. **Voicemail is not an acceptable form of communication with this professor.** If you call the departmental line, you must leave a message with the attendant. If no answer, then email is the acceptable form of follow-up communication. Please allow up to 48 hours for response. Office hours are in Bldg. 47 Room 104, **by appointment only**.

**Evaluation & Course Assignment/Activity Schedule:** The following are the course components, grading scale requirements for being successful and the criteria used to assess your proficiency:

**Grading System:**

- 100%-90% = A **Superior College Level Work**
- 89%-80% = B **Above Average College Level Work**
- 79%-70% = C **Average College Level Work**
- 69%-60% = D **Questionably Unacceptable College Level Work**
- 59%-0% = F **Unacceptable College Level Work**

Students will be evaluated in this course based on the following:

- **Attendance:** 20%
- **Class Participation/Success Team Activities:** 10%
- **LP (Life Planning) Division:** 10%
- **EP (Educational Planning) Division:** 10%
- **CP (Career Planning) Division:** 10%
- **Mid-Term:** 15%
- **Final Exam:** 25%
The scale in this course is a points system. The maximum amount of points to be earned in this course is 1,000 points. To obtain full attendance and class participation/Success Team points for the day, students are expected to be on time to class and participate in success team activities. Note that certain items within your divisions (specified below) are in-class activities; so if you miss class on the day of that activity, you will not only lose participation points but also an opportunity to complete your assignment.

This course has 3 divisions. The first division of the course is Life Planning (LP). The second division of the course is Educational Planning (EP). The third division of the course is Career Planning (CP). Each one of these divisions gains points when students complete the corresponding activities associated to the division. The following are the activities within each division and the maximum points a student can earn per activity:

<table>
<thead>
<tr>
<th>LP</th>
<th>POINTS</th>
<th>EP</th>
<th>POINTS</th>
<th>CP</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;This I Believe&quot;</td>
<td>30</td>
<td>Education Plan</td>
<td>30</td>
<td>Career Plan WS</td>
<td>30</td>
</tr>
<tr>
<td>Life Plan, Part 1 &amp; 2</td>
<td>25</td>
<td>Group Presentation*</td>
<td>25</td>
<td>Cover/Résumé</td>
<td>25</td>
</tr>
<tr>
<td>&quot;This I Believe&quot; Individual Presentation*</td>
<td>15</td>
<td>Learning Style Assessment * (On Course)</td>
<td>15</td>
<td>Choices Profile</td>
<td>10</td>
</tr>
<tr>
<td>Linked Assignment 1</td>
<td>20</td>
<td>VARK Assessment*</td>
<td>15</td>
<td>S.W.O.T. Analysis</td>
<td>15</td>
</tr>
<tr>
<td>Self-Assessments: (On Course, 5) (JUNG/MBTI, 5)</td>
<td>10</td>
<td>Linked Assignment 2</td>
<td>15</td>
<td>Group Reflection Day, Linked Assignment 4</td>
<td>20</td>
</tr>
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<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
<td><strong>TOTAL</strong></td>
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<td><strong>TOTAL</strong></td>
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GRAND TOTAL OF 300 POINTS

These assignments are to be submitted in the appropriate space on the D2L to receive credit. If it is not submitted on D2L by the due date as specified on your course assignment schedule, you will receive no points for the activity. Rubrics and instructions for each of these assignments will be provided in separate handouts and uploaded to the D2L itself. If a student fails to place an assignment in the wrong space provided, expect to have a reduced score on the assignment.

The Success Team

Your SUCCESS TEAM is a small, ongoing group made up of about 3-6 people like you. The people on your team will help you make your academic dreams come true. Why? Well, because you’re going to do the same thing for them, of course! Your team will keep you moving until you discover and achieve your academic dream this term. In this course and in others, your success team will help you figure out what you want and design a plan of action to get it. It will get you information, contacts and support week after week.

You will learn through this course that wishes and dreams need a lot of friends because it takes more than desire to make a wish come true. You need an ongoing, sustained effort over an extended period of time. Your Success Team will support and encourage you when times get tough, and you run into the inevitable interruptions, setbacks and fears that are part of every journey to
the top. You'll work on your academic dream by showing up to class and reporting in with your team at least once per week. You will have certain small assignments you have to complete together—overall, the hope is that you will find the companionship and encouragement that all humans need through this team.

It is the formation of mutually beneficial relationships that makes the difference between success and failure - not your attitude, your mantra, or your toothpaste - just lots of ongoing help. You earn a maximum of 3 points per day that you participate in the Success Team Activities. You earn extra credit through “Success Team Challenges (STC).*"

**Linked Assignments:**
*(Please refer to the course assignment schedule for the weeks these assignments are due)*

1.) Students will complete the “Self-Esteem” Assessment online and in class at the following webpage http://testyourself.psychtests.com/testid/3102. After which, a discussion will be held to have students reflect on what it means to be “themselves” and how their level of self-esteem impacts who they are as individuals.

2.) Students will be introduced to the concept of parental relationships, highlighting how they influence the individual into being the person they are now and who they can become (Life Scripts). Students will listen to two audio clips from the “This I Believe” website regarding parental relationships and be asked to create a concept map regarding the individual actions/decisions their parents have made that have made an impact on their lives.

3.) The OnCourse text addresses critical thinking and the individual. Students will have been taken through the critical thinking process, in a prior class session, which consists of asking probing questions and constructing a logical argument. Students will be given slips of paper with topics for which they will have to construct a logical argument for/against the topic.

4.) Students will be asked to engage in a direct Service-Learning Project. The idea is that students contribute to a cause they had never contributed to before, an act of kindness and tenacity that is selfless and giving. To complete the Service Learning Project, students will have to participate in group reflection day.