Course Description

Introduces students to the skills that will promote academic success in a distance education learning environment. Students will also learn to identify and use appropriate university resources. In order to complete the course successfully, the student must earn a 70% or higher.

Prerequisites

None

Course Textbook


Course Learning Objectives

Upon completion of this course, students should be able to:

1. Develop basic study skills management, including reading, writing, note taking, and test taking.
2. Develop life skills, including stress, time management, educational goals, and life goals.
3. Apply course material to improve critical thinking, problem solving, and decision making.
4. Develop skills in expressing oneself in writing.
5. Learn how to find and use resources for answering questions or solving problems.
6. Locate and utilize (engage in) university resources, services, and activities/events.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

This course is divided into eight units. The purpose of the course unit is to create an integrative body of information made applicable through text chapter readings, case studies, and additional readings and references beyond the textbook, including Internet resources. Each course contains the following learning activities designed to enhance your understanding of the subject matter.

1. **Unit Learning Objectives:** Each unit contains Learning Objectives that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. **Written Lectures:** Each unit contains a Written Lecture and/or article on the topic or topics covered in the respective units.
3. **Reading Assignments:** Most units contain Reading Assignments from one or more chapters from the textbook.
4. **Key Terms**: Key Terms are intended to guide students in their course of study. Students should pay particular attention to Key Terms as they represent important concepts within the unit material and reading.

5. **Discussion Boards**: Discussion Boards are a part of all CSU term courses. Information and specifications regarding these assignments are provided in the Academic Policies listed in the Course Menu bar.

6. **Unit Assessments**: Units I-VII contain Unit Assessments. Review the official CSU Grading Rubric to prepare for your assessments as the rubric is the method by which your professor will be grading your responses. The rubric can be found in the Academic Policies tab in Blackboard or within the myCSU Student Portal under Policies; CSU Grading Rubric. **A written response self-evaluation form may be found on the last page of the syllabus.** Each assessment includes the following:
   a. **Unit I**: multiple-choice and written response questions
   b. **Unit II**: matching, multiple-choice, either/or, and written response questions
   c. **Unit III**: multiple-choice, either/or, and written response questions
   d. **Unit IV**: matching and written response questions
   e. **Unit V**: matching questions, written response questions, and Reference Page Development
   f. **Unit VI**: matching and multiple-choice questions
   g. **Unit VII**: matching, multiple-choice, and written response questions

7. **Unit Assignments**: Students are required to submit for grading Unit Assignments in Units IV, VI, VII, and VIII. Specific information and instructions regarding these assignments are provided below.

8. **Ask the Professor**: This communication forum provides you with an opportunity to ask your professor general or course content related questions.

9. **Student Break Room**: This communication forum allows for casual conversation with your classmates.

## Unit Assignments

### Unit IV Project

You have learned that active, engaged note-taking is a skill that extends far beyond the classroom. Conquering this skill not only helps you in your academic life but it will also help you in career development. It will also have an impact on your value as an employee. The purpose of this project is for you to learn how to take better notes.

*Part 1:* Using ONE of the note-taking techniques discussed in this unit, prepare notes as you read the article, *The Importance of Listening*. Here is a list of note-taking techniques:

- Outlining
- Cornell Method
- Mapping

*Part 2:* Within the same document as Part 1, answer the following question in essay format:

How does your learning style relate to your note-taking strategy? Explain.

Your response should be at least 200 words in length. Prepare your response in your own words. This question does not require APA style, in-text citations, or a reference listing.

Save your note-taking technique and the 200-word essay into ONE document, and be sure to clearly label each part.

### Unit VI Project

**Conducting Research and Evaluating Sources**

This assignment provides you with an opportunity to research a topic, collect data, practice APA format, write an article summary, and compare Internet resources to research-database resources. If you have not already, review the unit lessons *Locating Articles in an Online Research Database* and *How to Write an Article Summary*.

**Step 1**

Select a topic you would like to explore, and locate ONE article from one of the CSU Online Library databases (i.e., Academic OneFile, Business Source Complete, Criminal Justice Periodicals Index, Dissertations & Theses Database, General OneFile, GreenFILE, etc.). Read the article, and write an article summary.
Your article summary must meet the following requirements:

- Be at least a 100-word summary of the article
- Paraphrase at least one portion with in-text citation in APA format
- Have at least one direct quote with in-text citation in APA format
- List the reference citation in APA format for your article selection

Step 2

Through your favorite search engine (i.e., Google), conduct a search for the same topic, and examine the differences in the results of an Internet search and the results of a search through the CSU Online Library. Using the guidelines for Evaluating Sources, briefly describe the differences between results from your Internet search and the results from your search through the CSU Online Library.

Your response for Step 2 should include at least 150 words.

Combine Steps 1 and 2 into one document, and submit them as one project.

Unit VII Project

This project provides you with two options. For credit, you are only required to select and submit ONE. Select ONE of the following.

Option A: Degree Action Plan

A Degree Action Plan (DAP) is prepared by the Academic Advisor assigned to you, and it identifies how you can successfully meet all of the requirements for a designated program (i.e., B.S. in Business Administration, etc.). As a recommendation, a DAP is not a requirement, yet it does provide valuable information as you plan for the future. If you have not already, begin establishing a relationship with your Academic Advisor, and he/she will help you with a clear plan to finish your degree or other educational goals.

The first step is to contact your Academic Advisor via email or telephone and setup an appointment. During the appointment, you can collaborate with your Academic Advisor to prepare a DAP. Once your DAP is finished, you will receive it via email.

Then, simply submit your DAP in Unit VII.

Option B: Prepare a Professional-Goal Resume

A resume is simply a sheet of paper with information. The important parts of a resume are the achievements it represents—the goals important in your eyes. As a result of your achievements, employers end up with an accomplished and talented professional. So, instead of worrying about what employers want, your goal should be to focus on what is important to you. What are your goals?

For this project, prepare a professional-goal resume with all of the items consisting of a perfect set of accomplishments—perfect to you. Include all of the accomplishments and credentials important to you. Plus, feel free to include existing accomplishments you are proud to include on your resume.

Everything on this goal resume should be about what you want. For instance, work experience should include all of the companies and/or positions you would like to fill throughout your career. What type of professional organizations would you like to join? Or, what type of professional organization would you like to establish?

Include at least the following in your goal resume:

- Education goals
- Work experience goals (at least four positions)
- Two professional organization goals
- List five key skills you would like to master
- Optional: List three significant and independent goals/accomplishments (these are items not necessarily related to a job)

Be as creative as you want to be with the layout of your resume. However, be sure it is legible and professional.

SLS 1000, Student Learning Success
One of the great things about resumes is that they are never finished. Or, they should not be treated that way. As you continuously achieve your goals, be sure to regularly update your resume. Keeping it up-to-date is much easier through small changes rather than having to create a new resume every few years. In fact, you might consider updating your resume as you progress through your educational experience. Stay on top of it, and update it as you accomplish your goals. This way, your resume will be ready for employers when they start asking for it. When the opportunity presents itself, you will be ready!

For additional assistance with your goal resume, your current resume, or any career-related items, contact Career Services here at CSU.

- careerservices@columbiasouthern.edu
- 800.977.8449 ext. 6551

Save your goal resume as one of the following file formats: DOC, DOCX, or PDF. Then, submit it in Unit VII.

**Unit VIII Reflection Paper**

Every student studies, learns, and recalls information differently. Every student will have a unique experience as they progress through their course of study. As a result, your last assignment in SLS is to write a Reflection Paper in which you take time to reflect upon your learning experiences over the past eight units of material and connect them to your future progress at Columbia Southern University. Reflection involves critical thinking to examine the significance of your learning experience through insightful analysis. This assignment requires you to add an outside source of information relevant to your topic of choice and your personal reflection. In order to support your personal opinion, select content from professional, published works, or you may use a quotation from a famous orator or writer. Any content or quotes require appropriate APA citation.

Once you have completed your Reflection Paper, submit it in Unit VIII.

Below are three questions. Select ONE, and provide your response in a minimum of 500 words. Remember to include one reference source with proper APA in-text and reference citation. A grading rubric has been placed on the last page as a guide for you when developing your paper.

Select ONE of the following questions:

- **Option 1**: Success in life and college require planning, effort, and execution. What did you do to accomplish your goals throughout this course? How will you use what you have learned in this course toward your career goals?
- **Option 2**: Discuss two of the most valuable tools that you will use as you continue your academic career at CSU: goal and priority management; time management, test taking management, or study strategies.
- **Option 3**: In your opinion, what does it mean to be a life-long learner and state why or why not you feel life-long learning is important? Describe your plan to be a life-long learner.
# Rubric for Reflection Paper

<table>
<thead>
<tr>
<th>Components</th>
<th>Highly Competent</th>
<th>Competent</th>
<th>Satisfactory</th>
<th>Not yet Satisfactory</th>
<th>Score</th>
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<tr>
<td>Content 50 points</td>
<td>35-50 points Captivates the reader. The writer carefully selected words for maximum effect and interest. The reader learns something about the writer from the essay.</td>
<td>20-34 points Essay is interesting and well organized. There is some description and detail to support the key points.</td>
<td>19-10 points Essay contains ideas written in a simple way. The reader may have trouble determining what the writer is trying to say.</td>
<td>0-9 points The essay may not be clear to the reader, and the ideas may not make sense. The writing has so many errors that the reader cannot figure out what it says.</td>
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<tr>
<td>Structure 20 points</td>
<td>15-20 points Evident, understandable, appropriate for thesis. Excellent transitions from point to point. Work displays critical thinking and avoids simplistic description or summary of information.</td>
<td>10-14 points Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.</td>
<td>5-9 points Generally unclear, often wanders or jumps around. Few or weak transitions; many paragraphs without topic sentences.</td>
<td>0-4 points Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear.</td>
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<tr>
<td>Mechanics 20 points</td>
<td>15-20 points Sentence structure, grammar, and diction excellent; correct use of punctuation; minimal to no spelling errors; absolutely no run-on sentences or comma splices.</td>
<td>10-14 points Sentence structure, grammar, and diction strong; punctuation often used correctly. Some (minor) spelling errors; may have one run-on sentence or comma splice.</td>
<td>5-9 points Problems in sentence structure, grammar, and diction (usually not major). Some errors in punctuation and spelling. May have some run-on sentences or comma splices.</td>
<td>0-4 points Serious problems in sentence structure, grammar, and diction. Frequent major errors in punctuation and spelling. May have many run-on sentences and comma splices.</td>
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<tr>
<td>Use of APA: In-text citation(s), reference citation(s) 10 points</td>
<td>8-10 points The ideas from source fluidly integrated by direct quote, paraphrase, and in-text citations, which add to the effectiveness of the essay. Both the in-text and the reference citation(s) are in appropriate APA format.</td>
<td>5-7 points Minimal errors present in citation style including one to three of the following elements: author's name, date of publication, capitalization of article title, italics of journal, identification of volume and issue, page numbers, and punctuation. Direct quote(s) or paraphrasing used and the in-text citation(s) are identified in correct APA format.</td>
<td>3-4 points The basic elements of referencing are included: the author's last name, year, and/or title is included within the essay; but is missing three or more of the following elements: capitalization of article title, italics of journal, identification of volume and issue, page numbers, and punctuation. Direct quote(s) or paraphrasing used but either the</td>
<td>0-2 points The ideas from the source are present, but are not identifiable. Many standards of APA format not observed; frequent errors in citation style; incomplete or not present.</td>
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APA Guidelines

CSU requires that students use the APA style for papers and projects. Therefore, the APA rules for formatting, quoting, paraphrasing, citing, and listing of sources are to be followed. A document titled “APA Guidelines Summary” is available for you to download from the APA Guide Link, found in the Learning Resources area of the myCSU Student Portal. It may also be accessed from the Student Resources link on the Course Menu. This document provides links to several internet sites that provide comprehensive information on APA formatting, including examples and sample papers.

CSU Grading Rubric for Papers/Projects

The course papers will be graded based on the CSU Grading Rubric for all types of papers. In addition, all papers will be submitted for electronic evaluation to rule out plagiarism. Course projects will contain project specific grading criteria defined in the project directions. To view the rubric, click the Academic Policies link on the Course Menu, or by accessing the CSU Grading Rubric link, found in the Learning Resources area of the myCSU Student Portal.

Communication Forums

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.

Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.
Grading

Discussion Boards (8 @ 3%) = 24%
Unit Assessments (7 @ 4%) = 28%
Unit IV Project = 12%
Unit VI Project = 12%
Unit VII Project = 12%
Unit VIII Reflection Paper = 12%
Total = 100%

Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

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<tr>
<th>Unit I</th>
<th>Characteristics of a Successful Online Learner</th>
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<tr>
<td>Review:</td>
<td>□ Unit Study Guide</td>
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</table>
| Read:   | □ Chapter 1: Becoming an Online Learner  
          □ Chapter 2: Preparing for the First Day of Class  
          □ Chapter 3: Strategies for Successful Online Learning  
          □ Chapter 4: Communicating Online: Who, What, When, How, and Why |
| Discuss: | □ Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time) |
| Submit: | □ Assessment by Tuesday, Midnight (Central Time) |
| Notes/Goals: |

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| Read:   | □ Chapter 5 (35-40): Know Thyself: Self-Discovery for the Online Learner  
          □ Chapter 6 (41-48): Creating the Ideal Personalized Study Environment  
          □ Understanding Your Strengths (See Study Guide for link) |
| Discuss: | □ Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)  
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| Read:    | □ Chapter 7 (51-58): Motivation and Goal Setting: Overcoming Obstacles  
          □ Chapter 8 (59-66): The Commitments of an Online Student: Managing Your Priorities  
          ○ The Discipline of Finishing |
| Discuss: | □ Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)  
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| Submit:  | □ Assessment by Tuesday, Midnight (Central Time) |
| Notes/Goals: |
Unit IV  Study Strategies for Successful Learning

Review:  □  Unit Study Guide

Read:  □  Chapter 9 (69-73): Working in the Online Classroom
       ● The Importance of Listening
           □  APA: The Easy Way!
           ● Pg. 1-18 In-text Citations
           ● Pg. 19-25: Reference Format
           ● Pg. 39-44: Online Documents

Discuss:  □  Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)
         □  Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time)

Submit:  □  Assessment by Tuesday, Midnight (Central Time)
         □  Unit IV Project: by Tuesday, Midnight (Central Time)

Notes/Goals:

Unit V  Test Taking Strategies for Successful Learning

Review:  □  Unit Study Guide

Read:  □  The Lesson Material

Discuss:  □  Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)
         □  Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time)

Submit:  □  Assessment by Tuesday, Midnight (Central Time)

Notes/Goals:

Unit VI  Research Strategies for Successful Learning

Review:  □  Unit Study Guide

Read:  □  Chapter 10 (79-89): Thinking and Researching Online

Discuss:  □  Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)
         □  Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time)

Submit:  □  Assessment by Tuesday, Midnight (Central Time)
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<td>Read:</td>
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