

Success principles taught in English 109 Study Skills

ACCEPT SELF-RESPONSIBILITY, seeing themselves as the primary cause of their outcomes and experiences.

DISCOVER SELF-MOTIVATION, finding purpose in their lives by discovering personally meaningful goals and dreams.

MASTER SELF-MANAGEMENT, consistently planning and taking purposeful actions in pursuit of their goals and dreams.

EMPLOY INTERDEPENDENCE, building mutually supportive relationships that help them achieve their goals and dreams (while helping others to do the same).

GAIN SELF-AWARENESS, consciously employing behaviors, beliefs, and attitudes that keep them on course.

ADOPT LIFE-LONG LEARNING, finding valuable lessons and wisdom in nearly every experience they have.

DEVELOP EMOTIONAL INTELLIGENCE, effectively managing their emotions in support of their goals and dreams.

BELIEVE IN THEMSELVES, seeing themselves capable, lovable, and unconditionally worthy as human beings.

Academic Skills developed in English 109

LEARNING ANALYSIS Students do at least two different learning styles inventories to understand their innate learning strengths and preferences, to analyze the teaching styles of their professors, and to write about how they will adapt their learning preferences to the teaching styles of different teaching modalities and methods.

MEMORIZING A vital ability for test-taking and for assimilating discipline-specific vocabulary and nomenclature, mnemonic and associative techniques for memory enhancement and memorizing are learned.

TEST TAKING A variety of test-taking techniques are developed.

LECTURE NOTE TAKING Cornell notes and other note-taking models are learned in order to make lecture courses productive to a variety of learning styles.

TEXTBOOK NOTE TAKING Students learn note-taking strategies, such as SQ4R, that teach them how professors make tests from readings so that they can anticipate test questions.

INTERNET RESEARCH The COL sections meet in a computer classroom, where online research skills are learned.

READING IMPROVEMENT Students read, write about, write quizzes on, write chapter notes from, and read aloud in class from the text book, *On Course: Strategies for Creating Success in College and in Life*.

COLLABORATION In most classes students do group processing, discussing topics from the book and case studies, and developing some of the course projects in structured collaboration with colleagues in their class.

Soft skills developed in English 109

Because life goes on at its breakneck pace outside of the classroom, life management is as important as academic skill for successful community college student. Therefore, students in English 109 develop annotated bibliographies of resources for learning not only academic success strategies but also life-management skills, such as:

- Time management
- Stress management
- Financial management
- Oral presentation
- Emotional Intelligence
- Parenting

Projects and activities assigned in English 109

JOURNALS Students write 31 one- to two-page journals on the Success Principles.

QUIZZES Once-a-week quizzes cover the success themes and strategies from the text.

ESSAYS Students write essay on a variety of topics, including tributes to successful people, analyses of their learning styles and their professors' teaching methods, and how to study successfully.

CASE STUDIES Students read vignettes on classroom-based scenarios and discuss and write about alternative choice the characters should have made to achieve success.

WEBPAGES Each student in the COL sections of 109 creates a website in which to post his or her class projects and contributes to the capstone project, an online success site.

English 109, Fall 2006 capstone project: Becoming a Master Learner:
<http://community.tncc.edu/faculty/dollieslager/masterlearner.html>