

SLS 1503: Learning Strategies and Human Development – Fall 2013

INSTRUCTOR:

Ms. Liz Kennedy

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Office Hours: M-R, 9-4 by appointment

Monday/Wednesday

11:00-11:50 am

IRT 109

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*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](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.
- 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.*

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 approximately half of a 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-

**My points:**

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	110 points (22%)	_____
  
2. By attending class and working with classmates:
 

Attendance/Participation:	30 points (6%)	_____
<i>Every absence from class will reduce this total by a minimum of 5 points.</i>		
Group Project:	25 points (5%)	_____
Study Tool/Chapter Summaries	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 personal assignment based on academic goal)	_____
Homework 5: Decision making	_____
  
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%)	_____
<i>See page 2 for description</i>		
  
6. By demonstrating that you have a plan for your future
 

Daily Planner	15 points (3%)	_____
Keep a record of upcoming events from 00/00/13		
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:
 

Appointment with your instructor	20 points (4%)	_____
-bring your academic goal and critical thinking exercise		

### Grading Scale:

A	465-500	C	365-384
A-	450-464	C-	350-364
B+	435-449	D+	335-349
B	415-434	D	315-334
B-	400-414	D-	300-314
C+	385-399	F	Below 300

**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.