INSTRUCTOR:
Ms. Liz Kennedy
Office: SU 201
Phone: (561) 297-3064
Office Hours: M-R, 9-4 by appointment

Course description: SLS 1503 is designed to assist students in making the transition into higher education. Topics include time management, test taking skills, learning strategies and styles, diversity, short- and long-term planning, developing analytical and critical thinking skills, relationships, and campus resources. Prerequisite: must be a student with less than 30 credits. (2 elective credits)

Why take SLS 1503?
- SLS 1503 is part of a national movement called the First-Year Experience whose goal is to improve the success of all students – from those attending a local community college to those attending Ivy league universities
- Extensive research has demonstrated that students who take a class like SLS 1503 show higher rates of retention (they stay in college until they graduate) and academic performance (they earn higher GPAs)
- This course is not only about academic success but about life-success. The topics addressed and the skills reviewed and learned will transfer to your professional worlds and are likely to endure the test of time.
- This may be the only course you will ever take where you are the topic and not some body of knowledge
- Because those things which we view as “common sense,” “simple,” or “obvious” may be the very things that we most often overlook or ignore
- To increase the probability that you will keep any financial aid that you have been awarded

Course objectives:
- to assist you in your transition into the university
- to assist you in developing and/or improving essential academic skills
- to assist you in making a “connection” with the university
- to assist you in becoming oriented to campus resources and facilities
- to assist you in your goal setting and short and long-term planning
- to assist you in developing analytical and critical thinking skills
- to assist you in improving your written and oral communication skills

SLS 1503 students will demonstrate university level skills in the following areas:
- listening and note taking in and out of class
- reading for comprehension and mastery
- time management
- academic goal setting
- exam preparation and test taking
- critical thinking

Text: Beginning the Journey
Your College Experience: Strategies for Success – Gardner and Barefoot (FAU edition)

Supplies:
Daily Planner Notebook (preferably ring-bound)/portfolio
In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 203 (954-236-1222); or in Jupiter, SR 139 (561-799-8698)—and follow all OSD procedures.

Code of Academic Integrity:
Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see the Code of Academic Integrity in the University Regulations at http://fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf.

Course requirements:
- Regular attendance. If you have an emergency, call or e-mail me within 24 hours. You will be held responsible for all assignments made during the missed class.
- All students are expected to arrive on-time for class. Tardiness is hurtful and disruptive to you and the others in your class. Points may be deducted for tardiness.
- Complete all reading assignments prior to coming to class.
- Complete all assigned text exercises and activities prior to coming to class.
- Complete and turn-in all out-of-class assignments on time. Late work may be accepted but points will be deducted. Work will not be accepted after one week past the due date.
- Makeup tests will not be given without documentation of reason for absence.
- Grades of Incomplete (“I”) are reserved for students who are passing the course but have not completed all the required work because of exceptional circumstances.
- Keep your syllabus and other course materials in your notebook with your text. Bring this notebook with you to each class.
- Turn off all cellular phones, beepers and pagers during class.
- All written out-of-class assignments must be typed, double-spaced. All written assignments should have correct grammar and punctuation and should be checked for spelling errors.
- Actively participate in class exercises and assignments including class discussions, group projects and presentations. Your active participation is valued and it will make this course more interesting and meaningful for all.
- At times, this class will deal with controversial issues. You are asked to express your thoughts and opinions with sensitivity and respect for your classmates.

PROJECTS:
Portfolio:
An organized notebook which includes: class notes, assignments, response to reading answers, handouts, homework (after it is returned) – i.e. all class related materials. Points will be earned by showing the items requested when requested. Goal: to assist you in improving your organizational skills and/or applying them to your academic life.

Group Project:
See final page of syllabus. Goal: to provide you with an opportunity to work with others to achieve a common goal—a critical workplace skill.

Campus Activity: http://www.fau.edu/freshmanadvising/pdf/Student_Success_Series_Form.pdf You will attend one campus event during the first 6-weeks of school and complete the above form about your experience. Goal: to assist you in exploring the university outside of the classroom.

Response Questions/Exercises: Think of these as short take-home quizzes. Answers to the questions may be used to start classroom discussions so you may be called on to share your responses. If your handwriting is illegible, type your answers. Points will be based mostly on content/quality of your answer but, the target length should be ¾-1 page. Goal: to provide you with an opportunity to reflect on the chapter and its important information and to prepare you for your exam.
Points may be earned in the following ways -

1. By demonstrating what you have learned:
   - Quiz: (based on class notes) 30 points (6%)
   - Exam 1 65 points (13%)
   - Exam 2 60 points (12%)
   - Response Questions/Exercises 130 points (26%)

2. By attending class and working with classmates:
   - Attendance/Participation* (*See page 7): 30 points (6%)
   *Every absence from class will reduce this total by a minimum of 5 points.
   - Group Project: 25 points (5%)

3. By demonstrating that you can take the small steps to your big success - 15 points (3%) each
   - Homework 1: Academic Goal
   - Homework 2: Fall “Work” Schedule
   - Homework 3: Cornell Notes – identify one course and use for two weeks
   - Homework 4: Annotated Text or Study Tool
   - Homework 5: Decision making
   - Homework 6: DARS exercise

4. By demonstrating that you can reflect on yourself and your behavior
   - Critical Thinking 15 points (3%)
   - Kindness-What a Concept 15 points (3%)

5. By demonstrating that you can be organized
   - Portfolio-presented to your instructor at the end of the semester 15 points (3%)
   *See page 2 for description

6. By demonstrating that you have a plan for your future
   - Daily Planner 15 points (3%)
   *Keep a record of upcoming events from 8/28/13
   *Will be shown to instructor at the end of the semester.
   *The following should be on your planner:
     - tests/quizzes in all classes
     - work hours
     - projects in all classes
     - appointments
     - papers in all classes

7. By participating in activities outside of the classroom:
   - Attend an event on campus (due October 7 - see page 2) 10 points (2%)

Grading Scale:

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<thead>
<tr>
<th>Grade</th>
<th>Range 1</th>
<th>Grade</th>
<th>Range 2</th>
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<tbody>
<tr>
<td>A</td>
<td>465-500</td>
<td>C</td>
<td>365-384</td>
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<td>415-434</td>
<td>D</td>
<td>315-334</td>
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<tr>
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<td>400-414</td>
<td>D-</td>
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<tr>
<td>C+</td>
<td>385-399</td>
<td>F</td>
<td>Below 300</td>
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**Course Outline:** This course requires you to *read and “do” something* in response to what you have read. This “read/do something process” is one you should be using in all of your classes if you want to get the most out of your college learning experience.

**August 26:** Introduction

**August 28:** Read: Preface to Students p. xv-xvi
College Etiquette
Chapter 1 – Exploring Your Purpose for Attending College

Response #1:
1. What is the college classroom etiquette mistake that you most likely would have made prior to reading this? Why might you have made it?
2. What are the hidden costs of texting per the College Etiquette article?

**September 2:** Labor Day – no class

**September 4:** Getting What You Need to Be Successful
Review pages 15 & 18

Response #2: What do you need to be successful in your college career? (Include both “things” and resources in your answer.) If you have a laptop or smart phone, bring it today.

**September 9:** Goal setting

Homework: Critical Thinking Due

**September 11:** Read: Chapter 2 – Managing Your Time
Bring Daily Planner

Response #3: What are the three most valuable time management tips you read in this chapter? Why do you think they would be valuable for you to use? Do you have a time management tip to share with others?

**September 16:** Chapter 2 continued-review pages 22 & 23
Internet Assignment
Homework: Academic Goal due

**September 18:** Read: Chapter 6 – Being Engaged in Learning

Response #4: What is the definition of “active learning” given in the text? Are you an active learner? Support your answer.

Homework: Fall “work” schedule due

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**Bring your notes from two classes to SLS today**

**September 23:** Chapter 6 continued
Read the following:
http://home.snu.edu/~hculbert/listen.htm
http://jerz.setonhill.edu/writing/academic/notes2.htm

Response #5: After reading Chapter 6 and the articles above, are you an engaged student? Why or why not? Give examples.
September 25: Go directly to SS 222: Office of Health and Wellness Education
Read: Chapter 16 (pages 307-316)

September 30: Read: Chapter 5 – Thinking Critically
Response #6: Go to page 98 and answer the question in the One-Minute Paper box.

October 2: Read: Chapter 4 – Discovering How You Learn
Homework: Complete inventories – page 62-64 and 72-73
(BRING results of both to class and then keep them in your portfolio)

October 7: CDC Presentation
Campus Activity due

October 9: Quiz (Chapters 1, 2, 4, 5, 6) – open notebook
Homework: Cornell Notes Due

October 14: Read: Chapter 7 – Reading to Learn from College Textbooks
Response #7: Based on information in the chapter, what are some strategies you could use to ensure you understand what you are reading? Why is it important to understand as much as you can the first time you read it?

October 16: Read: Chapter 8 – Learning to Study, Comprehend, and Remember
Response #8: The way students study in high school is very different from the way they need to study to be successful in college. Describe the way you studied in high school and how you can improve on those habits to do well in college.

October 21: Read: Chapter 9 – Improving Your Performance on Exams and Tests

October 23: Chapter 9 continued-review pages 164-169
Response #9: Review your progress toward your academic goal. What steps have you taken? What haven’t you done that you said you would? Do you need to add steps to help you reach your goal?
BRING ALL NOTES AND YOUR TEXT TO CLASS

October 28: Exam 1
Annotated text due

October 30: Read: Chapter 12 – Making the Right Choice for Majors and Careers
Bring a copy of your major curriculum:
http://www.fau.edu/freshmanadvising/present_curriculum_sheets.php and a copy of your DARS report and exercise

November 4: Values
Homework: Find the definition of the words “value” and “kindness” and bring your definitions to class
Kindness-What a Concept
November 6:     Decision Making
                Read:  http://www.essentiallifeskills.net/gooddecision.html
                Response #10:  What do you value and how do you show that you value it?

November 11:   Veteran’s Day

November 13:   Read:  Chapter 13 – Managing Your Money
                Kindness Homework due

November 18:   Read:  Chapter 14 – Relationships in College
                Page 279-Tech Tip:  Maintain Some Mystery – If you have a Facebook page, take a look at it through the eyes of a potential employer.  What could he/she learn about you?  Do you want him/her to know these things?  Decision making exercise due

November 20:   Read:  Chapter 10 (pages 193 to end of chapter) – Speaking Effectively
                Response #11:  What is one topic you would feel comfortable giving a speech about?  Why would this topic be comfortable for you?  What are three points you would put into your speech?

November 25:   Go directly to SS 222:  Office of Health and Wellness Education

November 27:   Group Project Work Day
                Response #12:  Who is your favorite “super hero”?  What characteristics do you like about him/her?

December 2:    Chapter 16 (pages 325 to end of chapter) – Maintaining Wellness
                Response #13:  Finals week is coming.  Outline your plan to remain as stress free as possible.

December 4:    Exam 2 – due in class
                Group Project Presentation

December 11:  Final Exam Time (10:30-1:00)
                Daily Planner
                Portfolio

*Please be aware that deviations from this schedule may be made.*
**Superhero Group Project**

As a summary of this course, your group will create a Superhero that embodies the characteristics/qualities (both good and bad i.e. superhero strengths and weaknesses i.e. their kryptonite) that a first year college student might exhibit and/or should have. Use everything you have learned in this SLS course to create your hero.

1. Your goal for this assignment is to summarize all of the information you have learned in this course.
2. You are free to design the Superhero however you would like. (Keep it appropriate.)
3. You will be presenting your group’s superhero to the class on the day the group project is due.

Some ideas for presenting:
- Skit
- Comic book
- Large drawing on poster board
- PowerPoint slides
- Anything else you can think of

You must be creative and each member of your group must be able to describe the characteristics that your superhero embodies.

Grading will be based on creativity, presentation, and content

*Idea compliments of Dr. Merideth Dee*

**Kindness-What a Concept:**

Has kindness become extinct in our culture? This critical thinking/active learning experience will focus on the presence or absence of acts of kindness in your world and what happens when YOU do something kind for someone.

**Participation =**

1. Coming to class on-time (early) with the supplies you need for that day (you know what you need because you have checked your syllabus)
2. Listening, taking notes, participating in activities, responding to my questions and asking your own questions
3. Displaying an attitude that is consistent with a willingness to learn (Not every topic is going to be exciting but if you can use the information to become a more successful student, isn’t it worth listening?)

Address for syllabus and reading links: www.fau.edu/freshmanadvising/sls_ek.php