

## College Success Skills – DORI 0200 (ONLINE)



**Credit:** 2 semester credit hours (2 hours lecture)

**Prerequisite/Co-requisite:** Complete the Online Orientation and answer yes to at least 7 questions on the Online Learner Self-Assessment:  
<http://www.lit.edu/depts/DistanceEd/OnlineOrientation/OOStep2.aspx>

**Course Description:** Psychology of learning and success; examines factors that underlie learning, success, and personal development in higher education. Topics covered include information processing, memory, strategic learning, self-regulation, goal setting, motivation, educational and career planning, and learning styles. Techniques of study such as time management, listening and note taking, text marking, library and research skills, preparing for examinations, and utilizing learning resources are covered. This includes courses in college orientation and developments of students' academic skills that apply to all disciplines. *This course is time-bound, structured, and completed totally online.*

### Required Textbook and Materials

1. Your College Experience Two-Year College Edition 2015 by John Gardner, Betsy Barefoot and Negar Farakish. Bedford St. Martin's  
ISBN Paperback: 145766576X or Loose Leaf: 1457690187
2. Computer
3. Internet connection (Broadband recommended)
4. MS PowerPoint or compatible viewer
5. MS Word or compatible word-processor

### Course Objectives

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

1. Recall the LIT policies that impact students.
2. Explain the academic advising process to include establishing a major, student and faculty advisor responsibilities, and degree plans.
3. Explain the registration process.
4. Identify key locations on the LIT campus.
5. Demonstrate skills to effectively utilize library resources.
6. Identify their learning style and explain how their style may impact their learning.
7. Identify one strategy of time management.
8. Explain the procedure of reading and reciting to improve learning.
9. Demonstrate one method of note taking.
10. Explain what to do before and after a test that will improve test performance.
11. Identify the techniques for creative thinking.

## Course Outline:

- A. Making the Transition to College and Planning Your Academic Journey
  - 1. Why this course is important.
  - 2. The college experience
  - 3. Setting goals for your college experience and beyond
  - 4. Making the transition
- B. LIT
  - 1. Policies
  - 2. Academic calendar
  - 3. Physical facilities
  - 4. Financial aid
  - 5. Academic Advising
    - a. Who is my advisor?
    - b. Meeting my advisor
      - i. Student responsibilities
      - ii. Advisor responsibilities
    - c. Degree plans
    - d. Course scheduling
    - e. Registration
- C. Managing Time, Energy, and Money
  - 1. Managing your time
  - 2. Managing your energy
  - 3. Managing your money
- D. Discovering How You Learn
  - 1. The VARK Learning Styles Inventory
  - 2. The Myers-Briggs Type Indicator
  - 3. Multiple intelligences
  - 4. When learning styles and teaching styles conflict
  - 5. Learning with a learning disability
- E. Getting the Most out of Class
  - 1. Become engaged in learning
  - 2. Engage before class
  - 3. Participate in class
  - 4. Take effective notes
- F. Reading to Learn from College Textbooks
  - 1. A plan for active reading
  - 2. Strategies for reading textbooks
  - 3. Improving your reading
- G. Studying, Understanding, and Remembering
  - 1. Studying in college: Making choices and concentrating
  - 2. How memory works
  - 3. Improving your memory
  - 4. Studying to understand and remember
- H. Taking Tests Successfully
  - 1. Getting ready
  - 2. Taking the test
  - 3. Types of tests
  - 4. Types of questions
  - 5. Overcoming test anxiety
  - 6. Cheating
- I. Information Literacy
  - 1. Information Literacy
  - 2. Choosing, narrowing, and researching a topic
  - 3. Using the library
  - 4. Evaluating sources
  - 5. Synthesizing information and ideas
- J. Writing and Speaking
  - 1. Using your research in writing
  - 2. The writing process
  - 3. Using your research in presentations
- K. Thinking Critically
  - 1. Defining critical thinking
  - 2. Becoming a critical thinker
  - 3. Faulty reasoning and logical fallacies
  - 4. Arguments and evidence
  - 5. Collaboration and critical thinking
  - 6. Critical thinking in college and life
  - 7. Bloom's taxonomy

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Course Syllabus

- L. Managing Your Health, Emotions, and Relationships in a Diverse World
  - 1. Managing your health
  - 2. Managing your emotional health
  - 3. Managing your relationships
  - 4. Thriving in diverse environments
- M. Making the Right Career Choice
  - 1. Careers in the new economy
  - 2. Self-exploration in career planning
  - 3. Planning for your career
  - 4. Getting experience
  - 5. Job-search strategies
  - 6. Skills employers seek
  - 7. Staying on the path to success

**Grade Scale**

90 – 100	DA
80 – 89	DB
70 – 79	DC
0 – 59	DF

**Course Evaluation**

Final grades will be calculated according to the following criteria:

Attendance	20%
Major Tests & Major Projects	40%
Course Assignments & Quizzes	40%

**Bonus Points**

Students may earn bonus points on their final grade for the following activities:

- 1. Perfect attendance - Perfect attendance in an online course is defined as follows:  
Attendance will be calculated as the percentage of assignments completed. 3 points
- 2. Participate in Student Activity - Students must submit documentation signed by an LIT agent or activity sponsor or completion of both course evaluations. 2 points

**Course Requirements**

Assignments vary by instructor. Examples of assignments include:

- 1. Library Assignment (required).
- 2. Campus resource exploration.
- 3. Listening and note-taking assignment.
- 4. Calendar.
- 5. Interview with other students.
- 6. Visit your academic advisor.
- 7. Quizzes and written assignments from textbook.
- 8. Other assignments assigned by the instructor.
- 9. Career exploration activity.

## Attendance Policy

The following attendance policy is the same for every College Success Skills Course. Individual instructors may include additional attendance requirements.

- **DORI has a mandatory attendance policy.** Reference the Bonus Points section for the definition of attendance.
- Failure to attend class will adversely impact your grade in this course. Exceptions can be made for extenuating circumstances, at the discretion of the instructor.

## Course Policies

- Respect other students, faculty and staff of LIT.
- Belligerent, abusive, profane, threatening, and/or inappropriate behavior on the part of students is a violation of the LIT Student Conduct Regulations. Students who are found guilty of such misconduct may be subject to immediate dismissal from the institution. In addition, these violations of state law may also be subject to criminal action beyond the disciplinary process.
- Respect other students in the online environment (discussion groups, online chat, and email), if after two warnings for improper online etiquette you may either lose points off the final grade point average **or if the behavior warrants you may be locked out of the online class.**
- Additional class policies may be defined by the individual course instructor.

## Technical Requirements

The latest technical requirements, including hardware, compatible browsers, operating systems, software, Java, etc. can be found online at:

<http://kb.blackboard.com/pages/viewpage.action?pageId=25368512>

A functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of the online technology and resources.

## Disabilities Statement

The Americans with Disabilities Act of 1992 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. Among other things, these statutes require that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodations for their disabilities. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409) 880-1737 or visit the office in the Cecil Beeson Building, Student Services.