

**Columbia College**  
**College Skills for Student Success (COLL110)**

**Lecture 1**

**Course Outline**

Facilitator: Lonnie C. Croal *MALT, CACE, ACC*  
Class Time: 12:30–5:30pm (Monday to Thursday)  
August 31 to September 03, 2015  
08:30am – 4:30pm (Saturday)  
September 05, 2015

Phone: (403)235-9315  
Room: Building 805 – Room 111/109

Credit: 1.0

Prerequisite: Accepted into a Professional  
Program at Columbia College

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Note: It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

**Course Description:**

This 20 hour course will teach adult learners strategies to be successful in a post-secondary accelerated learning environment and the pathway for success in the Department of Criminal Justice. Focus will be placed on a variety of topics such as effective note taking, strengthening skills to study, work, and live in a multicultural, diverse, and changing environment.

**Learning Outcomes:**

As a result of active participation in these sessions, a student can expect to:

- Establish time-lines for goals and implement organization and time management techniques
- Understand the benefits and advantages of cohort learning and understand how to contribute positively in an adult learning environment
- Identify potential sources of stress and select appropriate prevention and management strategies
- Understand the elements of SQ3R and utilize an active reading approach
- Apply effective note taking methods that guide memory and enhance meaning
- Understand, develop and utilize active listening skills
- Learn how memory works and implement strategies to improve retention
- Recognize the importance of preparation, learning from mistakes and practice techniques to improve test results
- Recognize and overcome test anxiety by developing effective strategies
- Identify individual learning styles and implement study methods that support the preferred style of learning
- Determine how to apply clear and direct communication while working effectively in groups
- Use emotional intelligence to increase self-awareness and improve relationships with others
- Incorporate proper nutrition to strengthen personal and school life successes
- Implement budgeting strategies while attending further education
- Construct and target resumes for practicum and employment purposes
- Recognize the importance of workplace culture and how to behave professionally in the workplace
- Learn how to apply clear and direct communication while working effectively in groups.

## Course Format:

The format of this course mirrors the expectations of the professional program you are about to enter.

Each class will begin with students submitting 3 questions from the assigned homework reading. A group discussion will take place. This will be followed by a test to assess knowledge acquisition. The remainder of the class will provide an in-depth focus related to the subject matter.

The course emphasizes pre-class homework, participation in interactive classes, and post-class reflection and review. You are expected to take an active part in class discussions and take responsibility for your own learning. You are expected to be a positive and co-operative team member. The “instructor’s” role is to facilitate your learning. Your enthusiastic and positive approach in the classroom will create an atmosphere that will help students develop the knowledge, skills and attitudes that are needed for success.

How you behave in class will, to a large extent, mirror your behavior in the world of work. For example, if you have a tendency to ask questions, challenge the ideas of others in a respectful manner, draw out the best from your colleagues, and encourage both group development and task accomplishment in this class, there is a high correlation that you will do the same at work. The course format provides you with an opportunity to do this; it enables you to practice thinking and acting like a successful professional. A high level of professional conduct on the part of each student is expected.

Each student will write a final exam on the last day of class that encompasses the readings and information studied during the course. Test and final exam marks will be submitted to the program chair.

## Required Textbooks and Equipment:

Carter, A., Bishop, J., Lyman Kravits, S., & Maurin, P. (2010). *Keys to Success: Building Analytical, Creative, and Practical Skills* (Sixth Canadian Edition). Toronto: Pearson Education Inc.

### Other Supplies

- Blue or black pen
- Red pen
- Paper or notebook
- Keys to Success Textbook
- Learning journals (provided)

## Homework Assignment Due for the First Class:

1. Read the assigned readings:
  - Read chapter 1
  - Read chapter 2
2. **Bring and submit three questions you have written down that arose from your homework reading assignment. Do not submit questions that are easily found in the textbook. These should be thought provoking questions that reveal your critical thinking ability and will further enhance the discussion on the topic with your classmates.** Three questions will be submitted each day from the previous nights’ homework readings. Upon entering the classroom, questions will be submitted to the facilitator. This is a facilitation model; therefore, you will be expected to participate in the class. You will not be reading the text in class.
3. Prepare to write multiple choice tests based on the homework readings. This will be given at the beginning of the class.
4. Read this syllabus and prepare to discuss in class.

## Evaluation - Assessment of Student Performance:

The final grade in the course will be based on the following elements. Wherever possible facilitators will use rubrics to assess your performance and offer feedback.

Title of Assignment/Examination	Weight
Daily Questions	5%
Student Engagement	10%
Daily Tests	25%
Final Examination	60%

Please note that all homework and assignments are due at the beginning of each class.

## Grading:

Grades for each component will be added together at the end of the semester. The final total will be translated to the Columbia College's 4.0 grading scale as follows:

### Marking and Grading Conversion:

Description	Letter Grade	Grade Points	Percentage Scale	
Excellent	A+	4.0	100	95
	A	4.0	94	90
	A-	3.7	89	85
Good	B+	3.3	84	80
	B	3.0	79	75
	B-	2.7	74	70
Satisfactory	C+	2.3	69	65
	C	2.0	64	60
	C-	1.7	59	55
Poor	D	1.0	54	50
Failure	F	0.0	49	0

Please note that to pass this course you must earn at least a "D" (a minimal pass).

## Submission and Completion of Assignments:

You are expected to submit assignments by the due date. Any late assignments may be assessed a marking penalty of 5%. If you are unable to submit an assignment on the due date, you must request an extension **before** the due date by filling out an *Application for Assignment Extension form (SSPP-F012)* that is to be submitted to the Department Chair for approval. This form is available on Columbia's website, Bldg. 802 – Main Office and from Department Chairs.

## Requesting an Examination Deferral:

If you are requesting an exam to be deferred, you must submit an *Application for Deferred Examinations form (SSPP-F012)* to the Department Chair **within 48 hours of the missed examination date and time**. Applications for deferred examinations will only be considered due to medical or personal emergency. A medical certificate or other appropriate documentation may be required. This form is available on Columbia's website, Bldg. 802-Main Office and from Department Chairs.

## Attendance Requirements:

Columbia College believes that students are committed to their program and learning experiences. However, it is understood that there are times when students may be absent. Any absences can be viewed as a potentially serious disruption of the learning process and necessary achievement of the learning objectives. Being late is also considered unacceptable as it interferes with the learning opportunities of others. Unavoidable absences or lateness must be reported to the course facilitator in advance. Please refer to Columbia College's *Attendance Policy and Regulations (ADM-P151)* for detailed information on Attendance Requirements.

## Academic Integrity:

Academic dishonesty is a serious offence and can result in suspension or expulsion from Columbia College.

There is no tolerance for academic dishonesty and any student caught plagiarizing is subject to serious sanctions as outlined in the *Student Code of Conduct Policy (ADM-P229)*. Students are encouraged to familiarize themselves with this policy and avoid any behavior that could possibly be seen as cheating, plagiarizing, misrepresenting, or putting into question the integrity of one's academic work.

## Student Conduct:

It is the responsibility of each student to uphold the expectations and responsibilities outlined in the *Student Code of Conduct Policy (ADM-P229)* and any additional requirements established by your program.

Generally, each student will:

- be respectful and courteous toward others;
- demonstrate appropriate and supportive communication skills, and coach, assist, advise and otherwise support other students in their studies;
- manage any personal stress and conflict in a positive and resourceful manner, and assist others to do the same;
- be dressed in a manner appropriate for their workplace or learning environment, as established by the program;
- conduct themselves in a professional manner with regard to their communication with others and their behavior in class;
- conduct themselves with academic integrity in all of their learning activities, tests, exams, and assignments
- keep up with day-to-day classroom and course expectations.

## Important Dates:

<b>Description</b>	<b>Date</b>
Last to add/drop courses	5 school operating days from the start of the semester OR before the third scheduled class, whichever is greater
Last day to withdraw without academic penalty	50% or less of the semester has been completed
Final Examination	A final exam may take many formats. If a final exam is scheduled, it will be taken in an assigned room under the supervision of a Test Proctor. <u>Students must be on time as they will not be permitted to enter once the exam has started.</u> Exam dates, times, and location are posted by the main office Bldg. 802 and by the library in Bldg. 4. <u>It is the student's responsibility to check this exam posting.</u>

**Appeals:**

Please refer to the *Student Appeal Policy (ADM-P177)*.

**Students with Temporary or Permanent Disabilities:**

Students with temporary or permanent disabilities may apply for accommodations. To be considered for an accommodation, a student must register with Columbia College's Disability Services by making an appointment with a Disability Services Advisor – Main Office – Bldg. 802 or emailing [disabilityservices@columbia.ab.ca](mailto:disabilityservices@columbia.ab.ca). The Department Chair or facilitator is not able to provide you with any accommodations without you taking this step. Please refer to Columbia College's website to review the *Accommodation Policy and Handbook (ADM-P188)*.

**Student Support:**

Students should be aware that Life Coaching, Career and Disability Services, and Student Support Services (i.e. tutoring, academic strategists, etc.) are provided by Columbia College. Inquire how to request these services at the Main Office in building 802. It is the student's responsibility to discuss their specific learning needs with the appropriate service provider.

**Class Schedule/Overview:**

Please note that this schedule is subject to change. Any changes or cancellations will be emailed to you. It is your responsibility to check the email address you have given to the school on a daily basis for any messages from the Department Chair/designate, facilitator or College Administration. It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Class Session	Topics	Pre-Class Readings	Assignment
Day 1	<ul style="list-style-type: none"><li>• Welcome</li><li>• Introduction to COLL110</li><li>• Learning Journals &amp; Writing</li><li>• Video presentations &amp; introductions</li><li>• Time Management and Goal Setting Strategies</li></ul>	<ul style="list-style-type: none"><li>• Chapter 1<ul style="list-style-type: none"><li>• Pages 01 - 17</li><li>• Do self-assessment on page 2</li></ul></li><li>• Chapter 2<ul style="list-style-type: none"><li>• Pages 29 – 53</li><li>• Do self-assessment on page 30</li><li>• Do “explore your values” on page 31 and prepare to talk about the questions at the bottom of page 31</li><li>• Read thoroughly pages 42 to 47 and prepare to talk about managing your schedule</li></ul></li><li>• Chapter 1 &amp; 2 Quiz</li></ul>	Create 3 “how” and “what” questions based on your textbook readings to hand in to the facilitator at the beginning of class. Prepare to write a multiple choice quiz and engage in numerous facilitations.

### End of Day 1 Homework

- Read Chapter 1
  - Pages 17 – 27 (Emotional Intelligence)
  - Do self-assessments on pages 22 to 25 inclusive (feel free to write in your textbook or in your learning journal)
- Read Chapter 11
  - Pages 289 – 311
  - Do self-assessments on page 290 and record results in your Learning Journal
  - Prepare to start your financial plan design on Day 2 (have your Learning Journal ready)
  - Do self-assessment on page 299 and record results in your Learning Journal
  - Answer questions on page 309 in your learning journal
- Prepare for a walk & talk opportunity around the campus for the end of Day 2
  - Please bring fitness gear appropriate for the weather; runners, running shorts/pants, sleeved t-shirts (no tank or spaghetti-strapped tops), water bottle and jacket/pull (if the weather requires).

Class Session	Topics	Pre-Class Readings	Assignment
Day 2	<ul style="list-style-type: none"> <li>• Welcome</li> <li>• Details of the Columbia College Student handbook</li> <li>• Emotional Intelligence and learning/leadership</li> <li>• Student Code of Conduct – group assignments</li> <li>• Financial planning and student success</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 1 (Emotional intelligence)</li> <li>• Chapter 11 (Financial planning)</li> <li>• Quiz</li> </ul>	Create 3 “how” and “what” questions based on your textbook readings to hand in to the facilitator at the beginning of class. Prepare to write a multiple choice quiz and engage in numerous facilitations.

### End of Day 2 Homework

- Read Chapter 3
  - Pages 55 – 59
  - Complete the Multiple Intelligences self-assessment (Hand-out) and be prepared to participate in discussion
- Read Chapter 6
  - Pages 155 - 162
  - Do self-assessment on page 148 and record results in your Learning Journal
  - Answer questions 1 through 5 on page 167 (Know It – Think Critically section) in your learning journal and be prepared to discuss the questions in class
- Read Chapter 8
  - Pages 206 – 212
  - Do self-assessment on page 200 and record results in your Learning Journal

Class Session	Topics	Pre-Class Readings	Assignment
Day 3	<ul style="list-style-type: none"> <li>• Welcome</li> <li>• Student Code of Conduct presentations</li> <li>• Attendance expectations and college attendance policy</li> <li>• Note-taking and SQ3R modelling</li> <li>• Test and exam preparation</li> <li>• Multiple Intelligences and Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Chapters 3</li> <li>• Chapter 6</li> <li>• Chapter 8</li> <li>• Quiz</li> </ul>	Create 3 “how” and “what” questions based on your textbook readings to hand in to the facilitator at the beginning of class. Prepare to write a multiple choice quiz and engage in numerous facilitations.

### End of Day 3 Homework

- Read Chapter 9
  - Pages 235 – 254
  - Do self-assessment on page 236 and record results in your Learning Journal
- Read Chapter 10
  - Pages 261 – 277
  - Do self-assessment on page 262 and record results in your Learning Journal
  - Answer questions 1 to 15 on page 271 in your Learning Journal (remember – write only what you feel is safe and appropriate to you – this is about your learning)
- Read Student EAP brochure
  - Record contact information in the back of your Learning Journal for quick reference
- Begin building your resume with the provided template
  - Have first draft ready for Day 4
  - Students will arrive with the resume populated with relevant and current information according to the template
- Be prepared to discuss opportunities and challenges

Class Session	Topics	Pre-Class Readings	Assignment
Day 4	<ul style="list-style-type: none"> <li>• Welcome</li> <li>• Student Assistance Plan</li> <li>• Personal and professional relationships</li> <li>• Strategies for Test Taking and Test Anxiety</li> <li>• Resume Theory &amp; Writing</li> <li>• Course Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 9</li> <li>• Chapter 10</li> <li>• Manulife Student Assistance Plan Documentation</li> <li>• Resume template</li> <li>• Quiz</li> </ul>	

### Day 4 Homework

- Poem “On Work” by Khalil Gibran
- Handout Criminal Justice Competencies
- Personal financial plan
- Criminal Justice Professional Programs
  - Mission, vision and values statement
  - Faculty introductions
  - Cohort name, vision and timelines
  - Practicum and career opportunities

Class Session	Topics	Pre-Class Readings	Assignment
Day 5 Orientation	<ul style="list-style-type: none"> <li>• Welcome</li> <li>• College and CJPP Mission, Vision and Values</li> <li>• Orientation to CJPP course work and schedules</li> <li>• CJPP Competencies</li> <li>• Career Opportunities and Pathways</li> <li>• Final Exam – COLL110</li> <li>• Final words and dismissal</li> </ul>	<ul style="list-style-type: none"> <li>• Review notes, journal entries, and textbook</li> <li>• Poem “On Work” by Khalil Gibran</li> <li>• Review competencies</li> <li>• Prepare to present financial plan</li> </ul>	Create 3 “how” and “what” questions based on your homework readings to hand in to the facilitator at the beginning of class. Prepare to write a multiple choice quiz and engage in numerous facilitations.