

# Achieving Academic Success

## SYLLABUS: GVSU 2016

<b>Term:</b>	May 1st - 6th	<b>Office Location:</b>	Onsite
<b>Course Number:</b>	ED 180 section - 03	<b>E-mail Address:</b>	<a href="mailto:dan@pcrest.com">dan@pcrest.com</a>
<b>Credits:</b>	1 credit	<b>Phone Number:</b>	(630) 853-7535
<b>Instructor:</b>	Dr. Daniel K. Apple	<b>Contact Hours:</b>	6:30 am to 11:00 pm

### Course Vision

This course is about you becoming the person you want to be, developing the learning skills you will need for being successful in college and in life, and developing the mindset and abilities that make self-growth possible. We want you to discover that you can become a star in all aspects of your life and make the next year of your academic life the most successful you've ever had.

### Course Description

This course is designed to help you to learn *how* to learn and launch you on the path of self-growth. This opportunity is designed to help you say "YES!" to your own success, showing you how to achieve greater success in college and in life. You may never again have an opportunity like this to improve the quality of your life; please make the most of it!

### Learning Outcomes:

*In this course, you will learn how to...*

1. **Take charge of your life.** You'll learn how to make wiser choices, thus gaining greater control over the results you achieve in college and in the rest of your life.
2. **Increase self-motivation.** You'll learn how to create the inner motivation necessary to keep going when you run into life's inevitable challenges.
3. **Improve self-management.** You'll learn proven strategies for creating positive outcomes in your life, outcomes that will move you effectively and efficiently toward the accomplishment of your life goals and vision.
4. **Develop mutually supportive relationships.** You'll learn how to develop meaningful relationships with people who will support you in achieving your life vision and academic goals while you assist them to achieve theirs.
5. **Create powerful new behaviors and beliefs.** You'll learn how to identify and change self-defeating habits and limiting beliefs that are keeping you from fulfilling your unlimited potential.
6. **Maximize your learning.** You'll learn powerful strategies that will enable you to achieve better grades in college, to become an effective life-long learner, and to develop your unlimited potential as a learner.
7. **Develop greater emotional maturity.** You'll learn effective techniques for effectively managing your emotional life and increasing your sense of inner peace, joy and happiness.
8. **Raise your self-esteem.** You'll learn how to develop greater self-acceptance, self-confidence, self-respect, self-love, and unconditional self-worth.
9. **Write more effectively.** You'll learn how to improve your writing skills through the extensive practice offered by your guided journal entries.
10. **Improve creative and critical thinking skills.** You'll learn how to enhance the thinking skills that are essential for analyzing and solving problems in your academic, professional, and personal lives.

**Required Institute Supplies:** Textbooks: *Learning to Learn: Becoming a Self-Grower*  
*Student Success Toolbox*  
*Profile of a Quality Collegiate Learner*  
*Analytical Rubric of the Profile Quality Collegiate Learner*  
*Portfolio Course Packs*

## Grading System/Levels of Performance

Star Performer	7,000 points + (Includes a letter of recommendation)
Honor Student	6,000 points + ("A" Grade)
College Student	4500 points ("B" Grade)
Competent Student	3,000 points ("C" Grade)

## Work Products Earning Points

	Potential Points
In Class Activities (30 activities @ 35 points each)	1050
Life Vision Portfolio (20 - 25 pages)	1,000
Preparation Journal for <i>Learning to Learn: Becoming a Self-Grower</i> Reading Logs with Exploration Questions (40 points)	480
Learning Journal for <i>Learning to Learn: Becoming a Self-Grower</i> with Critical Thinking Questions (12 sets; 50 pts. each)	600
Reflection and Self-Assessment Forms (30 entries @ 25 pts each)	750
Self-growth paper (4 pages)	500
Success Plan Portfolio	1,500
Competitions	400
<b>Total</b>	<b>6,200</b>

## How it Works:

Product	Potential Points	Due Date (if applicable)				
<b>1. Participation</b>	<b>1,050 pts</b>					
Classroom experience is critical for your success in college and is modeled in this course. Every in-class activity provides the opportunity to earn 35 points with some bonus points available at times. There will be more than 30 in-class activities. Keep your scorecard up to date to keep track of the points you have accumulated.						
<b>2. Life Vision Portfolio</b>	<b>25 pages = 1,000 pts</b>	<b>Friday Morning at Team Time</b>				
The Portfolio should be approximately 20 - 25 typed pages (1,000 points). The portfolio should be structured with a high degree of flow. Here are the criteria on which your portfolio will be evaluated:						
1	2	3	4	5	6	7
Openness	Realistic/Honest	Completeness	Thoughtfulness	Objectivity	Degree of Passion	Overall Presentation
<b>3. Preparation Journal: <i>Learning to Learn: Becoming a Self-Grower</i></b>	<b>480 pts</b> Required Reading Logs with Exploratory Questions (12 sets)	<b>Submit Daily at Team Time in the afternoon</b>				

The Reading Logs & Exploratory Questions - thoughtfulness, preparedness, and use of the discovery activity.				
<b>4. Learning Journal: <i>Learning to Learn: Becoming a Self-Grower with Critical Thinking Questions</i></b>	<b>600 pts</b> Learning Journal Entry with targeted CTQ answered	<b>Submit Daily at Team Time the next morning</b>		
The 50 points is a function of demonstrating your understanding and clarifying meaning with supporting evidence including how you would apply this to your performance next year.				
<b>5. Reflection and Self-Assessment</b> ( <i>Student Success Toolbox</i> , including supplemental forms; see below)	<b>30 entries = 750 pts</b> <b>Extra Forms 10 pts each</b>	<b>Due Daily based upon the daily activities - checklist will be given to coaches daily</b>		
<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;">           3 Performance Analysis worksheets            Self-Growth goals            Concept Map            Elevating My Knowledge Worksheet            Learning and then Moving on worksheet            5 SII Self-Assessments            Major Requirements Worksheet            Recorder Report            Reflector's Report            Learning Journal &amp; Meta-cognition Exploration         </td> <td style="width: 50%; vertical-align: top;">           Mentoring Planning Worksheet            My Past: Strengths and Opportunities Worksheet            Personal Development Worksheet            Preparation Methodology Worksheet            1 Learner Contract            Problem Solving Methodology Worksheet            Reaction Conclusion Report            Reaction Report Worksheet            2 SII Reading Log Assessment Worksheet            2 SII Team Assessment Worksheet         </td> </tr> </table>			3 Performance Analysis worksheets Self-Growth goals Concept Map Elevating My Knowledge Worksheet Learning and then Moving on worksheet 5 SII Self-Assessments Major Requirements Worksheet Recorder Report Reflector's Report Learning Journal & Meta-cognition Exploration	Mentoring Planning Worksheet My Past: Strengths and Opportunities Worksheet Personal Development Worksheet Preparation Methodology Worksheet 1 Learner Contract Problem Solving Methodology Worksheet Reaction Conclusion Report Reaction Report Worksheet 2 SII Reading Log Assessment Worksheet 2 SII Team Assessment Worksheet
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<b>6. Self-Growth Paper</b>	<b>4 pages = 500 pts</b>	<b>In-class performance on Friday during the writing competition</b>		
<p>Identify 4 key areas of personal growth: Use the Profile of the Quality Learner, personal growth goals or Classification of Learning Skills (all of which you will encounter and use within this course) to help you identify the areas of your greatest growth. Your reflection and self-assessments should be used as a resource to help you identify and track your growth. The first page of your self-growth paper should set the context: where your personal and team goals provided opportunities for growth. Use a page for each area of growth: identify with evidence that growth has occurred and the means you used during the course to produce that growth. The last page should be used to step back and share what you have learned about producing or encouraging self-growth.</p> <p>Here are the criteria on which your Self-Growth Paper will be evaluated:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;">           minimum of 5 pages            completeness (all components included)            specificity of evidence presented            commitment to self-growth            level of thought         </td> <td style="width: 50%; vertical-align: top;">           quality of writing            ability to assess performance            level of effort throughout the process            demonstrates personal accountability         </td> </tr> </table>			minimum of 5 pages completeness (all components included) specificity of evidence presented commitment to self-growth level of thought	quality of writing ability to assess performance level of effort throughout the process demonstrates personal accountability
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<b>7. Success Plan Portfolio</b>	<b>1,500 pts</b>	<b>Due Friday Morning Team Time</b>		
<p>Your Success Plan Portfolio should include the following Four Components:</p> <ol style="list-style-type: none"> <li>1) Assessment and analysis of the past performances to clarify all the reasons for failure - a list of at least 10 reasons and then allocate 100 points across the set of reasons to rank their contribution -&gt; this will help you to identify five growth goals</li> <li>2) Analyze evaluation systems at Grand Valley State University to determine through specific analysis of your past performances where did you failed to meet expectations (tests, papers, projects, etc)</li> <li>3) Pick three courses that you failed: Identify the evaluation system that was used to calculate your grade and detail specific plans for correction in each area of failure when repeating the same course.</li> <li>4) Produce a learning kit of at least 10 new tools, strategies, techniques that will improve your performance as a learner - Format - Title of the learning tool, a description paragraph detailing the tool, additional paragraph describing how to put it to use, what problem will it solve and why, and finally how you will guarantee that it will work.</li> </ol>				

## Student Responsibilities

1. **You are committed to being successful in college and in life.** This means you're absolutely sure that you want a high quality of life, and you're not only *willing* to grow, you *want* to grow
2. **You are willing to do whatever is necessary.** For this course, this means attending every activity, completing all the assignments to the best of your ability, participating in every activity, spending quality study time at night...and never, never, never giving up!
3. **You are coachable.** This means that you're willing to take assessment feedback from your teachers and mentors. You're willing to experiment with new behaviors and beliefs.
4. **Team Player and Community Member.** Be a positive contributor to the community of learners, increasing the learning of the group of which you are a part.
5. **Willing to be Accountable and Responsible.** Accept accountability for the timely completion of all course work products. This includes coming to class fully prepared, with all homework and assignments completed by the day or time identified in the Course Schedule.
6. **Be an Engaged Learner.** Emotionally engage in the challenge of personal growth and the necessary effort for continuous improvement in yourself and in the course.
7. **Meet Deadlines.** Work products must be completed with the level of quality required and at the time identified.

## Faculty/Facilitator Responsibilities

- Provide guidance and mentoring to each participant in order to improving selected learning skills.
- Model the use of all tools and techniques at the same or higher level of quality expected of students.
- Provide in-depth consulting and mentoring during the course.
- Provide assistance in locating additional resources that align with personal and team goals.
- On request, demonstrate classroom techniques in real time (advance notice should be given when possible).

## Methodology (Course Culture and Processes)

The course models a student-centered, active learning environment. This requires the learner to take ownership of his or her own learning and requires the facilitator to create opportunities for learners to demonstrate that ownership. As such, the facilitator will be continually providing challenges to improve learner performance. Key processes are not just "covered" but extensively used and modeled throughout the course. These processes include various forms of assessment (self-assessment, peer assessment, structured reflections, instructor assessment, mid-term assessment, etc.), facilitation, and problem solving.

Language development is critical and participants will be expected to be familiar with the operational definitions given in the course glossary. Pre-class readings and activities correlate with learning activities scheduled for each class meeting of the course. Participants should be prepared to use these resources effectively during in-class exercises. There will be numerous time-pressured learning situations. There will also be cooperative learning activities that require participants to perform in front of team members and course colleagues. Special times will be set aside for teams of students to role-play, articulate understanding to one another, and collaborate to solve problems.

Communication and documentation, both on- and off-line are critical, as these form the basis for course work products.

## Academic Honesty and Integrity

The principles of intellectual honesty and integrity are central to the mission of Grand Valley State University. All participants in this course are expected to demonstrate the highest degree of integrity in their work and interactions with others. We will do an activity on academic and you can find further information in the Grand Valley Student Handbook.