



GNST 1020

Division: Office of VP for Academic Affairs

Department: General Studies

Course: GNST 1020

Title: College Success Skills

Catalog Description:

This course is designed to help students become more successful in the college setting, with an emphasis on graduating from Snow College and transferring to a university. Topics covered include effective time management and study skills (memory, reading, note taking, and testing); use of personal, campus, and community resources; creating effective communication skills and healthy lifestyles; and exploring diversity and financial issues. Emphasis is on group work, and requirements include group presentations. A team teaching format helps students learn to adjust to diverse teaching styles.

General Education Requirements: N/A

Semesters Offered: Fall, Spring

Credit/Time Requirement: Credit: 3; Lecture: 5; Lab: 0

Clock/Hour Requirements: 0

Offered for Non-Credit: No

Credit/Clock Comments: Class held Monday-Friday for the first 45 days

Prerequisites: Permission by Student Support Services required.

Corequisites: N/A

Justification:

GNST 1020 prepares students who are at risk because of financial, first generation, or disability issues to (1) implement appropriate study skills, (2) better find and utilize personal, community, and campus resources, and (3) improve their advocacy skills to enhance their probability of success in the higher education environment. GNST 1020 is funded by federal grants and is part of the TRIO program, whose goal is to help at-risk students earn Bachelor degrees. Due to the at-risk characteristics of our students and the need for successful graduation and transfer to a university, a more intense three-hour study course is needed.

Student Learning Outcomes:

Cognitive: Students will complete assignments (most self-evaluative) from the workbook-style textbook and those created by the instructors to recognize what qualities create successful students. They will also take tests in each instructor's section and a comprehensive final to assess their knowledge of the subject matter. (GE outcome 4)

Behaviorial: Having received instruction on how to successfully work in teams and present material orally, students will demonstrate knowledge of how to use the material learned in class by completing three group mini-presentations on assigned study skills topics and one large final presentation using their group to report strengths, weaknesses, and a specific plan to improve performance in ten areas sufficient to allow the student to graduate with a Bachelor's degree. (GE outcomes 3 and 4)

Affective: Students will complete a self-evaluation paper where they will list their own strengths, weaknesses, and specific plans to improve their own performance in ten areas that are covered in the course. These will be evaluated and comments will be made by the instructors to give further insight, then returned to students. Students will be encouraged to keep their papers and use them as their personal plan of action to remind them of what they can do, especially during discouraging times, to successfully graduate with a Bachelor's degree. (GE outcomes 2 and 8)

Content:

- **Goals and Motivation:** Explore the value of telling the truth about where students are and what they must do to function at the college level and successfully graduate with Associate and Bachelor degrees. Explore student individual learning styles and how to use them to greater advantage. (GE outcome 8)
- **Time Management:** Define realistically the time needed to successfully understand and retain information presented in classes and how to set parameters to be able to do this as well as take care of all other necessary components of life. (GE outcome 8)
- **Campus, Community, and Personal Resources:** Expand student knowledge of the various resources available to enhance their chances of successfully graduating and transferring, as well as how to find and use valuable resources during their lifetime. (GE outcome 8)
- **Memory Skills:** Recognize and express ways to use memory techniques to enhance their abilities to function better in school and life. (GE outcome 4)
- **Textbook Reading Skills:** Recognize and be able to use effective reading techniques for college-level texts and work-related-type manuals, including building vocabulary, previewing, reading for content, and reviewing skills. (GE outcomes 1 and 4)
- **Note Taking Skills:** Recognize and practice using a variety of effective methods available based on students' individual learning styles and the diverse delivery style of professors. Emphasize editing and reviewing of notes. (GE outcome 4)
- **Test Taking Skills:** Recognize and use the steps needed to prepare for taking tests, techniques for taking different types of tests, and the value of reviewing and learning from tests after having completed them. (GE outcome 4)
- **Communication Skills:** Explore techniques for successfully communicating with peers, advisors/teachers, supervisors, and others in team settings and for oral presentations. Give students opportunities to use these techniques through extensive group work and oral presentations. (GE outcome 3)
- **Financial Skills:** Cover basic fiscal concepts that allow students to handle money responsibly. Explore options to fund their education through federal financial aid and scholarships. (GE outcomes 4 and 6)
- **Health (physical, emotional and mental):** Define the role health plays in successfully completing a college degree and how students can maintain and improve their health. (GE outcome 10)

General Education Outcomes:

1) Read effectively, constructively, and critically.

Students will learn and practice effective reading techniques for college-level texts. Emphasis will be on building vocabulary, previewing, reading for content, and reviewing skills.

3) Speak effectively in a variety of contexts.

Students will have extensive opportunities in class to participate in class discussion and through extensive group work and oral presentations.

4) Retrieve, evaluate, interpret, and deliver information through a variety of traditional and electronic media.

Students will perform on-line searches, text-based searches, and personal interviews to collect information to complete assignments and group presentations.

8) Apply ethical reasoning to a variety of contexts.

Through various assignments, students will practice evaluating situations and understand competing viewpoints in handling situations to achieve desired outcomes.

Key Performance Indicators:

Students will be graded on the following:

- attendance = 25%
- homework assignments = 25%
- tests = 25%
- group presentation and individual paper = 25%

Percentages are approximate.

Representative Text and/or Supplies:

- Dave Ellis, *Becoming A Master Student* (most recent edition), Houghton Mifflin Company, Boston, MA
- Instructor handouts

Optimum Class Size: 20

Maximum Class Size: 25

Signatures:

I hereby submit this course syllabus:

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I hereby find this course consistent with the goals and resources of the General Studies Department:

Kim Cragun, MS, Associate Professor, Chair

I hereby find this course consistent with the goals and resources of the Office of VP for Academic Affairs Division:

Gary Smith, Ph.D, , Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

Michelle Olsen, MLS, Campus Librarian (Richfield Campus)