



College Success Provincial Level - COSU 090

Access Education/Upgrading for Academic and Career Entry

Course Outline

COURSE IMPLEMENTATION DATE: Pre 1998
OUTLINE EFFECTIVE DATE: September 2022
COURSE OUTLINE REVIEW DATE: March 2027

GENERAL COURSE DESCRIPTION:

College Success 090 focuses on the development of effective strategies and skills required to succeed in secondary and post-secondary courses and programs. The course provides a smooth transition into the role of being students for those who have been out of school for many years and helps students adapt to a college environment and expectations. The course helps students to develop self-awareness related to learning preferences, communication skills, student supports, study skills, test taking strategies, technology skills and time management. Optional topics such as research, presentation skills, online learning, financial student aid, or the BC transfer system allow for students to individualize their learning related to their educational goals.

Program Information: This is a provincial-level ABE course and it can be used toward the BC Adult Graduation Diploma.

Delivery: This course is delivered in a directed studies and online format.

ABE Credits: 3

Hours for this course: 90 hours

Typical Structure of Instructional Hours:

Instructional Activity	Duration
Lecture Hours	
Seminars / Tutorials	
Laboratory / Studio Hours	
Practicum / Field Experience Hours	
Other Contact Hours	90
Total	90

Practicum Hours (if applicable):

Type of Practicum	Duration
On-the-job Experience	N/A
Formal Work Experience	N/A
Other	N/A
Total	

Other Contact Hours:

- Directed Studies Online format

Course Outline Author or Contact:

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Signature

APPROVAL SIGNATURES:

Department Head

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Department Head Signature

Dean Signature

EDCO

Valid from: September 2022 – March 2027

Education Council Approval Date

COURSE PREREQUISITES AND TRANSFER CREDIT

Prerequisites: Instructor permission

Corequisites: None

Flexible Assessment (FA):

Credit can be awarded for this course through (FA)

Yes

No

Learners may request formal recognition for flexible assessment at the College of the Rockies through one or more of the following processes: External Evaluation, Worksite Assessment, Demonstration, Standardized Test, Self-assessment, Interview, Products/Portfolio, Challenge Exam. Contact an Education Advisor for more information.

Transfer Credit: For transfer information within British Columbia, Alberta and other institutions, please visit <http://www.cotr.bc.ca/Transfer>. Note that COSU 090 is articulated as a transferable course at many BC colleges.

Students should also contact an academic advisor at the institution where they want transfer credit.

Prior Course Number: N/A

Textbooks and Required Resources:

Textbook selection varies by instructor and may change from year to year. At the Course Outline Effective Date the following textbooks were in use:

Shier, Mary, *Student Success* Open Textbook BC Campus OPEN ED
<https://open.bccampus.ca/browse-our-collection/find-open-textbooks/?uuid=f85bb38d-d044-4e24-9372-41d8950ecf34&contributor=&keyword=&subject=> ABE

Please see the instructor's syllabus or check COTR's online text calculator <http://go.cotr.bc.ca/tuition/tCalc.asp> for a complete list of the currently required textbooks.

LEARNING OUTCOMES:

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

Chapter 1: Adult Learner Awareness

- describe the challenges and advantages of adult learning and life-long learning;
- describe student responsibilities in a college/university environment;
- evaluate of the spiritual, physical, intellectual, and emotional dimensions of self in relation to returning to school;
- assess the impact of returning to school on family, friends, and coworkers;
- investigate personal wellness (support networks, nutrition, fitness, stress, and habits) and recognize its impact on learning; and
- create a learning action plan.

Chapter 2: Learning Preferences

- identify own learning preferences and strengths;
- recognize how personal learning preferences affect perception and processing information;
- recognize learning differences and challenges and their impact on learners; and
- examine different applicable strategies.

Chapter 3: Support and Resources

- identify and access personal support systems to address barriers to education (addictions, poverty, abuse, physical limitations, etc.);
- familiarize themselves with student support services including financial aid officers, education advisors, accessibility coordinators, counselors, learning specialists, employment services etc.; and
- familiarize themselves with course supports available within the institution including writing labs, tutorials, libraries, instructor office hours etc.

Chapter 4: Communication Skills

- demonstrate active listening;
- ask effective questions to facilitate understanding;
- apply communication strategies in educational settings; and
- demonstrate the value and strengths of team and group work.

Chapter 5: Study Skills

- create a learning environment conducive to concentration and focused study;
- employ study techniques throughout the term to prepare for quizzes, tests, and exams;
- develop critical reading skills (e.g. SQ3R, KWL);
- navigate textbooks by recognizing and emphasizing key concepts, highlighted sections, chapter summaries, glossaries, and indexes;
- utilize a variety of memory techniques and strategies (e.g. flashcards, mnemonics, self- testing);
- practice the skills necessary for successful group study experiences;
- apply effective note-taking strategies (e.g. Cornell method, mapping); and
- implement effective study habits (e.g. reviewing, recording, rewriting, summarizing, study partners, use of glossary & index, etc.).

Chapter 6: Test Taking

- identify sources and effects of test anxiety;
- use effective strategies to manage test anxiety;
- use effective techniques leading up to a test; and
- use effective strategies during a test (e.g. Pre-reading test questions, jotting down key things from memory at beginning of test, using weight of question to determine depth of answer required, use of required formulas, using time effectively during a timed test, tips on answering questions).

Chapter 7: Time Management

- apply strategies for effective time management;
- evaluate different scheduling tools for learners' personal needs;
- develop short-term goals, mid-term goals, and long-term goals; and
- Create personal schedules including study times, assignments, tests, and personal obligations.

Chapter 8: Technology Skills

- perform tasks in word processing;
- use online tools: spelling and grammar checks, thesaurus, synonym finders, dictionaries, and word-web apps;
- research information on the Internet;
- utilize library services online;
- bookmark useful references;
- use electric communication (e.g. emails, social networks, college email, student portals);
- create and use folders for organizing course work; and
- utilize different storage options (e.g. student drives, USB memory sticks, external drives, and cloud services).

Student chooses one elective chapter from the following five chapters:

Research

- find information and research topics using various sources;
- compile evaluate, and review information;
- identify plagiarism; and

- reference sources appropriately demonstrating an understanding of the different referencing styles (MLA, APA).

Online Learning

- identify common assumptions about online learning;
- compare the pros and cons of online learning;
- evaluate if online learning is a suitable personal option;
- identify important strategies for online success; and
- explore at least one online learning platform (e.g. Moodle, Blackboard, Brightspace).

Presentation Skills

- prepare and/or deliver a presentation;
- practice techniques that affect physical presence (eye contact, face audience, body language);
- practice speaking skills including projection, speed, tone, clarity, and enthusiasm;
- use humour and practical examples to engage audience;
- use a variety of visuals in presentations (e.g. handouts, props, posters, Power Point presentation); and
- facilitate questions and discussion.

Financial Aid and Funding Options

- develop a personal budget for the duration of school program;
- identify available funding supports including student loans, bursaries, grants, scholarships, aboriginal funding etc.;
- evaluate personal accomplishments to determine funding eligibility (e.g. identify all community service & volunteer work, awards, affiliations etc.); and
- apply for suitable funding.

BC Transfer Process

- describe the BC transfer process;
- describe how the articulation process facilitates transfer between post-secondary institutions;
- define the following terms and describe how they relate to the transfer process: transfer credit, application for transfer credit, letter of permission, course outlines, block transfer, inter-provincial transfer;
- list reasons post-secondary students would transfer between institutions; and
- use the BC Transfer Guide.

See instructor's syllabus for the detailed outline of weekly readings, activities and assignments.

EVALUATION AND ASSESSMENT:

Assignments	% Of Total Grade
Chapter 1 – Activities/Assignments/Discussion Forums	10%
Chapter 2 – Activities/Assignments/Discussion Forums	10%
Chapter 3 – Activities/Assignments/Discussion Forums	10%
Chapter 4 – Activities/Assignments/Discussion Forums	10%
Chapter 5 – Activities/Assignments/Discussion Forums	15%
Chapter 6 – Activities/Assignments/Discussion Forums	15%
Chapter 7 – Activities/Assignments/Discussion Forums	10%
Chapter 8 – Activities/Assignments/Discussion Forums	10%
Elective Chapter – Activities/Assignments/Discussion Forums	<u>10%</u>
Total	100%

Please see the instructor's syllabus for specific classroom policies related to this course, such as details of evaluation, penalties for late assignments, and use of electronic aids.

EXAM POLICY:

Students must attend all required scheduled exams that make up a final grade at the appointed time and place.

Individual instructors may accommodate for illness or personal crisis. Additional accommodation will not be made unless a written request is sent to and approved by the appropriate Department Head prior to the scheduled exam.

Any student who misses a scheduled exam without approval will be given a grade of "0" for the exam.

COURSE GRADE:

Course grades are assigned as follows:

Grade	A+	A	A-	B+	B	B-	C+	C	C-	D	F
Mark (Percent)	≥ 95	94-90	89-85	84-80	79-75	74-70	69-65	64-60	59-55	54-50	< 50

A grade of "D" grants credit, but may not be sufficient as a prerequisite for sequential courses.

ACADEMIC POLICIES:

See www.cotr.bc.ca/policies for general college policies related to course activities, including grade appeals, cheating and plagiarism.

COURSE CHANGES:

Information contained in course outlines is correct at the time of publication. Content of the courses is revised on an ongoing basis to ensure relevance to changing educational, employment, and marketing needs. The instructor endeavours to provide notice of changes to students as soon as possible. The instructor reserves the right to add or delete material from courses.