

**HDEV 1211: Success Strategies**  
**Spring 2020**  
**Section 001: Tu/Th 11-12:20 PM**  
**Section 002: Tu/Th 12:30-1:50 PM**

**Instructor Information**

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To request an appointment, go to [www.smu.edu/AcademicCounseling](http://www.smu.edu/AcademicCounseling).

**Course Description**

HDEV 1211 Success Strategies is designed to introduce you to specific approaches to help you achieve greater success in your academic, professional, and personal life. In this course, you will engage in ongoing self-assessment and journal writing to explore strategies and to identify academic challenges, as well as strengths you possess to overcome these challenges. You will also be introduced to learning strategies and study skills and have the opportunity to explore campus resources you can use to succeed at SMU. You will learn how to select and use appropriate forms of evidence by verbally explaining specific skills strategies using visual cues to your peers in a class presentation.

**Learning Objectives**

- Identify academic strengths and challenges through self-assessment
- Engage in specific and measurable goal-setting
- Describe various study skills and learning strategies
- Demonstrate ability to write more effectively through the use of guided journal entries
- Improve critical thinking and decision-making skills
- Actively engage in major/career exploration and ongoing career development
- Demonstrate ability to present academic skills strategies using visual cues
- Identify campus resources and discuss those that may aid in achieving success at SMU

**Required Materials**

- Downing, Skip. *On Course: Strategies for Creating Success in College and in Life*. 3rd ed. Boston: Wadsworth Cengage Learning, 2017. Print. Study Skills Plus.
  - Electronic versions of textbook are only acceptable when used on a tablet or laptop (NOT cell phone).
- Folder for keeping academic skills plans, handouts, self-assessments, and syllabus

### **Path to Achieve Learning Objectives**

*Journals:* You will be given nine opportunities (90 points total) to dig deep and share your thoughts and reflections concerning specific journal prompts in our textbook. The practice of responding to guided journal prompts will help you engage the questions and content discussed in the class and coursebook, identify and reflect on areas of personal and academic growth, and most importantly, help you attain the learning objectives of this course. Journal entry prompts will open one week prior to the due date, and will close at the start of class on the due date. These time-sensitive journals are to be submitted through CANVAS. The best journals that demonstrate the most personal and academic engagement tend to be over 600 words.

- “Fill your paper with the breathings of your heart.” – William Wordsworth
- “There are a thousand thoughts lying within a man that he does not know till he takes up the pen to write.” – William Makepeace Thackeray

*Quizzes:* Quizzes are designed to help you (and professor) assess your level of engagement in course content and the trajectory of your learning in regards to attaining the learning objectives. There will be five quizzes throughout the course (50 points total) that will help you make this assessment. Successful students on target to achieve learning objectives are positive and prepared to discuss assigned readings and also tend to take quality notes during our class time.

*Skills Plans:* Skills Plans are the “bricks and mortar” of academic success. You will be given six opportunities (60 points total) to outline specific strategies for how you will implement study skills in your academic life: reading strategies, note-taking, organizing study materials, rehearsing and memorizing study materials, test-taking, and writing. Keep these in your HDEV folder; they will be invaluable for you in the semesters to come.

*Faculty Panel Questions:* Don’t miss an opportunity to engage SMU faculty! Come prepared with three, typed questions to ask the faculty panel (5 points total).

*Formal Oral Presentation:* Become the teacher for 10-15 minutes and help your peers learn the benefits of an academic skills strategy: reading, note taking, organization, rehearsing and memorizing, test taking or writing (pgs. 268-351 in textbook). Because I have learned so much about the usefulness of Success Strategies from the preparation and experience found only in teaching others, I want to give you the same opportunity. This experience fulfills your SMU Oral Communication Proficiency and is one of the primary learning objectives of this course for the following reason: we believe the quantity and quality of preparation, courage (in presenting to peers), creativity, and “salesmanship” necessary to stimulate deep learning and engage your peers to be indispensable for future success in your academic, personal, and professional life (isn’t that the purpose of college anyway?). In order to attain this, I invite you to follow the presentation guidelines (last page of syllabus) and ask your professor as many questions as possible to create the optimal learning experience for your peers (30 points total). You will also give and receive constructive feedback as you look to improve your presentation skills. I hope you’re excited to achieve a deep and lasting understanding of the strategies you teach to the class!

*Class Participation (25 points total):* To reiterate the words of a fellow teacher, “I will do everything possible to help you learn and develop your abilities, but you must decide if you want to engage in this experience. If you decide to join this enterprise, there are some things you must resolve to do to make it worthwhile for you and others in the group.” We never have neutral impacts on the people around us (including your professor). Since we are a part of a “community of learners,” it’s vital to understand that our attitudes are contagious. Therefore, the positivity, preparation, and curiosity you bring to class will create a fun and optimal learning environment. In contrast, your negativity, disengagement, and silence will harm the learning of other students. I promise to bring my best to every class. What about you?

### **Assignments and Grading Scale**

This is a 2-credit graded course. You have the possibility to earn up to 250 points on the assignments. The lowest 10-point assignment will be dropped.

The grading scale is as follows:

232-250 points—A
225-231 points—A-
217-224 points—B+
207-216 points—B
200-206 points—B-
192-199 points—C+
182-191 points—C
175-181 points—C-
167-174 points—D+
157-166 points—D
149-156 points—D-
148 points or below—F

### **Course Policies**

*Classroom Expectations:* There will be a variety of formats in this class (i.e. discussion, brief lecture, small group work, individual assignments). Nearly all of the material discussed and presented in class will be from your course book. Therefore, in order for you to be fully engaged in class discussions without impeding the learning of your peers, please bring your *On Course* Book with you to class every day.

*Attendance:* Attendance is important because it affects the learning of others. Your classmates (& professor), your case study group, and quality discussions are all disadvantaged when you’re not present for class. In addition, it’s incredibly difficult for you to attain the learning objectives of the course, when you have multiple absences (especially since there’s only 22 class days). As a result, you will be given the freedom to use two unexcused absences in any way you please: Ex) sipping on an ice tea pool side. Or you can save them for when, “life happens” and you’re sick with the flu. Once the absences are used, they’re “losed.”

- After your second absence, you will lose five points for each additional absence.
- Three tardies (tardy at 11:06am for section 1 and 12:36pm for section 2) will count as one absence.

- Being more than 20 minutes late counts as an absence.
- If you determine that you need to miss a class for a university-sponsored event, please email me in advance and provide written verification. It is your responsibility to make up the work or activities that you missed.

**Class attendance is important because you cannot gain or replicate the value of in-class experience with a community of learners outside of class by yourself. This isn't a punishment, it's a reminder that you've missed out on an intrinsically valuable learning experience and it's a request for you to rejoin us.**

*Individual Appointments with Instructor:* We will meet at the end of semester for a final one on one discussion over the academic skills plans (that you'll be collecting in your folder) and the learning objectives you achieved. This will serve as our "After Action Review," because if something is worth doing, it's also worth evaluating. Therefore, missing this appointment is equivalent to missing a class session. You will be notified when it is time to schedule your appointment. If you find that you need to reschedule your appointment, you will need to notify me in advance.

*Late Assignments:* Late assignments will be accepted up to 48 hours after the due date for up to half credit. After 48 hours past the due date, late assignments will not be accepted. If you determine that you are going to miss a class, you must make arrangements to submit your assignment before-hand or on time. (see explanation below)

**For better or worse, we live in a monochronic culture (look it up) where strict deadlines are rampant and lateness isn't well tolerated. The purpose of this course (and college) is to prepare you and help you become successful in that world. In my experience, the underlying culprits of most late assignments are disorganization, poor prioritization, lack of motivation, bad time management, inattention to detail, and ineffective notetaking. Our course will cover these areas in depth, but I cannot, in good faith, give a student full credit, for example, on a time management journal assignment, in which they exercised poor time management because they waited until the day it was due to begin working on it. I hope this makes sense.**

## University Policies

**Disability Accommodations:** Students needing academic accommodations for a disability must first register with Disability Accommodations & Success Strategies (DASS). Students can call 214-768-1470 or visit <http://www.smu.edu/Provost/SASP/DASS> to begin the process. Once approved and registered, students will submit a DASS Accommodation Letter to faculty through the electronic portal *DASS Link* and then communicate directly with each instructor to make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement.

**Religious Observance:** Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence (<https://www.smu.edu/StudentAffairs/Chaplain/ReligiousHolidays>).

**Excused Absences for University Extracurricular Activities:** Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (See [2019-2020 University Undergraduate Catalogue](#) under “Excused Absences”)

**Student Learning Outcomes:** This course fulfills the Oral Communication Proficiency for the University Curriculum.

**\*\*A tentative course calendar and grading rubrics for your journals, academic skills plans and formal oral presentation are below.**

Week	Date	In-Class	What's Due
<b>1</b>		<b>NO CLASS</b>	
<b>2</b>	Tu, 1/28 (Day 1)	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Syllabus overview</li> <li>• Complete and score <i>OnCourse</i> assessment</li> </ul>	
	Th, 1/30 (Day 2)	Chapter 1, Getting on Track to Your Success	<b>Journal 3 (pg. 38) due</b> Chapter 1, pgs. 14-37 pgs. 261-266
<b>3</b>	Tu, 2/4 (Day 3)	Chapter 4, Mastering Self-Management <ul style="list-style-type: none"> <li>• Case study</li> <li>• Creating a self-management system</li> </ul> Oral Presentation Overview and Sign-Up	Complete Study Skills Pre-Assessment (pgs. 257-260)  Chapter 4, pgs. 103-134
	Th, 2/6 (Day 4)	Chapter 2, Accepting Personal Responsibility <ul style="list-style-type: none"> <li>• Case study</li> <li>• Victims vs. creators</li> </ul>	<b>Journal 13 (pg. 114) due</b> pgs. 268-282  Chapter 2, pgs. 43- 56
<b>4</b>	Tu, 2/11 (Day 5)	Chapter 2, Accepting Personal Responsibility The “Wise Choice” process	Chapter 2, pgs. 57-69

	Th, 2/13 (Day 6)	<b>Quiz 1</b> Chapter 3, Discovering Self-Motivation <ul style="list-style-type: none"> <li>• Case study</li> <li>• Goal-setting</li> </ul>	<b>Journal 7 (pg. 69) due</b> <b>Submit 3 questions for the faculty panel</b> Chapter 3, pgs. 74-100
<b>5</b>	Tu, 2/18 (Day 7)	<b>Faculty Panel</b>	
	Th, 2/20 (Day 8)	Presentations- Reading Strategies <ul style="list-style-type: none"> <li>• Academic skills plan</li> </ul>	<b>Journal 8 (pg. 79) due</b>
<b>6</b>	Tu, 2/25 (Day 9)	<b>Quiz 2</b> Chapter 5, Employing Interdependence <ul style="list-style-type: none"> <li>• Case Study</li> <li>• Creating a support network</li> </ul>	<b>Reading Strategies Academic Skills Plan</b> Chapter 5, pgs. 137-162
	Th, 2/27 (Day 10)	Presentations- Note-Taking <ul style="list-style-type: none"> <li>• Academic skills plan</li> </ul>	<b>Journal 16 (pg. 143) due</b> pgs. 283-296
<b>7</b>	Tu, 3/3 (Day 11)	Presentations- Organizing Study Materials <ul style="list-style-type: none"> <li>• Academic Skills Plan</li> </ul>	<b>Note-Taking Academic Skills Plan</b> pgs. 297-312
	Th, 3/5 (Day 12)	<b>Quiz 3</b> Chapter 6, Gaining Self-Awareness <ul style="list-style-type: none"> <li>• Script Writing</li> </ul>	<b>Class meets at Hegi Career Center (Bring your most updated resume)</b>
<b>8</b>	Tu, 3/10 (Day 13)	Hegi Career Development Center Presentation	<b>Organization Academic Skills Plan</b> Chapter 6, pgs. 165-187
	Th, 3/12 (Day 14)	Presentations- Rehearsing and Memorizing <ul style="list-style-type: none"> <li>• Academic skills plan</li> </ul>	pgs. 313-322
<b>9</b>	Tu/Th 3/17 & 3/19	SPRING BREAK- NO CLASS	
<b>10</b>	Tu, 3/24 (Day 15)	Chapter 7, Adopting Lifelong Learning <ul style="list-style-type: none"> <li>• Learning Preferences</li> </ul>	<b>Journal 20 (pg. 167) due</b> <b>Rehearsing &amp; Memorizing Academic Skills Plan</b> Chapter 7, pgs. 190-203

	Th, 3/26 (Day 16)	Presentations- Taking Tests <ul style="list-style-type: none"> <li>Academic skills plan</li> </ul>	pgs. 323-338
<b>11</b>	Tu, 3/31 (Day 17)	<b>Quiz 4</b> Chapter 7, Adopting Lifelong Learning <ul style="list-style-type: none"> <li>Case Study</li> <li>Critical thinking</li> </ul>	<b>Journal 25 (pg. 200) due</b> <b>Taking Tests Academic Skills Plan</b>
	Th, 4/2 (Day 18)	Presentations- Writing <ul style="list-style-type: none"> <li>Academic skills plan</li> </ul>	pgs. 339-352
<b>12</b>	Tu, 4/7 (Day 19)	Guest Lecturer on Growth Mindset	<b>Writing Academic Skills Plan</b> Chapter 7, pgs. 204-217
	Th, 4/9 (Day 22)	Chapter 8, Developing Emotional Intelligence <ul style="list-style-type: none"> <li>Case study</li> <li>Stress management</li> </ul>	Chapter 8, pgs. 220-233 Complete Study Skills Post Assessment (pgs. 353-357)
<b>13</b>	Tu, 4/14 (Day 21)	<b>Quiz 5</b> Chapter 8, Developing Emotional Intelligence <ul style="list-style-type: none"> <li>Gratitude &amp; Self-care</li> </ul>	Chapter 8, pgs. 234-246 <b>Journal 30 (pg. 239)</b> <b>IN-CLASS (Bring Laptop)</b>
	Th, 4/16 (Day 22)	Chapter 9, Staying On Course to Your Success  Additional Presentations	Chapter 9, pg. 248 Complete final self-assessment (pgs. 249-251) <b>Journal 32 (pg. 253) due</b> Course Evaluation
<b>14</b>	Tu, 4/21 (Day 23)	Additional Presentations (if necessary)	

## HDEV 1211 - Success Strategies

Evaluation Standards for *On Course* Journal Assignments

	10	8	6	4	0
Content	Thoroughly answers journal prompt(s) with specific details	Answers journal prompt with some details	Does not completely answer prompt. Few details	Does not respond to prompt	Does not complete assignment
Text Reference	Indicates thorough reading and understanding of text	Indicates reasonable reading and understanding of text	Indicates incomplete reading, surface understanding of text	No indication of careful reading or understanding of text	
Reflection	Provides insightful connections between text and personal experience	Reasonable connection between text and personal experience	Little connection between text and personal experience	No purposeful connection between text and personal experience	

## Evaluation Standards for Academic Skills Plans

(\*If submitted late, assignments will be graded out of 5 points)

	10	8	6	4	0
Content	Thoroughly outlines skills plan using all six steps	Outlines plan with some specifics and reference to steps	Does not completely outline plan. Few details	Does not outline plan	Does not complete assignment
Strategy/Text Reference	Indicates specific steps for applying strategy in current course(s) as well as thorough reading and understanding of learning strategies and text	Indicates reasonable reading and understanding of learning strategies and text	Indicates incomplete reading, surface understanding of strategies and text	No indication of careful reading or understanding of strategies and text	
Correctness	Formatted correctly (strategy # and name)	Few formatting errors	Several formatting errors	Repeated formatting errors	

HDEV 1211 - Success Strategies  
Evaluation Standards for Effective Formal Oral Presentations

	<b>Most Effective</b>	<b>Effective</b>	<b>Learning was Hindered</b>	<b>Learning didn't Occur</b>
<b>Subject Knowledge</b>	Presenter provides an accurate and complete explanation of key concepts	Most of the explanations of concepts are accurate and complete	Presenter provides little explanation of incomplete concepts	Presenter provides no explanation of concepts
<b>Strategic Audience Engagement</b>	Engages audience by strategic questions, personal examples, relevant illustrations, & purposeful activities	Occasional use of questions, examples, illustrations, or activities	Audience struggles to see relevance of your presented academic strategy	Audience is completely disengaged
<b>Use of Visual Aids</b>	Graphics reinforce presentation purpose and maximize audience understanding; use of aids is varied and appropriate	While graphics relate and aid presentation purpose, they are not varied	Occasional use of graphics that rarely support presentation purpose	No visual graphics included or distract audience from purpose of presentation
<b>Enthusiasm</b>	Demonstrates a positive outlook on topic throughout presentation	Occasionally shows positive outlook on topic	Shows some negativity towards topic	Shows no interest in topic
<b>Organization</b>	Presents information in logical, interesting sequence which audience can follow	Presents information in a logical sequence which audience can follow	Audience has difficulty following presentation	Audience cannot understand presentation because there is no sequence of information
<b>Eye Contact</b>	Holds attention of entire audience with the use of direct eye contact and seldom looks at notes	Consistent use of direct eye contact with audience, but still returns to notes	Minimal eye contact; presenter reads mostly from notes	No eye contact with audience
<b>Presence, Body Language, &amp; Poise</b>	Presenter displays fluid movements that help the audience and is self-confident	Presenter makes movements or gestures and has minor mistakes	Presenter has very little movement, displays tension, and has trouble recovering from mistakes	No descriptive gestures, tension is obvious and student does not recover from mistakes
<b>Length of Presentation</b>	10-15 minutes long	Within 2 minutes (+/-) minimum or maximum time	Within 5 minutes (+/-) minimum or maximum time	Presentation is less than 3 minutes

*\*Information partly gathered from ReadWriteThink and Iowa State University's Oral Evaluation Rubric.*