

## **Welcome to First-Year Seminar/Student Success!**



**Insert Course Code**

**Insert Meeting Dates and Times**

**Insert Professor Contact Information:**

**Professor Name**

**Email Address**

**Office Location**

**Office Hours**

**Please come and visit me!**

Customize this welcome section (consider adding your photo)

Welcome to the course! I am excited to be your instructor and can't wait to get to know you. I value your unique perspectives and aim to create a learning environment where all voices are heard and respected. Throughout the semester, you will be exploring who you are and what matters to you so that you can develop a personalized set of academic and career goals. You will also discover many evidence-based strategies to help you meet with success. The more I get to know you, the better I will be able to assist you with this process. I hope that you will view me as part of your support team. I am here to help you plan for success, problem-solve as needed, and celebrate successful experiences.

I have been teaching for over 20 years and this is my favorite class to teach because I get the honor of being a part of your journey early on during your college experience. I truly enjoy helping students determine their path and develop skills so that they achieve their goals. I have a Ph.D. in Counseling Psychology and love presenting and writing on student success and teaching and learning topics. My official office hours are listed above, but I'm more than happy to find a different day and time to meet if these do not work well for your schedule. If there is anything I can do to improve your learning experience, please reach out to me. I believe that it is important for us to talk outside of class so please connect with me before or after class, stop by my office (or make an appointment), and email me. I can't wait to get to know you.

## What is this course all about?

**Course Description:** (replace with course description at your college)

This course is designed to help you discover your many identities, set meaningful academic and career goals, develop essential skills such as information literacy and critical thinking skills, explore career options and develop essential skills such as networking, and engage in academic behaviors and study strategies that will help you meet with success.

**Learning Outcomes:** What you will be able to do after successfully completing this course  
(replace below with your course learning outcomes and content)

By the end of this course, you will be able to:

1. Determine academic and career goals and develop plans for achieving these goals.
2. Identify and utilize strategies and resources that promote academic success, personal growth, and resilience.
3. Demonstrate critical thinking and information literacy skills.
4. Practice networking and other interpersonal and leadership skills essential in a diverse, global society.
5. Reflect on values, goals, decisions, and actions in relation to their impact on self and others.



**What can I expect to happen during class?** (customize)

Being actively involved and engaged with the course content will result in higher levels of learning and skill development. The semester will therefore be filled with lively discussions, activities, and challenging assignments. Because we learn best when engaged with others, you will work with a partner or a small group almost every time we meet.

## What book and other materials do I need?

**Text:** *Student Success in College: Doing What Works!* 4th edition, Cengage Learning

**Articles and Websites:** Additional resources will be posted in the Learning Management System.

### Important Policy Information (customize)

*If you need accommodations due to a disability, please reach out to a disability service provider.*

*To foster a productive learning environment, the college requires that all students adhere to the Code of Student Conduct, which is published in the college catalog and on the college's website.*

#### **Academic Integrity Policy:**

##### **All Students Are Expected to Engage in Academically Honest Work**

Academic integrity benefits everyone in our community. It not only helps you reach the real goal of this class—learning—but also allows for the college and program to be perceived positively by others. When students are dishonest, they lose out on valuable learning that will help them perform well in their career. It can also negatively impact all the students in the program and at the institution by creating negative mindsets, which may result in fewer outside learning opportunities for students. Academic dishonesty is any attempt by a student to gain academic advantage through dishonest means or to assist another student with gaining an unfair advantage. Academic integrity is important regardless of whether the work is graded or ungraded, group or individual, written, or oral. Dishonest acts can result in a failing grade on an assignment, a failing course grade, and/or an official code of conduct charge being filed.

#### **Late Work Policy:**

##### **All Students Are Expected to Complete Learning Tasks on Schedule**

It is important to stay on track with your assignments—not only will this help you feel less stressed, but it is also an important skill you will need in your career. Being able to meet deadlines and juggle many tasks is an important career and life skill. Thus, it is expected that you will complete all assignments according to the schedule. This is particularly important when working as a part of a team as others will be counting on you. If you have a personal situation that prevents you from doing so, please discuss this with me prior to the due date, or as soon as possible, and we can explore options.



## Available Help and Support (customize)

Successful people access support from others as needed. The college has many support services that can help you achieve your goals. I encourage you to reach out to me and other professionals on campus as needed. Here's some information about the resources available to you:

Me, Your Professor	
Librarians	
Tutors	
Advisors or Mentors	
Personal and Career Counselors	
Disability Service Provider	
Resident Advisor	

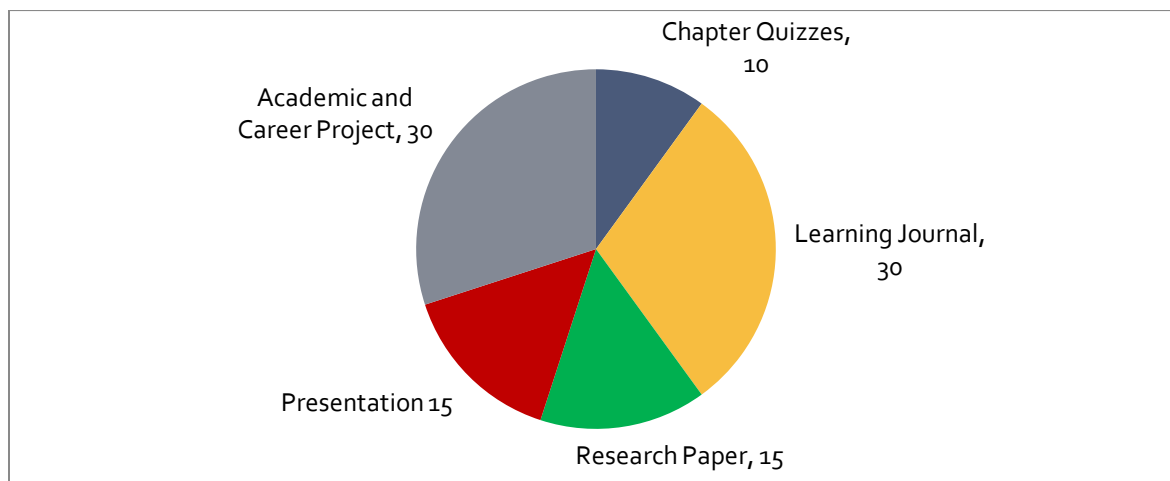
## Course Outline

Class Date and Topic	What will you learn and be able to do?	What is due?
Week 1 <b>Welcome and Introduction Getting Started</b>	<ol style="list-style-type: none"> <li>1. Describe the personal and intellectual advantages of a college education.</li> <li>2. Distinguish among financial methods for covering college costs.</li> <li>3. Define return on investment.</li> <li>4. Describe the long-term consequences of financial decisions.</li> <li>5. Describe strategies for college students to increase their credit score.</li> </ol>	Introduction Pre-Test Assessment Read Introduction: Getting Started
Week 2 <b>Exploring Your Identity</b>	<ol style="list-style-type: none"> <li>1. Describe what personal factors contribute to a sense of self.</li> <li>2. Define intersectionality in the context of personal identity.</li> <li>3. Identify ways that privilege and oppression can influence personal identity.</li> </ol>	Introduction Post-Test Assessment Chapter 1 Pre-Test Assessment Read Chapter 1

	4. Describe how our personal, academic, and professional roles influence our identity.	
<b>Week 3 Exploring Your Identity</b>	5. Describe how values can influence interpersonal and community relationships. 6. Describe typical strategies for actively promoting one's values. 7. Describe strategies for elevating one's personal aspirations.	Chapter 1 Post-Test Assessment Chapter 1 Quiz
<b>Week 4 Evaluating Information and Thinking Critically</b>	1. Describe how information literacy skills are critical to comprehension. 2. Explain how to locate and access sources and source information. 3. Distinguish credible, reliable sources from non-credible or unreliable sources.	Chapter 2 Pre-Test Assessment Read Chapter 2 <b>Journal Check-In</b>
<b>Week 5 Evaluating Information and Thinking Critically</b>	4. Explain how to use social media as an effective academic information source. 5. Explain how to use peer-reviewed journals as effective academic information sources. 6. Describe how Bloom's taxonomy relates to critical thinking. 7. Identify habits and strategies that support critical thinking.	Chapter 2 Post-Test Assessment Chapter 2 Quiz
<b>Week 6 Setting Goals and Choosing a Career Path</b>	1. Construct personalized short-, mid-, and long-term education, employment, and individual goals. 2. Explain the ABCS framework for setting and implementing effective goals.	Chapter 3 Pre-Test Assessment Read Chapter 3
<b>Week 7 Setting Goals and Choosing a Career Path</b>	3. Describe factors that contribute to one's career decisions. 4. Differentiate various theories for how one chooses a career. 5. Describe strategies for deciding on a career path. 6. Develop a list of your core values. 7. Identify potential post-college career options and opportunities.	Chapter 3 Post-Test Assessment Chapter 3 Quiz
<b>Week 8 Strengthening Networking and Other Essential Skills</b>	1. Explain how college students can expand their professional network. 2. Construct an academic and professional online profile. 3. Describe the components of an effective elevator speech.	Chapter 4 Pre-Test Assessment Read Chapter 4

<p>Week 9</p> <p><b>Strengthening Networking and Other Essential Skills</b></p>	<ol style="list-style-type: none"> <li>4. Describe behaviors that demonstrate professionalism.</li> <li>5. Select tools and techniques for managing time and schedules.</li> <li>6. Develop skills for communicating and interacting within a diverse community.</li> <li>7. Identify opportunities to take a leadership role in on- and off-campus clubs, social groups, and other extracurricular organizations.</li> </ol>	<p>Chapter 4 Post-Test Assessment</p> <p>Chapter 4 Quiz</p> <p><b>Academic and Career Project</b></p>
<p>Week 10</p> <p><b>Building Academic Skills</b></p>	<ol style="list-style-type: none"> <li>1. Explain effective note-taking strategies.</li> <li>2. Distinguish among effective learning strategies for reading.</li> <li>3. Explain how memories are formed.</li> </ol>	<p>Chapter 5 Pre-Test Assessment</p> <p>Read Chapter 5</p>
<p>Week 11</p> <p><b>Building Academic Skills</b></p>	<ol style="list-style-type: none"> <li>4. Explain the benefits of spaced practice.</li> <li>5. Explain how to use a multisensory approach to learning.</li> <li>6. Define the testing effect.</li> <li>7. Outline the pros and cons of working with study partners or study groups.</li> </ol>	<p>Chapter 5 Post-Test Assessment</p> <p>Chapter 5 Quiz</p>
<p>Week 12</p> <p><b>Demonstrating Knowledge and Skills</b></p>	<ol style="list-style-type: none"> <li>1. Discuss the benefits of acting ethically.</li> <li>2. Describe strategies to avoid unintentional plagiarism.</li> <li>3. Describe the steps of the writing process.</li> </ol>	<p>Chapter 6 Pre-Test Assessment</p> <p>Read Chapter 6</p> <p><b>Research Paper</b></p>
<p>Week 13</p> <p><b>Demonstrating Knowledge and Skills</b></p>	<ol style="list-style-type: none"> <li>4. Explain how to successfully engage an audience during a presentation.</li> <li>5. Identify basic multimedia principles for creating effective slide presentations.</li> <li>6. Explain how to reduce and leverage test anxiety.</li> <li>7. Identify strategies for taking quizzes, tests, and online assessments.</li> </ol>	<p>Chapter 6 Post-Test Assessment</p> <p>Chapter 6 Quiz</p>
<p>Week 14</p> <p><b>Academic Planning and Staying on Track</b></p>	<ol style="list-style-type: none"> <li>1. Explain why students should meet regularly with their academic advisors.</li> <li>2. Identify the graduation requirements for a given institution.</li> <li>3. Describe various experiential learning opportunities and their benefits.</li> </ol>	<p>Chapter 7 Pre-Test Assessment</p> <p>Read Chapter 7</p> <p><b>Presentation</b></p>
<p>Week 15</p> <p><b>Academic Planning and Staying on Track</b></p>	<ol style="list-style-type: none"> <li>4. Explain how to individually gauge progress toward goals.</li> <li>5. Define motivation, grit, resilience, and associated terms.</li> <li>6. Outline strategies for managing stress.</li> <li>7. Differentiate motivational theories applicable to personal success.</li> </ol>	<p>Chapter 7 Post-Test Assessment</p> <p>Chapter 7 Quiz</p> <p><b>Reflection Journal</b></p>

## Grading Information



Final Letter Grade	Percentage at End of Semester
A	93–100
A–	90–92
B+	87–89
B	83–86
B–	80–82
C+	77–79
C	70–76
D	65–69
F	0–64

## Assignment Details

### **Chapter Quizzes**

**Why?** Successful students are engaged in learning both in and out of the classroom. Research shows that testing is an excellent way to learn.

**Task:** Complete chapter quizzes in Infuse after reading the chapter.

**Due Date:** **Personalize**

### **Learning Journal**

**Why?** Engaging in reflection improves learning and confidence.

**Task:** Complete a brief pre-test and post-test assessment before and after each chapter and related lesson. Write a reflection paper that acknowledges what you have learned and how you can use this knowledge to be successful academically, personally, and in your career. Determine what skills you want to further develop an action plan to do so. You will submit a journal entry for the introduction and Chapter 1 so that you can get feedback and use this feedback when writing your other entries. If you would like additional feedback during the semester, email me and I'll be happy to provide you with feedback on other entries. The final product will include 8 entries, one for each chapter including the introduction, and a final summative entry that highlights what

you found most valuable about this learning experience, what you wish you would have learned, and how you plan to put your new knowledge and skills into practice in the future.

Due Date: **Personalize**

### **Academic and Career Project**

**Why?** Choosing a career path is a big decision that takes much time and effort. Engaging in the career exploration process will help you make a good decision. Even if you have already decided on a career path, this assignment will help you learn more about the various options that exist within the career of interest and will help you develop a plan of action.

**Task:** The final project will be an eight- to ten-page paper (two–three pages for each section below):

- **Self-Assessment:** Knowing about yourself is an important part of the career exploration process. After taking self-assessments found in the textbook, describe who you are, what matters to you, what interests you, and your talents and skills.
- **Career Information:** Gather information from a variety of sources such as websites, informational interviews, and social media on at least three career paths. Write a one-page summary of each career path you selected and include the following information:
  - Job description and job tasks
  - Job outlook and salary
  - Work environment and opportunities for advancement
  - Education and other requirements
  - Factors that contribute to success in this field
  - Informational interview data or information gathered via social media
  - Reflective summary about whether this career path aligns well with who you are and what matters to you
  - Citation/source
- **Career Networking Actions and Reflection:** One of the most important skills to develop when it comes to careers is networking and it is never too soon to start networking. Engage in at least three networking behaviors such as meeting with a professional in the field or attending a professional meeting and then write a summary of each experience as well as a plan to continue developing your networking skills.
- **Educational and Financial Plan:** Choose one of the career paths and meet with an advisor to develop an educational and financial plan. The written plan should include the following:
  - Statement about why the selected major works with your chosen career pathway.
  - An Educational Map of courses you need to take and when you plan to take these courses. Indicate how each course counts (general education, major, elective).
  - Transition plan. If you are planning to transfer or go to graduate school, identify one or two colleges or universities. If you plan to go directly into the workforce, identify one or two entry-level jobs in the field of interest. Describe why these colleges or universities or jobs will help you achieve your goal, noting how courses will transfer or prepare you for success in graduate school.
  - Financial plan. Determine the cost of your education and the expected return on investment.

Due Date: **Personalize**



## **Research Paper and Presentation Assignment (15% Paper; 15% Presentation)**

Why? The purpose of this assignment is to help you build skills such as collaboration, communication, critical thinking, and information literacy skills that will serve you well in college and in your career.

Task: There are two parts of the project: a three-page paper and a 10- to 15-minute group presentation. The same topic will be used for the paper and presentation. All members of your group will need to agree on a topic and get the topic approved by me.

### Paper:

For this assignment, you will work with your group members to choose a student success topic you would like to research.

1. After the topic is approved by me, you will work *independently* to identify at least four sources of information (at least two websites and two peer-reviewed journal articles). It is recommended that you get feedback from me on the sources you select before completing the assignment.
2. Write a summary of what you learned from each source. Use the Exploring the Research in Summary Worksheets for each peer-reviewed research article, including the following information:
  - a. Why the topic is important
  - b. Purpose of the study
  - c. How the study was conducted (who participated and what did they have to do)
  - d. The main findings or results of the study
  - e. Application of these findings (why college students should care and how they can put research into action)
3. After receiving feedback on these summaries, you will then write a three-page paper summarizing and synthesizing the research you have reviewed and discussing the value and application of the research. Organize the paper by themes that emerged and then provide details on the research related to each theme.

### Presentation:

After you receive feedback on the paper, you will work with your group to develop a 10- to 15-minute presentation on the studies selected. The primary benefits of having the paper and presentation linked are that you can use feedback from the paper to develop a strong presentation, and every group member will have much to contribute as each member reviewed different resources and research.

1. The first step is to share and review all the resources and research identified by group members. Spend time here making sure everyone has access to the resources and understands the major points and findings. During this conversation, you can decide what information will be shared via the presentation.
2. Next, each member needs to *independently* create visually effective and informative slides that summarize the information and research on the topic. For the research studies

(there must be at least two), be sure to highlight how the study was conducted and the main findings.

3. After receiving feedback on your individual slides, you will then all get together and create one master slide presentation, using the best components of previously designed slides or developing new ones as needed.
4. You will then shift your attention to the best way to deliver the content, using strategies to highlight important points during the presentation. Be sure to review and incorporate effective presentation strategies discussed in the text.
5. Next, practice, practice, practice! All group members need to be able to present the entire presentation. View this as an independent project with a support team. *Note that you will be randomly assigned a part of the presentation to present on the day of the presentation.*

Due Date: **Personalize**