

University Success Skills
Syllabus and Course Policies
Spring 2015

Course and Instructor Information	
Course Home Department	Academic Success Center
Course Number	CU 1010
Credit Hours	2
Contact Hours	3
Instructor Name	
Instructor Office	
Instructor Email	
Instructor Phone	
Instructor Office Hours	

Required Text

Downing, Skip, *On Course: Strategies for Creating Success in College and Life*, 2nd edition

About this Course

This is a course for students who wish to be successful at Clemson and after graduation. It's also about empowering you by providing you the tools to be a successful learner and student. A variety of topics critical to your success will be covered including goal setting, self-management, learning strategies, test taking, campus resources and policies, critical thinking and diversity. Students who invest time and effort in this course can expect to enhance their learning and study skills and become better learners and students. In this course, you will have the opportunity to discover and practice multiple learning and success strategies, techniques and tips; you are encouraged to give each of them a try, seeing which ones work best for you. In developing any new skill or habit, practice, persistence, and a positive mindset is the key to learning a new skill or habit.

Course Mission and Objectives

The mission of this course is to equip students with information, resources and tools they can use to be successful learners and achieve their educational goals.

Through the use of intentional exercises and assignments, the objectives for CU 1010 are for you to

1. learn, practice, and develop skills that can help you succeed in your courses at Clemson;
2. become knowledgeable about Clemson student success resources that you can utilize to assist you in achieving your goals;
3. clarify your purpose for attending Clemson and your educational goals;
4. create an academic plan that provides a framework for achieving your educational goals; and
5. assess your progress towards achieving your goals and make any necessary changes to your plan.

Grading Scale

Based on 1000 total points

A	90 – 100%
B	80 - 89.9%
C	70 - 79.9%
D	60 - 69.9%
F.....	59.9% or lower

Evaluation

Grading is based upon the student's performance on:

1. Tests (4 tests)..... 400 points 40%
To encourage active reading and review of the text and class notes, four tests will be administered during the semester. Tests will include any combination of multiple choice, fill-in-the-blanks, matching, short answer, true/false and/or discussion questions. Completing the assigned reading will maximize your opportunity for successful performance on tests.
2. Engagement.....400 points 40%
To encourage and reward active preparation for, and engagement in, every class session, the instructor will assign a minimum of 10 graded in- or out-of-class activities throughout the semester. Each activity will be worth 20-40 points. These activities will include, but not be limited to, unannounced quizzes, homework assignments, group activities, small group and class discussions, journaling, and writing assignments. Completing the assigned reading before class will maximize your opportunity for successful performance on quizzes and assignments.
Note: No missed quiz, in-class activity, or out-of-class activity may be made up.
3. College Success Plan200 points 20%
To encourage personal reflection, goal setting, and integration of the course concepts, you will be creating a personal college success plan. The college success plan is your opportunity to demonstrate and document what you've learned this semester including, but not limited to, strategies and plans that can help you succeed as you progress through your academic career. Completing the assigned reading and course activities, as well as actively reflecting how you can personally integrate some of the success and learning strategies discussed in class and the text will maximize your opportunity for successful performance on the college success plan.

Your college success plan must include the following:

Section I. Personally Responsible Learning-80 points

In this section, you will include:

- 1) a chart that effectively details four or more differences in the mindset of a victim and a creator and
- 2) an essay in which you specifically explain and discuss
 - a) three or more benefits and/or drawbacks for adopting the creator mindset
 - b) six or more strategies for effectively learning college-level material
 - c) three or more specific examples of learning strategies you've used this semester and your evaluation of how those strategies have worked for you

Section II. Goal Setting and Attainment-120 points

In this section, you will include:

- 1) a chart that effectively documents your short-term and long-term goals and shows how each goal is specific, measurable, achievable and challenging;
- 2) a four-year plan for completing your intended program of study; and
- 3) an essay in which you effectively identify and explain
 - a) four or more strategies for achieving your goals
 - b) two or more Clemson resources that can assist you in achieving your goals
 - c) three or more obstacles you may encounter in trying to achieve your goals
 - d) three or more options of how, in the face of obstacles, you could revise your short-term goals so that you can still achieve your long-term goals

Important Dates

January 7, W	Classes begin
January 13, T	Last day to register or add a class
January 21, W	Last day to drop a class without a W grade

Week of January 26	Test #1 (Chapters 1 - 2)
Week of February 23	Test #2 (Chapters 3 - 4)
February 3, T (sections 1, 2)	Plagiarism workshop-in assigned classroom
February 4, W (section 6)	“ “ “ “
February 5, TH (sections 3, 4)	“ “ “ “
February 10, T (section 5)	“ “ “ “

February 27, F	Last day for instructor to issue mid-term grades
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March 3, T (sections 1-5)	“Oh, the Places You’ll Go!” - Ctr. for Career and Professional Dev’t.
March 4, W (section 6)	“ “ “ “

March 13, F	Last day to drop a class without a final grade
March 16 - 20, M-F	Spring Break-no classes
March 30, M	Registration for spring and summer terms begins

Week of March 30	Test #3 (Chapters 5 - 6)
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April 20 - 24, M-F	Last week classes meet
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Week of April 27	During CU 1010 exam period: Test #4 (Chapters 7 - 8), College Success Plan due
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Note: Test dates are tentative. Your instructor will announce the final date for each test at least one week in advance.

Out-of-Class Assignments

All out-of-class assignments are due on the date and time indicated on the syllabus or announced by the instructor during class. **Late assignments will not be accepted.** All assignments, unless specified otherwise by the instructor, must be typed and double-spaced.

In-Class Tests/Quizzes/Assignments

Students with an unexcused absence cannot make up any missed tests, quizzes, and/or in- or out-of-class assignments that were administered or assigned during that particular class meeting.

Attendance Policy

The University's attendance policy is on pages 28-29 of the 2014-15 Undergraduate Announcements. Students are expected to attend and actively participate in all class meetings.

CU 1010 Policies

- 1) Anticipated, necessary absences should be cleared with the instructor **before** the absence (see information below on use of Notification of Absence in MyCLE.) For an absence to be excused, the student must provide a signed official University excuse. For other unanticipated absences (e.g., student illness, death in the family, hospitalization of close family members), please present appropriate documentation to your instructor.
- 2) The student is solely responsible for contacting the instructor to request the opportunity to make up any tests, quizzes or assignments that were missed due to an excused absence. Any missed tests, quizzes and assignments must be completed satisfactorily by the date and time set by the instructor.
- 3) **Unexcused absences numbering more than three are considered excessive.** Students with 4 or more unexcused absences will automatically have their final grade lowered by one letter grade. Alternatively, the instructor may choose to drop a student with 4 or more absences from the course.
- 4) If the instructor does not report to class at the designated start time, students must wait 15 minutes for the instructor to report to class. Students who leave before this time will be counted absent for that class meeting.
- 5) So that you will realize the full benefit of the course, please be on time for class and do not leave class early. Coming late to class and/or leaving class early will result in an absence being recorded for the student.
- 6) Please turn off your electronic devices during class. Students observed using their devices during class, unless directed to use them by the instructor, may be asked to leave class.

Notification of Absence in MyCLE

The Notification of Absence module (available in MyCLE on the MyCLEmson tab and on the student tab) allows students to notify instructors of an absence for the following categories: court attendance, death of family member, illness, illness of family member, injury, military duty, religious observance, scheduled surgery, University function, unscheduled hospitalization, other anticipated absence or other unanticipated absence. The notification requires a brief explanation and the date and time of the absence. **This does not serve as an "excuse" from class.** Students are encouraged to follow up with the instructor as the instructor is the only person who can excuse an absence. If a student is unable to report the absence by computer, he/she may call the Dean of Students Office for assistance.

Accommodations for Students with Disabilities

Students with disabilities who need accommodations should make an appointment with Dr. Arlene Stewart, Director of Student Disability Services, within the first 30 days of the semester to discuss his/her specific needs. Students granted accommodations by Student Disability Services should meet with the instructor to present the faculty accommodation letter from Student Disability Services. Student Disability Services is located in G-20 Redfern (964-656-6848;sds-1@clemson.edu). Please be aware that accommodations are not retroactive and a new faculty accommodation letter must be presented to each instructor every semester during which a student needs accommodations.

Statement of Academic Integrity and Academic Dishonesty

As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.

You are expected to be on your honor not to cheat and to report cheating if you become aware of it. The University's policy on academic dishonesty is outlined in the Clemson student handbook. Please read this section carefully. Any observed instances of cheating (including giving or receiving information on tests, homework, plagiarism, lying about absences, homework, etc.) will be reported to the Office of Undergraduate Studies for investigation and imposition of sanctions.

Academic Success Resources

You are encouraged to take advantage of the free student success services offered by the Academic Success Center such as tutoring, supplemental instruction, student success workshops, academic coaching and academic counseling. The Clemson Academic Success Center is located at 836 McMillan Road adjacent to Cooper Library. Visit the website at www.clemson.edu/asc or call 864-656-6452 for more information.