



**CAPILANO  
UNIVERSITY  
COURSE OUTLINE**

<b>TERM: Fall 2018</b>	<b>COURSE NO: EEA 007</b>
<b>INSTRUCTOR:</b>	<b>COURSE NAME: Foundations for Student Success</b>
<b>OFFICE:</b>	<b>SECTION NO: CREDITS: 3</b>
<b>TELEPHONE:</b>	

**COURSE FORMAT:** Three hours of class time per week plus an additional hour delivered through online or other activities for a 15 week semester which includes two weeks for final exams.

**PREREQUISITES:** None

Note: EEA 007 is equivalent to USSD 090. Duplicate credit will not be granted for this course and USSD 090.

**COURSE DESCRIPTION:**

This course is designed for students who are currently enrolled in credit courses or programs at Capilano University and require support to succeed. The focus will be on developing the academic and personal skills necessary to become a successful student. Emphasis will be placed on taking personal responsibility for learning and how to effectively disclose learning disabilities in an educational and workplace environment. Students will have the opportunity to fully understand and utilize the universities support services; writing centre, learning labs, advisors, counsellors, disability student services and learning specialist. The advantages of using technology will also be highlighted. It is recommended that students bring their iPad, tablets, and smart phones to class to enhance learning outcomes.

**Activities:** Online assessments, guest speakers, role plays, classroom discussions, assignments and reflective journaling.

**LEARNING OUTCOMES:**

Upon successful completion of the course, students will be able to:

- Develop increased personal awareness and self-advocacy skills
- Understand and develop strategies for managing emotions
- Assess individual learning styles and employ them to enhance student success
- Develop a personal reading system
- Explain and utilize optimal study and exam prep skills
- Review and employ strategies that could be used to enhance successful study skills

Foundations for Student Success

- Demonstrate effective communication skills for study groups
- Understand successful strategies for academic reading and writing
- Demonstrate time management and organization skills
- Participate cooperatively in a small group environment
- Describe and compare campus services and community support networks (advisors, DSS, counseling, writing centre, learning labs, learning specialist)
- Develop a wellness plan and academic goals
- Demonstrate basic user skills for Moodle as well as strategies for using technology to enhance learning outcomes (ipads, smart phones)

**REQUIRED TEXTS:** Downing, Skip (2013) On Course: Strategies for Creating Success in College and in Life. Boston, Massachusetts: Wadsworth.

Week	Content	Content
Sept. 15/15	Course Introduction	<ul style="list-style-type: none"> <li>• Introduction to the course</li> <li>• Concepts of emotional intelligence</li> <li>• Concepts of academic success</li> <li>• Benefits of participation</li> </ul>
Sept. 16/15	Personal Responsibility	<ul style="list-style-type: none"> <li>• Language of responsibility</li> <li>• Adopting a creator mindset</li> <li>• Decision making</li> </ul>
Sept. 22/15	Strengthening Reading Skills	<ul style="list-style-type: none"> <li>• Active reading</li> <li>• CORE learning system for reading</li> </ul>
Sept. 23/15	Strengthening Reading Skills Con't	<ul style="list-style-type: none"> <li>• Applying the principles</li> </ul>
Sept. 24/15	Stress Management-ONLINE	<ul style="list-style-type: none"> <li>• Physiology and neurobiology of stress</li> <li>• Identification of stressors</li> <li>• Resources for coping</li> <li>• Stress busters</li> </ul>
Sept. 29/15	Stress Management Con't	<ul style="list-style-type: none"> <li>• Applying the Principles</li> </ul>
Sept. 30/15	Note Taking	<ul style="list-style-type: none"> <li>• Active reading</li> <li>• Highlighting</li> <li>• Index cards</li> <li>• Cornell note taking</li> </ul>
Oct. 6/15	Emotional Intelligence	<ul style="list-style-type: none"> <li>• Recognizing emotions that take us off track</li> <li>• Developing strategies for dealing with those emotions</li> </ul>
Oct. 7/15	Study Skills	<ul style="list-style-type: none"> <li>• Organizing study materials</li> <li>• Rehearsing and memorizing</li> </ul>
Oct. 13/15	Study Skills Con't	<ul style="list-style-type: none"> <li>• Applying the principles</li> </ul>
Oct. 14/15	Interpersonal Communications	<ul style="list-style-type: none"> <li>• Interpersonal relationships</li> <li>• Empathy</li> <li>• Social responsibility</li> </ul>
Oct. 20/15	Self-Advocacy Skills-ONLINE	<ul style="list-style-type: none"> <li>• Disclosure of learning needs in an educational and workplace setting</li> </ul>
Oct. 21/15	Memory and Concentration	<ul style="list-style-type: none"> <li>• Multi-sensory strategies</li> <li>• Essential concentration strategies</li> </ul>
Oct. 27/15	Motivation 1	<ul style="list-style-type: none"> <li>• Discovering what motivates you</li> </ul>

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		<ul style="list-style-type: none"> <li>• Designing a persuasive life plan</li> </ul>
Oct. 28/15	Thriving in Groups	<ul style="list-style-type: none"> <li>• Understanding group dynamics</li> <li>• Developing a study group</li> </ul>
Nov. 3/15	Thriving in Groups Con't	<ul style="list-style-type: none"> <li>• Applying the principles</li> </ul>
Nov. 4/15	Motivation 2	<ul style="list-style-type: none"> <li>• Additional exploration of personal motivation                             <ul style="list-style-type: none"> <li>• Staying "On Course"</li> </ul> </li> </ul>
Nov. 10/15	Self-Awareness	<ul style="list-style-type: none"> <li>• Self-sabotage</li> <li>• Unconscious forces</li> <li>• Scripts</li> </ul>
Nov. 17/15	Writing	<ul style="list-style-type: none"> <li>• Before, during and after</li> <li>• Using a reading system</li> </ul>
Nov. 18/15	Writing Con't	<ul style="list-style-type: none"> <li>• Applying the principles</li> </ul>
Nov. 19/15	Time Management	<ul style="list-style-type: none"> <li>• Case studies-successful time management</li> <li>• Acting on purpose</li> <li>• Procrastination</li> <li>• Self-management strategies</li> </ul>
Nov. 24/15	Wellness Plan Development- putting it all together-ONLINE	<ul style="list-style-type: none"> <li>• Creation of a plan that captures goals, optimal wellness strategies, triggers, symptoms, support required</li> </ul>
Nov. 25/15	Managing Emotions	<ul style="list-style-type: none"> <li>• Anger Management</li> <li>• Anxiety</li> <li>• Dealing with depression/low moods</li> </ul>
Dec. 1/15	Goal Setting	<ul style="list-style-type: none"> <li>• Adopting lifelong learning</li> <li>• Growth mindsets</li> <li>• Self-assessment</li> <li>• Setting individual goals</li> </ul>
Dec. 2/15	Course Review	<ul style="list-style-type: none"> <li>• Course Review</li> </ul>
Dec. 4/15	Course Review Con't	<ul style="list-style-type: none"> <li>• Course Review</li> </ul>
Dec. 8/15	Exam Prep	<ul style="list-style-type: none"> <li>• Exam Preparation Inventory</li> <li>• Test taking strategies and tips</li> <li>• Test anxiety management</li> </ul>
Dec. 9/15	Final Exam Prep	<ul style="list-style-type: none"> <li>• Final Exam Preparation</li> </ul>
Dec. 11/15	Final Exam	<ul style="list-style-type: none"> <li>• Final Exam</li> </ul>
Dec. 15/15	Exam Review	<ul style="list-style-type: none"> <li>• Exam Review</li> </ul>
Dec. 16/15	Course Wrap Up	<ul style="list-style-type: none"> <li>• Course Wrap Up</li> </ul>

**GRADING PROFILE:**

Credit or No Credit

To achieve credit for this course students are expected to submit *all* required assignments and must receive a pass on 80% of their assignments.

**Evaluation Profile:**

20% Participation  
 30% Final Exam  
 30% Guided Journal or Blog entries\*  
20% 4<sup>th</sup> Hour Activities (15 x 1.33%)  
 100% Total

\*Journals will be evaluated using a rubric outlining the different levels of reflection and comprehension of the topic.

### **SUPPLEMENTAL 4<sup>TH</sup> HOUR ACTIVITY:**

Activities might include: Completion of additional online assessments or self-assessment questionnaires, a scheduled one on one appointment with Instructor, attending a success workshop, an on-line activity, a group meeting, study group participation or some other activity planned by instructor.

### **OPERATIONAL DETAILS:**

- Departmental Policies:*** The AWE Department has policies addressing Student Behaviour Expectations. All students sign a General Behaviour Expectation Agreement at the start of the program. This agreement clearly defines how to meet the outcomes and the appropriate consequences if these outcomes are not met. This department policy is aligned with University-wide policies.
- University Policies:*** Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Cheating and Plagiarism, Academic Probation and other educational issues. These and other policies are available on the University website.
- Participation:*** Students are expected to demonstrate a professional attitude and behavior towards their classroom work, their classmates and their instructors. Reliability, respect for and cooperation with peers will be monitored in the classroom environment.
- Attendance:*** Regular attendance is required. If absent or late, students are expected to call their instructor before class starts. For every unexcused class, students will lose one point off of their attendance mark. If a class is missed, it is the student's responsibility to find out what work has been missed and complete by the next class.
- Missed Exams:*** No formalized exams.
- Late Assignments:*** Due dates for papers and assignments will be announced in class. All papers and assignments must be submitted directly to the instructor at the beginning of the class. Late papers or graded assignments will be penalized 5% per day for up to one week late. After one week, late assignments or papers will be accepted only under exceptional circumstances.
- Cheating/Plagiarism:*** The AWE department adheres to the definition of cheating and plagiarism found in the Study Policy Handbook which will be reviewed in class with all students

***Incomplete Grades:*** Incomplete grades will not be given in this course.

***Confidentiality:*** The AWE Department adheres to professional standards of ethics and confidentiality. Personal information shared with an instructor will not be shared with anyone outside the department without consent. However, there are a few exceptional circumstances in which an instructor may be required by law to disclose information about a student.

***Cell Phones:*** Cell phones must be silenced **before** entering the classroom and may not be used again, without permission, until **after** student has left the classroom.

***Emergency Procedures:*** Please read the emergency procedures posted on the wall of the classroom.