Syllabus for
GEN 111—University Success
2.0 Credit Hours
Fall 2009

I.   COURSE DESCRIPTION

Combines theory and experience in learning skills needed for success in college and life, such as study skills, time management, building relationships, and managing money.
Prerequisite: None
Course fee: None

II.   COURSE GOALS

The purpose of this course is to enable students to develop skills and attitudes of responsibility for their own learning. Students will understand that to be successful, they must become aware of their individual style of learning. They will be given the proper tools and adequate support to gain direction and focus in their lives and attain the successes they want. Furthermore, they will become acquainted with the ORU campus and the student resources that are available to them.

III.   STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

A.   Use various services available on campus.

B.   Explain and discuss the ways that goals and self-regulation form the foundation of success in school and life.

C.   Identify the behavioral strategies and potential obstacles to reaching individual goals.

D.   Identify the concept of multiple intelligences and how to capitalize on their individual learning style to be a more successful student.

E.   Utilize three basic guidelines for successfully reading college textbooks.

F.   Establish an effective study routine.

G.   Identify and demonstrate an easy-to-use system for taking and organizing notes.

H.   Define and utilize specific strategies for better planning, organizing, and managing time.

I.   Demonstrate the connection between managing time effectively and reaching individual goals.

J.   Discuss personal strategies for preparing for exams.
K.   Apply study techniques to improve the ability to memorize information.

L.   Discuss motivators in their lives and resolve goal conflicts that diminish their motivation.

M.   Explain the importance of interpersonal relationships in relation to university success.

N.   Effectively and efficiently schedule classes.

O.   Discuss how interest, abilities, values, and personality relate to choosing a career.

P.   Choose a major that will optimize academic success.

Q.   Gather information using electronic databases and identify basic services available through the University library.

R.   Define and create critical thinking and problem solving strategies.

IV.   TEXTBOOKS AND OTHER LEARNING RESOURCES

Required Textbooks

Ferrett, Sharon K. (2010) <u>Peak Performance, Success in College and Beyond</u> (7th ed.). New York, NY: The McGraw-Hill Companies.

V.   POLICIES AND PROCEDURES

A.   University Policies and Procedures
1.   Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2.   Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3.   Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
4.   Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.

5.   Students are to be in compliance with University, school, and departmental policies regarding Whole Person Assessment requirements.

Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
    a.   The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
    b.   By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures

Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, tardies are calculated in the attendance provision for this course. Two tardies will equal one absence and will be included in the absences when determining the course grade. It is to the student's advantage to make sure the professor is informed immediately following the close of the class "joined late," so the absence is changed to a tardy. It is not the professor's responsibility to stop the class to mark a student late; the student is the one responsible to convey that information following that class. Students should not expect to be credited the following class session concerning a late arrival on a previous day.

C.   Course Policies and Procedures
    1.   Evaluation Procedures

Grades are based on attendance, homework, quizzes, tests, and in-class assignments as follows:

Attendance	10%
Homework and In-class Assignments	40%
Exams	40%
Final Exam (comprehensive)	10%
	100%

To achieve a grade of "A" in the course, the student must earn a 90%.
To achieve a grade of "B" in the course, the student must earn a 80%.
To achieve a grade of "C" in the course, the student must earn a 70%.
To achieve a grade of "D" in the course, the student must earn a 60%.
Grades below 60% will earn a grade of "F".

    2.   Whole Person Assessment Requirements: None
    3.   Late Work

The instructor may reduce the grade on any homework or in-class assignment that is missed or turned in late. Late assignments must be turned in to the instructor **prior** to the next class period.

VI.   COURSE CALENDAR

Class Session	Topic	Readings
1	Introduction/Student Services Tour	
2-3	Introduction/Be a Lifelong Learner	Chapter 1
4-5	Expand Your Emotional Intelligence	Chapter 2
6-7	Manage Your Time	Chapter 3
8-9	Maximize Your Resources	Chapter 4
10-11	Listen and Take Effective Notes	Chapter 5
12-13	Actively Read	Chapter 6
14-15	Improve Your Memory Skills	Chapter 7
16-17	Excel at Taking Tests	Chapter 8
18-19	Express Yourself in Writing and Speech	Chapter 9
20-21	Become a Critical Thinker and Creative Problem Solver	Chapter 10
22-23	Create a Healthy Mind, Body, and Spirit	Chapter 11
24-25	Build Supportive and Diverse Relationships	Chapter 12
26-27	Develop Positive Habits	Chapter 13
28-29	Explore Majors and Careers	Chapter 14

Peak Performance may be available on-line for additional assignments and learning at the Instructors discretion.

Final exam will be given during scheduled final week times.

Course Inventory for ORU's Student Learning Outcomes
GEN 111 University Success
Fall 2009

This course contributes to the ORU student learning outcomes as indicated below:
Significant Contribution – Addresses the outcome directly and includes targeted assessment.
Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.
assessment.
Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.
No Contribution – Does not address the outcome.

The Student Learning Glossary at http://ir.oru.edu/doc/glossary.pdf defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution

1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability				X
1D	Ethical behavior		X		

2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives			X	
2D	Aesthetic appreciation		X		
2E	Intellectual creativity	X			

3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle		X		
3B	Physically disciplined lifestyle		X		

4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship				X
4E	Leadership capacity			X	