

Last Revised: January 2020

COURSE INFORMATION

Course Title: Orientating the Self in Academia: Strategies for College Success **Course Number:** EDUC 101 **Credits:** 3

Total Weeks: 14 (Fall, Spring)
12 (Summer) **Total Hours:** 39 **Course Level:** First Year Second Year
 New Revised Course
 Replacement Course

Department: Education **Department Head:** A. Ferguson **Former Course Code(s) and Number(s) (if applicable):** N/A

Pre-requisites (If there are no prerequisites, type NONE): NONE

Co-requisite Statement (List if applicable or type NONE): NONE

Precluded Courses: N/A

COURSE DESCRIPTION

This course will help students develop the behaviours, attitudes, and skills necessary for academic, personal, and professional success through readings, individual and group activities, and class discussions. Emphasis will be on empowering students to take control of their learning experience by deepening their knowledge of self and how education can affect their lives within academia and beyond. The course provides opportunities for students to discover their voice in written and oral communications and find their place in the academic context using tools of narrative inquiry. Students will increase their awareness of campus resources and develop a better understanding of how to navigate the academic environment.

LEARNING OUTCOMES

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

Question their personal experiences as learners and what they need to do to enable their success within academia and beyond. Self-reflection will be based upon these questions:

- What is my experience as a student? What were my strengths and weaknesses?
- What strategies to success do I know and what strategies do I need to learn?
- How can education help me achieve my personal, academic, and career goals?
- What is my responsibility as a student within the classroom, campus, and community?
- What am I passionate about and how can I translate this into my college courses?
- What am I learning and why?

Enter dialogues regarding their physical and social environments and question the larger role of education. Dialogue will be based upon these questions:

- How can I hear and be heard in the classroom, campus, and community?
- What resources exist to assist me in my success and how can I access those?
- How can I become an active participant in my environment?
- What can I learn from my peers?
- What are the disciplines saying?

INSTRUCTION AND GRADING

Instructional (Contact) Hours:

Type	Duration
Lecture	39
Seminars/Tutorials	
Laboratory	
Field Experience	
Other (<i>specify</i>):	
Total	39

Grading System: Letter Grades Percentage Pass/Fail Satisfactory/Unsatisfactory Other

Specify passing grade: 50%

Evaluation Activities and Weighting (total must equal 100%)

Assignments: % <i>Specify number of, variety, and nature of assignments:</i>	Lab Work: %	Participation: 25% <i>Specify nature of participation: attendance and in-class work</i>	Project: % <i>Specify nature of project:</i> Academic and Career Plan 10% Research Project 10% Personal Reflection Essay 10%
Quizzes/Test: %	Midterm Exam: 20%	Final Exam: 25%	Other: % <i>Specify:</i>

TEXT(S) AND RESOURCE MATERIALS

Provide a full reference for each text and/or resource material and include whether required/not required.

They Say, I Say: The Moves That Matter in Academic Writing, by Gerald Graff and Cathy Birkenstein. Norton, 2018.

COURSE TOPICS

List topics and sequence covered.

Week	Topic
Week 1	Introduction—Building a community in the classroom. Why am I here? Dialogue on the role of education in students’ lives and what they are learning. Post-secondary expectations—Articulate the expectations of academia’s expectations of students as well as students’ expectations of academia.
Week 2	Navigating the campus: Understanding campus resources. Become conscious of effective and appropriate communication within the campus. Understand the difference between being a creator and a victim.
Week 3	Explore the characteristics of students that enable success. Reflect on personal learning styles.

	Expressing a voice in writing. Listening carefully in the classroom. Practice creating a strong voice through narrative writing.
Week 4	Identify how time is effectively or ineffectively used. Discuss strategies to balance responsibilities in and outside of the campus. Develop skills to manage procrastination. Practice critically engaging with what students read.
Week 5	Understanding disciplines and discourses and how they are different. Reflect on current course schedules and what courses are saying. Choosing a discipline based upon students' passions and how they can work together. Express ideas informally and formally.
Week 6	Understanding the difference between short and long-term goals. Developing short and long-term goals in conjunction with an academic plan. Finding interests and relating to conflicts in disciplines. Using templates.
Week 7	Review course content. Discuss strategies that reduce stress and help students be successful in their exams. MIDTERM EXAM
Week 8	Explore options beyond academia that can help students develop the skills to achieve their goals. Understanding the state of education: Neoliberalism and internationalization. Finding a balance between money and passion. Practice "moves" in writing.
Week 9	Working collaboratively with peers. Defining expectations of group work. Develop group presentation topics.
Week 10	Discuss what it means to have a voice in discussions. Leading discussions. Work on group presentations.
Week 11	Presentations of final projects and student led discussions.
Week 12	Presentations of final projects and student led discussions.
Week 13	Class summary and review. Discuss the current state of education. Where to go from here?
Week 14	FINAL EXAM

NOTES

1. Students are required to follow all College policies. Policies are available on the website at: [Coquitlam College Policies](#)
2. To find out how this course transfers, visit the BC Transfer Guide at: bctransferguide.ca