



## Syllabus



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# SDLR 500: Introduction to College Learning, Strategies for Success

credits: 2 CRN# 40194

Summer Term 2008, July 12th - September 5th

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## Course Description

Learners new to the academic experience become oriented to the Granite State College learning community. Learners use various assessment tools to identify learning styles and academic skills and then learn new academic success strategies that will help them succeed in college. The course includes an introduction to academic practices and disciplines, the research process, the virtual library, and the use of technology in learning. Through active and collaborative learning activities, learners engage in a variety of learning experiences to discover the resources available to them and effective ways to utilize them.

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## Prerequisites

None.

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## Blackboard Orientations

**There are no face-to-face sessions for this course.** If you have never taken an Online Interactive Course (OIC) at the college, we highly recommend that you attend one of the [2-hour Blackboard Orientation sessions](#) available throughout the state. If you choose not to attend a face-to-face session, you are encouraged to view our new [Online Orientation with audio](#) at your own convenience.

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## Required Resources

### Textbook:

Pauk, W. & Owens, R. (2007). **How Study In College, Ninth Edition** Boston: Houghton Mifflin  
ISBN: 0618766456

**The textbook is available online at MBS Direct at:** <http://bookstore.mbsdirect.net/gsc.htm>  
(The course-CRN number for ordering this textbook is: 40194). Textbooks can also be purchased from MBS via phone, mail or fax. For additional information, visit the [Online Bookstore](#) section of the college web site.

**PLEASE NOTE:** It is the learner's responsibility to have purchased all required course materials before the start of the course. Learners are expected to meet all course expectations even if the shipment of a required textbook or other learning resource is delayed. Be sure to choose the shipping option that will get your text/resource delivered in a timely manner.

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## Learning Outcomes

Upon completion of this course, learners will be able to:

- Understand the academic community and the culture of higher education, including expectations of the faculty, the notion of scholarship among students, and the specific academic structure of Granite State College including resources, policies and learning options.
- Demonstrate knowledge and qualities of a self-directed learner by acquiring techniques for college-level study skills: textbook reading, note taking, test taking and overall organization and management of academic responsibilities.
- Gain an understanding of one's own learning style, strengths and areas for development through various assessment tools including a learning style inventory and skills assessments.
- Demonstrate strategies for being active in the learning process, such as making representations through preparing concept maps and other tools, rehearsing problem solutions, and summarizing for an audience.
- Become oriented to Granite State College's online information literacy module, Compass, and access online databases to complete basic research tasks.
- Be introduced to learning technologies through a guided introduction to online resources including the Academic Toolkit, presentation software, basic computing tasks and basic elements of a courseware platform that supports face to face, hybrid and online learning environments.

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## Evidence of Accomplishment

### Participation

This course teaches you the skills necessary to be a self-directed learner. Online courses require the initiative and attention that are necessary for self-directed learning to occur. There is no such thing as passive learning in an online course. You will be required to participate in the course regularly and you should refer to the participation rubric to gain a thorough understanding of participation expectations. Discussions will be held on the discussion board weekly by way of a posted discussion question/questions. One "real-time" chat session will be required. It is necessary that you take the chat time survey, so a chat time can be determined that is workable for all learners.

### Quizzes

There will be two short quizzes—one half way through the completion of the course and the other at the end of the class. They will be based on course readings and vocabulary. Quizzes will be located in the "Quizzes" section on the Course Menu.

### Readings

There are several assigned chapters in the text, but there will also be supplemental reading in the form of articles, "Class Notes", etc. Readings for the module typically need to be completed by Wednesday of the week in order to respond to the discussion board appropriately.

### Discussion Board

Discussion Board questions will be posted weekly. Please respond to the instructor's posting by Wednesday of the week and reply to a minimum of two other postings before the week ends. Incorporating your knowledge and insights from the reading will increase your participation grade. Please see the participation rubric for the course for further information.

## Assignments

All assignments will be submitted through the 'Submissions' link on the course menu. Due dates are indicated in this course syllabus and can be found on the Tasks List.

### SWOT Analysis

You will be asked to perform a SWOT (Strengths, Weaknesses, Opportunities and Threats) Analysis on the results of your Learning Style Inventory and your personality assessment as you apply them to your life as a student and learner. A sample SWOT analysis is available for you to look at in the content of the course.

### Academic Skills Group Project

In small groups you will be assigned to a chapter of the text that you will present creatively to your fellow learners. The format for the presentation can be determined by the group, but must be posted/shared with the class. The group will be responsible for providing a role for each member and handing in a project planning sheet prior to completing the assignment.

### Research Topic & Thesis Statement

As part of your study of how to perform research and compose a research paper, you will be required to decide on a topic of your own interest that pertains to the degree you are pursuing. You will not be required to write a research paper, but a draft thesis statement as well as a final thesis statement will be collected before the end of the course.

## Performance Evaluation

Activity	% of Final Grade
Participation (includes discussion board, assessments, chats, and case studies.	25%
Quizzes	20%
SWOT Analysis	20%
Group Project	20%
Research Paper Thesis Statement	15%
<b>Total</b>	<b>100%</b>

**Course Grading Scale:** Grades will be assigned using the following scale:

A: 100-95	B: 86-84	C: 76-74	D: 66-64
A-: 94-90	B-: 83-80	C-: 73-70	D-: 63-60
B+: 89-87	C+: 79-77	D+: 69-67	F: 59-0

**NOTE:** Students must receive a grade of "C" or better for all courses in their major.

## Academic Honesty

An academic community is based on honesty and integrity. All work that you submit should be your

own. When summarizing or explaining ideas that are based on another's work, make sure to cite references appropriately. (For more information on proper citation, see the Library's website: <http://www.granite.edu/current-students/virtual-library/writers-resources/>). Plagiarism will not be tolerated. Plagiarism is using another's words or even paraphrasing another's work without giving proper credit through the use of citations. For questions regarding Granite State College's academic honesty policy, see page 65 of the college catalog.

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## Outline of Course Structure & Content

The course is broken down into the following Modules and Major Activities:

Module	Assigned Activities
<p><b>Course Introduction</b></p> <p><b>Module 1</b></p> <p><b>“Defining a Learning Community”</b></p> <p>Week 1 July 12 - 18</p>	<p>Introductions/Course Overview and College Expectations</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Table of Contents of Text</li> <li>• Class notes: Understanding Academic Syllabus, Academic Roles &amp; Responsibilities (Advisor, Faculty, Student)</li> </ul> <p><b>Discussion Board:</b> Kingdomality [<a href="http://www.cmi-lmi.com/kingdom.html">http://www.cmi-lmi.com/kingdom.html</a>]</p> <p>(Respond by Wednesday and Reply to two postings by Sunday)</p> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Take Chat time survey by Wednesday</li> <li>• Take Learning Style Inventory <a href="http://www.personal.psu.edu/bxb11/LSI/LSI.htm">http://www.personal.psu.edu/bxb11/LSI/LSI.htm</a> &amp; Jung Typology Test <a href="http://www.humanmetrics.com/cgi-win/JTypes1.htm">http://www.humanmetrics.com/cgi-win/JTypes1.htm</a> by Sunday</li> </ul>
<p><b>Module 2</b></p> <p><b>“Resisting the Tug of the Crowd”</b></p> <p>Week 2 July 19 - 25</p>	<p>Diversity in our Learning Community</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Chapt. 8, Learning Through Multiple Channels</li> <li>• Myers-Briggs Personality Instrument PowerPoint</li> </ul> <p><b>Discussion Board:</b> Team roles</p> <p>(Respond by Wednesday and Reply to two postings by Sunday)</p> <p><b>Chat:</b> Personality &amp; Learning Style</p> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Learning and Personality Style SWOT analysis (submit via Submissions by Sunday)</li> </ul>

<p><b>Module 3</b></p> <p><b>“Becoming a Self-directed Learner”</b></p> <p>Week 3 July 26 - August 1</p>	<p>Taking Charge of Your Education</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Chapt. 2, Time management, Organizational skills</li> </ul> <p><b>Discussion Board:</b> SWOT Analysis (Respond by Wednesday and Reply to two postings by Sunday)</p> <p><b>Small Group Work:</b> Time Management Exercise</p> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Take Quiz 1 by Sunday</li> <li>• Group Project on Skills Chapter</li> <li>• Group Project: Plan/Role sheet (submit via Submissions by Sunday)</li> </ul>	
<p><b>Module 4</b></p> <p><b>“Academic Skills for Success”</b></p> <p>Week 4 &amp; 5 August 2 - 15</p>	<p>Week 4 8/2-8/8</p>	<p>Improving Reading, Vocabulary &amp; Finding Key Information</p> <p><b>Reading:</b> Chapt. 5-7</p> <p><b>Discussion Board:</b> (Respond by Wednesday and Reply to two postings by Sunday)</p> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Work on Group Project due 8/9</li> </ul>
	<p>Week 5 8/9-8/15</p>	<p>Retaining Information, Note-taking &amp; Test-taking Strategies</p> <p><b>Reading:</b> Chapt. 10-13</p> <p><b>Activity:</b> Mind-mapping</p> <p><b>Discussion Board:</b> (Respond by Wednesday and Reply to two postings by Sunday)</p> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• View Group Projects by Sunday</li> </ul>
<p><b>Module 5</b></p> <p><b>“Setting and Achieving Academic Goals”</b></p> <p>Week 6 August 16 - 22</p>	<p>Academic and Personal Goal Setting</p> <p><b>Reading:</b> pgs. 10-16 Chap. 1</p> <p><b>Discussion Board:</b> (Respond by Wednesday and Reply to two postings by Sunday)</p> <p><b>Assignments:</b></p>	

	<ul style="list-style-type: none"> <li>Follow steps 1-4 on pg. 15 by Wednesday</li> </ul>
<b>Module 6</b>  <b>“Thinking Critically”</b>  Week 7 August 23 - 29	Analyzing and Synthesizing Information  <b>Reading:</b> <ul style="list-style-type: none"> <li>Chap.14, Writing a Research Paper</li> <li>Internet Research: Intro to Citation Styles</li> <li>Class notes: Crafting thesis statements</li> </ul> <b>Assignments:</b> <ul style="list-style-type: none"> <li>Complete Compass/ Visit EBSCO</li> <li>Research Topic by Sunday</li> </ul>
<b>Module 7</b>  <b>“Knowing Your Resources”</b>  Week 8 August 30 – September 5	Academic Support Services  <b>Reading:</b> <ul style="list-style-type: none"> <li>Internet Research: Academic Toolkit</li> <li>Tutorial: Basic PowerPoint</li> </ul> <b>Assignments:</b> <ul style="list-style-type: none"> <li>Take Quiz 2</li> <li>College Website &amp; Portal Scavenger Hunt</li> <li>Thesis Statement by 9/5</li> </ul>

**Note:** The content of this syllabus is subject to change as needed.

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## ADA

Granite State College will provide qualified individuals with disabilities the same educational opportunities available to persons without disabilities. When an individual's documented disability creates a barrier to educational opportunities, the College will attempt reasonable accommodation to remove the barrier. If you need assistance, it is important that you make contact early to ensure that your requests can be reviewed prior to the start of each term. If you wish to apply for accommodations, contact your academic advisor or the dean of learner services in the Administration Offices in Concord. See ADA in the college catalog for details.

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## Institutional Assessment

Assessment is an ongoing process that enables the College to improve its programs, courses, and teaching methods. Institutional evaluation may be embedded in tests, exams, and other measurements of student learning. As members of a learning community, students, faculty, and staff will be expected to participate in the important process of assessment on occasion. Confidentiality of any data that identify participants is maintained.

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## Technical Assistance

For assistance with accessing your course or with other technical issues regarding your online course, contact the **GSC Technical Assistance Center** (<http://bbresources.granite.edu/techassist/help.htm>) or call **1-888-372-4270** (Hours: M-F, 8:30-5:00, on weekends messages are checked daily).

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