

## Class Schedule

Week Session	Session Title	Class Objectives	Learning Outcome	Readings	In-Class Activity	Out-of-Class Activity
Week 1 S-1	Foundations	Establish the foundation of the course by: 1) communicating instructional objectives, 2) articulating teaching methods, learning activities, and evaluation process, and 3) creating an inclusive classroom environment where student are given full respect, recognition, and encouragement to learn	Students should have a sense of how they fit within the college environment		Ice Breakers. Discussion on course objectives and expectations	
Week 1 S-2	College Makes The Difference	Illustrate the commonalities (i.e., goals, aspirations, values, etc.) that characterize a community of learners and the expectations they bring to the college environment to ensure personal, educational, and career success	Students should be aware of the specific factors (i.e., personal, family, and environmental, etc.) that can contribute to their success	Chapter 1: College Makes The Difference: Strategies for Success	Discussion on Chapter 1; Completion of Exercises 1-3, p. 15	Attend First-Year Convocation; Journal Entry - 1: (Choose 1 question from p. 17)
Week 2 S-3	College Life: Strategies for Success	Empower students to take responsibility for their own learning	Students should be able to develop strategies for personal and academic success regardless of the challenges that characterize their college experience	Chapter 1: College Makes The Difference: Strategies for Success (p. 3)	Discussion on setting goals for success in college	
Week 2 S-4	Time Management: The Key To Personal Academic Success	Introduce strategies for developing and sticking to a realistic time management system	Students should become familiar with methods of managing their time and developing a time strategy that works best for them	Chapter 2: Time Management: The Foundation of Academic Success	Organize daily/weekly assignments, Identify priorities, establish personal timetable/master plan	Journal Entry - 2: (Choose 1 question from p. 37); Complete the Internet and InfoTrac College Edition exercises on the CD-ROM that accompanies this book
Week 3 S-5	Know Thyself: Personal Needs, Academic Expectations, and Learning Styles	Clarify how learning styles affects study habits, academic performance, and personal development	Student should begin a process of defining and assessing how best they acquire, process, and absorb information (i.e. memorization, visualization, class discussion, etc.)	Chapter 3: Learning Styles & Personality	Discussion on learning styles/ Completion of a Personal Style Inventory	This is My Life: Part One Due

Week 3 S-6	Active Learning in College: What Does it really mean?	Explore how college differs from high school, particularly issues surrounding faculty expectations, academic policies, curriculum requirements, class attendance, and degree requirements	Students should gain a better understanding of how positive student-teacher relationships can enhance the college experience	Chapter 4: Active Learning: Working with your Instructor to Make Learning Easier and More Fun	Discussion on Active Learning	Attend on-campus social activity; Journal Entry - 3: (Choose 1 question from p. 70)
Week 4 S-7	Critical Thinking: A Lost Art Among College Students	Discover the art of critical thinking that characterizes academics expectations at the college level	Students should be able to develop a timesaving system for learning that combines planned reading, annotation, recitation, critical reading, and effective writing	Chapter 5: Critical Thinking	Discussion on Critical Thinking	
Week 4 S-8	Listening & Learning in the Classroom	Review strategies for meaningful, efficient, and active classroom learning	Students should be able to develop a personal system of learning that will enable them to abstract ideas, recall important information, and improve their chances for academic success	Chapter 6: Listening, Note Taking, and Participating	Discussion on listening, note-taking, and class participating	Journal Entry - 4: (Choose 1 question from p. 100)
Week 5 S-9	Test Taking: Demonstrating What You Know	Provide an opportunity to better understand how different learning styles affect academic performance	Student should begin defining and assessing how best they acquire, process, and absorb critical test information	Chapter 8: Taking Exams and Test: Improving Your Memory	Discussion on test-taking strategies	Attend on-campus social activity
Week 5 S-10	Courses and Careers: Making the Connection	Provide an understanding of how various opportunities, choices, and freedoms available throughout the college experience can challenge the personal values students bring to the campus environment, and ultimately affect their patterns of thinking and feeling about educational and career objectives	Students should begin to identify their own educational objectives and expectations for career success	Chapter 12: Courses and Careers: Making the Right Choice	Discussion on the relationship between courses and careers	This is My Life: Part Two Due
Week 6 S-11	University Support Services	Reintroduce students to the many campus support programs and services that are available to help them achieve desired personal, educational, and career objectives	Student should be able to identify critical campus resources and key personnel within the Divisions of Academic and Student Affairs		Activity: Scavenger Hunt will be conducted during class period.	Campus Event Forms due.
Week 6 S-12	Sex, Drugs, Rock n' Roll: The College Perspective	Explore the effects of alcohol and drugs as they relate to college success	Students will become aware of the need to make healthy and responsible decisions	Chapter 16: Alcohol, Other Drugs, Sex: Making Responsible Choices	Discussion on university standards of conduct	Journal Entry - 5: (Choose 1 question from p. 299)

Week 7 S-13	Stress and the College Student	Assist students in understanding that although stress is practically unavoidable, it can be controlled	Identify the warning signs of stress and strategies to manage it in positive ways	Chapter 17: Stress Managing	Discussion on strategies for reducing stress	
Week 8 S-14	Academic Policies and Procedures	Assist students in better understanding various academic policies and curriculum requirements, including: academic schedule, class attendance, degree requirements, grading policies, academic standing , academic transcript, course load, final examinations, and family and Educational Rights and Privacy Act (FERPA)	Prepare students to become academically responsible for their educational development by understanding the academic policies and procedures of the university		Review university catalogue and conduct study skills assessment	
Week 9 S-15	Interpersonal Competence: Communicating Across Cultures	Explore issues around interpersonal competence	Students should begin to embrace a method of thinking and communication with others that can assist them in breaking down cultural barriers	Chapter 13: Relationships: Friends, Family, and Campus Involvement	Discussion on cultural and ethnic identity development	
Week 10 S-16	Beyond Academics: Making Connections for Lifelong Success	Discuss the importance of curricular and co-curricular development	Students should understand opportunities for internships, mentoring, and leadership that may enhance their education		Discussion and completion of course/teacher evaluation	