



COSU-090 – College Success Provincial Level

College Preparation and Upgrading

Effective Term & Year: Fall 2022

Course Outline Review Date: 2027-03-01

Program Area: Upgrading for Academic and Career Entry

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 Methods: Directed/Guided Studies, Online

Credit Type: ABE Credits

Credits: 3

Instructional Activity and Hours:

Activity	Hours
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Classroom, Directed Studies or Online Instruction

Seminar/Tutorials

Laboratory/Studio

Practicum/Field Experience

Co-op/Work Experience

Other 90

Total 90

Course Requisites:

- Instructor permission

Flexible Assessment: Yes

In some cases students may be able to apply for recognition of prior learning outside the classroom. This flexible assessment process provides equivalent course credit. It is a rigorous process that may include external evaluation, worksite assessment, demonstration, standardized test, self-assessment, interview, products/portfolio, and challenge exam, or other measures as appropriate. Tuition fees apply. Contact an education advisor for more information.

Course Transfer Credit:

For information about receiving transfer credit for courses taken at either British Columbia or Alberta institutions, please see <https://www.bctransferguide.ca/> or <https://transferalberta.alberta.ca> . For more transfer credit information, please visit <https://www.cotr.bc.ca/Transfer>

All requests for course transfer credit from institutions in British Columbia or elsewhere should go to the College of the Rockies Enrolment Services office.

Textbook 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

<https://textbook.cotr.bc.ca/> 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.

Course Topics:

- Adult Learner Awareness
- Learning Preferences
- Support and Resources
- Study Skills
- Test Taking
- Time Management
- Technology Skills

The outcomes of this course meet and are consistent with the outcomes prescribed for Computer Studies: Fundamental Level in the Adult Basic Education in British Columbia Colleges – An Articulation Handbook –

<https://www.bctransferguide.ca/wp-content/uploads/2022/08/abeguide2223.pdf>

Evaluation and Assessments

Assessment Type: On-Campus (face-to-face) and Online, or Hybrid

Assessment Type	% 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 Forumse)	10%
Chapter 6 – Activities/Assignments/Discussion Forums	10%
Chapter 7 – Activities/Assignments/Discussion Forums	10%
Chapter 8 – Activities/Assignments/Discussion Forums	10%
Elective Chapter – Activities/Assignments/Discussion Forums	10%
Total	100%

Grade Scheme

A+	A	A-	B+	B	B-	C+	C	C-	D	F
>=95	94-90	89-85	84-80	79-75	74-70	69-65	64-60	59-55	54-50	<50

Evaluation Notes: A grade of “D” grants credit, but may not be sufficient as a prerequisite for sequential courses.

Evaluation Notes Comments:

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 Attendance:

Students must attend all scheduled exams at the appointed time and place. Instructors may approve an alternate exam to accommodate an illness or personal crisis. Department heads will consider other written requests. Any student who misses a scheduled exam without prior approval will receive a "0" on the exam.

Academic Policies:

College of the Rockies policies related to courses can be found at <https://cotr.bc.ca/about-us/college-policies/> and include the following:

- Policy 2.4.3 Students with Documented Disabilities
 - Policy 2.4.4 Student Conduct (plagiarism, other cheating, behavioral misconduct)
 - Policy 2.5.8 Academic Performance
 - Policy 2.5.3 Grade Appeal
 - Policy 2.4.9 Student Concerns Re Faculty
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Course Changes:

The College of the Rockies updates course outlines regularly to meet changing educational, employment and marketing needs. The instructor will notify students in writing of any updates to this outline during the semester. The instructor reserves the right to revise, add or delete material while meeting the learning outcomes of this course outline.