Achieving Academic Success
SYLLABUS: HINDS CC 2016

Term:	June 12-17	**Office Location:**	Virtual
Course Number:	TBD	**E-mail Address:**	dan@pcrest.com
Credits:	3 credits	**Phone Number:**	(630) 853-7535
Instructor:	Dr. Daniel K. Apple	**Contact Hours:**	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 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, *Math and Graphing Skills*

Grading System/Levels of Performance

Star Performer	7,000 points + (Includes a letter of recommendation)

Honor Student	College Student	Competent Student
6,000 points + ("A" Grade)	4500 points ("B" Grade)	3,000 points ("C" Grade)

Work Products Earning Points

	Potential Points
In Class Activities (30 activities @ 35 points each)	1,050
Life Vision Portfolio (25 - 30 pages)	1,000
Games & Performance Bonus Points	500
Learning Journal for *Learning to Learn: Becoming a Self-Grower* Exploration Questions & Critical Thinking Questions (15 sets; 25 pts. and 45 pts. ea)	1,050
Reflection and Self-Assessment Forms (30 entries @ 25 pts each)	750
Self-Growth paper (4 pages)	500
Success Plan Portfolio	1,000
Math and Graphing Skills	1,000
Competitions	500
Total	**7,350**

How it Works

Product	Potential Points	Due Date (if applicable)
1. Participation	**1,050 pts**	
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.		
2. Life Vision Portfolio	**25 pages = 1,000 pts**	**Friday Morning at 8:30am**
The Portfolio should be approximately 30 typed pages (20% of the 1,000 points is given for it being typed). 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

3. Reflection and Self-Assessment (*Student Success Toolbox*, and supplemental forms; see the following list)	**30 entries = 750 pts** **Extra Forms 10 pts each**	**Thursday night at 5:00 pm**

3 performance analysis worksheets
Self-growth goals
Concept Map
3 reading logs
Elevating My Knowledge Worksheet
Learning and then Moving On worksheet
5 SII Self-Assessments
Major Requirements Worksheet

Mentoring Planning Worksheet
My Past: Strengths and Opportunities Worksheet
Personal Development Worksheet
Preparation Methodology Worksheet
Learner contract
Problem Solving Methodology Worksheet
Reaction Conclusion Report
Reaction Report Worksheet

Recorder Report	SII Reading Log Assessment Worksheet
Reflector's Report	SII Team Assessment Worksheet
Learning Journal & Meta-cognition Exploration	Log of Entries - inventory forms & page number

6. Self-Growth Paper	4 pages = 500 pts	

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.

Here are the criteria on which your Self-Growth Paper will be evaluated:

minimum of 5 pages	quality of writing
completeness (all components included)	ability to assess performance
specificity of evidence presented	level of effort throughout the process
commitment to self-growth	demonstrates personal accountability
level of thought	

7. Success Plan Portfolio	1,000 pts	Due Friday Morning 8:30am

Throughout the week you will be exploring how to achieve Academic Success at Hinds CC. Your Success Plan Portfolio is a systematic approach to analyzing reasons for academic failure and identifying intentional strategies for future success. Your Success Plan Portfolio should include the following Four Components. Sections 1 and 2 will be completed in class and will be kept in your Learning Portfolio binder. Sections 3 and 4 will be typed and uploaded on Blackboard by Friday morning at Team Time:

Section 1) **Top Reasons for Failure:**

Assessment and analysis of past academic performance to clarify all the reasons for failure: Make a list of at least 10 reasons for past failure, with a short description of each. Assign points to each reason, allocating 100 total points across the set of reasons to rank their contribution. Identify key areas to focus your attention for future growth. (*Monday Evening Activity – paper copy*)

Section 2) **Curriculum Strategies and Evaluation in College Courses:**

Assessment and Analysis of curriculum strategies (lecture, problem-based, small group, etc) and evaluation methods (tests, papers, projects, etc.) used by professors at Grand Valley State University to determine strengths and weaknesses related to past performance. Identify key areas to focus your attention for performance plans in Section 3. (*Tuesday Afternoon Activity – paper copy*)

Section 3) **Performance Plans for Failed Courses:**

For three courses in which you either failed or performed below expectations (One course completed during *Tuesday Evening Activity*):

- Identify targeted reasons for failure (from Section 1) that are relevant to your past performance in this course.
- Identify the evaluation systems used to calculate your grade in the course and highlight those that are areas of weakness (from Section 2).
- Identify curriculum strategies used in the course that you targeted as weaknesses in Section 2.
- Detail specific performance plans for correction in each area of weakness when repeating the course – typed.

Section 4) **Learning Practices Kit:**

From the Learning Practices Inventory generated (*Thursday afternoon activity*), produce a Learning Practices Kit (typed) of at least 10 new tools, strategies and techniques that will improve your performance as a learner. Each item in your Learning Practices Kit should include:

- Title of the learning tool, strategy or technique
- Descriptive paragraph detailing the tool
- Additional paragraph describing how to put it to use, what problem will it solve and why
- Final sentences describing how you will measure its success

6. Learning Journal: *Learning to Learn: Becoming a Self-Grower*	1,050 pts Exploratory Questions & Critical Thinking Questions (15 sets)	Thursday 5:00 pm
Each set of Exploration Questions is worth **25 points** based upon thoughtfulness, preparedness, and use of the discovery activity. Each set of Critical Thinking Questions is worth **45 points** based upon demonstrating your understanding and clarifying your meaning with supporting evidence. Supporting forms are included in the reflections/assessment work product		

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, 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 Hinds CC. 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 Hinds CC Student Handbook.