



**Alabama**  
**Department of**  
**Postsecondary Education**

*Representing Alabama's Public Two-Year Colleges*

**REID STATE TECHNICAL COLLEGE COURSE SYLLABUS**  
**SPRING SEMESTER/2017**

**I. COURSE PREFIX, NUMBER, TITLE** College Study Skills  
(BSS) 090—Becoming a Master Student

**II. COURSE HOURS**

- 3 Credit hours
- 3 Theory credit hours
- 0 Lab credit hours
- 0 Clinical credit hour
- 3 Contact Hours

**III. CLASS MEETING DATES/TIMES/LOCATION**

Wednesday/Thursday

7:50-9:05 a.m.

Library/203

**IV. CLINICAL DATES/TIMES/LOCATION (None)**

None

**V. INSTRUCTOR, CONTACT INFORMATION, CONTACT POLICY, OFFICE HOURS/LOCATION**

Mr. Thomas Sunday

Office Location: Library—2<sup>nd</sup> Floor/Room 206

Office Phone: (251) 578-1313 x212

[Email: tsunday@rstc.edu](mailto:tsunday@rstc.edu)

Office Hours: By Appointment

**VI. COURSE DESCRIPTION:**

This course is designed to provide an opportunity to learn and adapt methods necessary to achieve success in college. Topics will include study techniques, communication skills, time management/planning, critical thinking, diversity issues, community and campus resources, and managing personal and relationship issues affecting many college students. The focus will be on the practical application of each topic.

**VII. PREREQUISITE(S)/CO-REQUISITE(S)**

**Prerequisites:** minimum score of 37 on the ASSET

**Co-requisites:** None

**VIII. TEXTBOOK**

**TBA**

**IX. PROFESSIONAL COMPETENCIES/OBJECTIVES**

Upon successful completion of this course, the learner will be able to:

- Use time management and personal organization systems.
- Identify academic resources and support services important for academic success.
- Apply specific study skills, including note taking and test taking strategies and memory enhancement techniques to course content.
- Develop and articulate short and long-term goals for career development and academic success.
- Discuss how a student is responsible for his/her experience in college and describe ways that he/she can create a successful and rewarding journey through college.
- Describe and use communication skills that are accurate in sending and receiving information, facilitate effective listening, and useful in personal and professional interactions with others.
- Examine and prepare for the personal issues that face a college student including managing and budgeting time and money, recognizing abusive situations, and relating to people with a positive and constructive approach.
- Use resources available at the college and in the community that are helpful in meeting the issues listed above. Topics will also include library research, course changes, employment/career development, financial aid, independent study, diversity, and other social issues.
- Discuss various procedures for focusing attention on the tasks at hand (i.e. reading, listening, taking notes, word processing, and test taking).
- List guidelines for creating an effective plan that contributes to success.

## X. OUTLINE OF MODULES

### *Discovery/Intention Journal:*

In view that this class focuses a great deal of its energy on gathering information about you the student, a major portion of your grade will consist of a personal reflection journal that you will keep throughout the course of the semester. In this journal you will record **Discovery and Intention Statements**. Discovery statements are those statements in which you voice something that you have discovered about yourself. Intention statements are statements in which you propose your intentions. Often these statements are interrelated. For example, if, during an exercise, I discover that I am unrealistic about my health and fitness goals, I could write this down, stating how I made this discovery in a discovery statement. Later, after I have spent some time pondering the issue, I might make an intention statement in which I describe how I will accept my physical limitation and strive to improve my physical abilities. You will be required to make at least one journal entry per chapter (one entry per week). At the beginning of each chapter, a required journal prompt is listed (this prompt is always listed on the first page of each chapter). Additionally, I will provide in-class journal entry prompts and/or ask you to add in-class exercises or activities to your journal. Journals will be collected twice throughout the semester (see “course calendar” and “assignment list” for specific dates).

In addition to discovery and intention statement entries, you will also make reflections in your journal on one article from each chapter. Each chapter contains one *Power Process* article and one *Master Student Profile* article. By the end of the semester you must have reflected upon at least six *Power Process* articles and six *Master Student Profile* articles. For every chapter choose ONE to reflect upon. Consider following this format:

#### Power Process:

- Describe the article—What was this article trying to teach you about yourself and about how to be a more effective person/student?
- Describe the article's affect—You obviously chose this article over the other one for a reason, why? In what way did this article affect you? Did this article present answers to a problem that has been especially hindering to you or difficult for you to overcome? By applying the article, how have you felt? Has life gone more smoothly?
- Describe the future of the article in your life—How will you continue to use the article in the future? Can you see this article having a lasting life-long affect on your life?

**Master Student Profile:**

- Who did this article profile? Why do you think this person would be included in a book on becoming a master student? Explain some of the accomplishments of the person being highlighted in this article. Did he/she have to overcome some serious obstacles to obtain the success he/she eventually enjoyed?
- What did you learn? By learning about the person being highlighted in this article, did you learn any important tips for your own success? How do you think you can apply these tips to your life now and in the future?
- What inspired you? Nearly all of these articles are inspiring in one way or another. What was particularly inspiring to you in this article? Did this inspiring section help you to shift your point of view or perspective about life, school, or your own abilities or opportunities?
- What are you going to change? Based on the article how will you improve your future? Is there anything that you plan to change in order to achieve your goals and obtain a measure of success as the profiled person did?

***Homework assignments:***

Throughout the course of the semester I will be assigning short activities and exercises from the book for you to complete. Nearly all of these exercises are focused on you: the student. They ask you to reflect on your past experiences and to consider experiences that may occur in the future. Exercises assigned as homework will be due on the date specified in the course plan and extra information can be found about most assignments in the “assignments list.” See the course calendar for details and examples. You will not be given an assignment to complete every night; however, for each class meeting you are required to complete the reading pages that we will cover in the lecture. These required reading pages are listed in the course plan.

***Participation:***

Participation in this class consists of coming to class on time, participating in class discussions and group work, sharing ideas and opinions, sharing growth experiences and personal discoveries, giving short presentations, reporting on homework assignments and projects, taking notes, showing guest speakers respect and courtesy and many other elements. Participating is an easy way to ensure that you will succeed in this course and throughout college. Perhaps the most important part of “participation” is coming to class each week. See the section titled “Attendance” below

for more information about how your attendance in this class may affect your grade.

*Quizzes:*

Every chapter includes a quiz that serves to guide your reading. After you complete each chapter's reading, take time to complete the quiz. These quizzes are important because they point you toward the concepts that are the most important throughout the book. Twice during the semester I will ask you to turn in your quizzes, after which I will choose one of the six to grade. I will not disclose which of the six quizzes will be graded, so make sure that you do your best job to complete them all. See course plan for quiz collection dates.

*Projects:*

In addition to exams, this class will use projects to measure and gather evidence regarding your personal progress and growth. For more information about these projects see the "assignments list" and the course plan.

*Final Presentation:*

To culminate the semester you will construct and give a presentation that displays what you have learned about yourself and how you have improved as a student and as a person. See "assignments list" for details.

## **XI. EVALUATION AND ASSESSMENT**

### **Assignments and Grading**

Discover/Intention Journal: 20%

Homework assignments: 20%

Participation: 20%

Quizzes: 20%

Mid-Term and Final Exam: 20%

Your grade for this course will be based on the following:

90-100 = A;

80-89= B;

70-79= C;

60-69= D;

below 60 = F

## **XII. COURSE REQUIREMENTS:**

.Written work guidelines and policies: students should complete all writing assignments using a word processor if possible. If not, the student must submit his or her work written legibly (I reserve the right to refuse any assignment that is not legibly written).

- Make-up and late work: No make-ups are given for missed daily work. Tests may be made up if the student has an excused absence. Late assignments are penalized 10 points for every day late.
- Academic dishonesty: any student caught cheating will be referred to the Dean of Students and/or the Dean of Instruction.
- Classroom participation: students will participate by asking questions, completing all assignments, and working together to ensure that the class is a good professional environment.
- Classroom decorum: eating, drinking and unsolicited chatting during class are prohibited. Students are expected to power off cell phones before class. Students entering the class late will do so in a quiet and orderly manner. The instructor reserves the right to ask the student to leave the classroom or deny entrance into the classroom if the student commits any of the above-listed infractions.

### **XIII. ATTENDANCE**

- a. Students are expected to attend all classes for which they are registered. Students who are unable to attend class regularly, regardless of the reason or circumstance, should withdraw from that class before poor attendance interferes with the student's ability to achieve the objectives required in the course. Withdrawal from class can affect eligibility for federal financial aid. Withdrawal from class can prohibit progression in nursing and allied health programs.
- b. Students are expected to attend **all** clinical rotations required for each course. Only excused absences will be considered for make up. However, due to limited clinical space and time, clinical make up days cannot be guaranteed. Failure to complete clinical rotations will prohibit progression in nursing and allied health programs.

### **XIV. STATEMENT ON DISCRIMINATION/HARASSMENT**

The College and the Alabama Board of Education are committed to providing both employment and educational environments free of harassment or discrimination related to an individual's race, color, gender, religion, national origin, age, or disability. Such harassment is a violation of State Board of Education policy. Any practice or behavior that constitutes harassment is a violation of State Board of Education policy. Any practice or behavior that constitutes harassment or discrimination will not be tolerated.

## **XV. AMERICANS WITH DISABILITIES**

The Rehabilitation Act of 1973 (Section 504) and the American with Disabilities Act of 1990 state that qualified students with disabilities who meet the essential functions and academic requirements are entitled to reasonable accommodations. It is the student's responsibility to provide appropriate disability documentation to the College. **Please contact the ADA representative.**

## XVI. COURSE CALENDAR

### Tentative Course plan

A week consists of two (2) class meetings per week

#### Week One:

Ch (Introduction) Salutations, Book is worthless,  
Getting the most from this class, Discovery/Intention Journals, Discovery and Intention  
statements

Ch (Introduction) Salutations, Transitioning to Higher Ed., Getting the Most Out of Reid State's  
Resources

**Due:** Read pgs. 1-23 (assign scavenger hunt)

#### Week Two:

Ch. 1 *First steps*: Read pgs. 22-45

**Due:** Critical Thinking Exercise #3, *Taking the First Step*, pg. 24

Critical Thinking Exercise #4, *The Discovery Wheel*, pg. 25

Ch. 1 *First steps* VAK survey, Multiple Intelligences, motivation, affirmation statements and  
visualization

**Due:** Quiz, pg. 43

#### Week Three:

Ch. 2 *Time*: Read pgs. 66-85, Time monitor/time plan process (begin), Setting and achieving  
goals, Daily to-do lists, Save time through technology.

**Report on:** affirmation/visualization statements

**Due:** Critical Thinking Exercise #5

Critical Thinking Exercise #6

Ch. 2 *Time* Stop procrastinating, Getting the most out of study time, Using longer-term  
planners, "Be in the here and now"

**Due:** Critical Thinking Exercise #7, pg.56

Quiz pg. 63

#### Week Four:

Ch. 3 *Reading*: Read pgs. 66-85, Mastering Healthy Habits, Muscle Reading, When Reading is  
Tough

**Report on:** Time monitoring/time planning process activity

**Due:** Journal Entry #9: Discovery/Intention Statement

Ch. 3 Read pgs. 66-85, Mastering Healthy Habits, Muscle Reading, When Reading is Tough,  
Reading with a dictionary, Libraries

**Due:** Quiz, pg. 83

**Week Five:**

Ch. 4 *Notes*: pgs. 86-105, Observe, Record

**Report on:** Time monitoring/time planning process, setting a trap for your memory

**Due:** Critical Thinking Exercise #8: Television note taking, pg 97

Ch. 4 *Notes*, pgs. 86-105, Review, Enroll your instructor, Fast talking lecturers, taking notes while reading

**Due:** Quiz, pg. 103

**Week Six:**

Ch. 5 *Tests*, pgs. 106-125, Before the test, Predict test questions, Group study, What to do during the test

**Due:** Journal Entry #13 & 14

Ch. 5 *Tests* After the test, after the test is passed back, Test anxiety, Detachment

**Due:** Quiz, pg. 123

**Week Seven:**

Ch. 6 *Thinking*, pgs. 126-145, Critical thinking, Becoming a critical thinker, Creative thinking, Common mistakes in logic

**Due:** Critical Thinking Exercise #9, pg. 138

Ch. 6 *Thinking*, Uncovering assumptions, Decision making, Solving problems, Choosing your major

**Due:** Critical Thinking Exercise #10, pg. 141

Quiz, pg. 143

**Week Eight:**

Ch. 7 *Communicating*, pgs. 146-165, Communication keeping channels open, Choosing to listen, Choosing to speak, Managing conflict, Five ways to say “no”

**Due:** Critical Thinking Exercise #11, pg. 149

Ch. 7 *Communicating* Three phases of effective writing, Mastering public speaking

**Due:** Critical Thinking Exercise #12, pg. 152

Quiz, pg. 163

**Week Nine:****Week Ten:**

Ch. 8 *Diversity*, pgs. 166-183, Waking up to diversity, Diversity is real and valuable, Building relationships across cultures, Overcome stereotypes, What about your roots? assigned

**Report on:** Time monitoring/time planning process

**Due:** Critical Thinking Exercise #13

Ch. 8 *Diversity* Students with disabilities, Dealing with sexism and sexual harassment, Leadership in a diverse world

**Due:** Journal Entry #20: Building Relationships Across Cultures

Quiz, pg. 181

**Week Eleven:** Ch. 9 *Money*, pgs. 184-203, 3 paths to financial freedom, Make more, Spend less  
**Due:** Critical Thinking Exercise #14: The Money Monitor/Money Summary Plan Critical Thinking Exercise #15: Show Me the Money  
 Mastering Technology: Using your computer to manage money, pg. 196

Ch. 9 *Money* Take charge of your credit, Money for the future, You can pay for school, We live like royalty

**Due:** Critical Thinking Exercise #16: Education by the Hour  
 Quiz, pg. 201

Ch. 10 : *Money* pgs. 204-225, Continuing w/ what you've learned, Create your career now  
 Report on: Money Monitor/Money Summary

**Due:** Critical Thinking Exercise #17: Do Something You Can't  
 Critical Thinking Exercise #18: Write Your Career Plan Now

Ch. 10 : *Money* Choosing schools, Define your values/align your actions

**Due:** Critical Thinking Exercise #19: The Discovery Wheel coming full circle  
 Critical Thinking Exercise #20: Create Your Next Semester  
 Quiz, pg. 223

### **Week Twelve:**

**Report on:** FAFSA, Money Monitor/Money Summary, Exercises 31 and 32

### **Week Thirteen:**

Thinking about health, Taking care of your machine, Seven dietary guidelines

**Report on:** FAFSA, Money Monitor/Money Summary

**Due:** Read pgs. 321-333, FAFSA, Health, Self esteem, Emotional pain, Alcohol tobacco and drugs, Advertising

### **Weeks Fourteen:**

Review & Reflect

### **Week Fifteen:**

Final Presentation Due

### **Week Sixteen:**

Final Exam

**XVII. STUDENT ACKNOWLEDGEMENT FORM**

**Instructor/ Student Check List**

**Please Print**

**Student Name** \_\_\_\_\_

**Student ID Number** \_\_\_\_\_

**E-mail Address** \_\_\_\_\_

**Phone Number** \_\_\_\_\_

**Mailing Address** \_\_\_\_\_

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**Please check off the following:**

**The instructor has explained:**

\_\_\_\_\_ **Attendance Policy**

\_\_\_\_\_ **Students with Disabilities Procedures**

\_\_\_\_\_ **Conduct Policy**

\_\_\_\_\_ **Grading Procedures**

\_\_\_\_\_ **Instructor Expectations**

\_\_\_\_\_ **Course Description**

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**Student Signature :**

**Date:**

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