DAKOTA COLLEGE AT BOTTINEAU

COURSE SYLLABUS

Course Prefix/Number/Title: UNIV 110 : College Study Skills

Number of Credits: 1

Course Description: This course emphasizes learning skills that are essential for success in college work. This includes study techniques, goal setting, memory and concentration, information literacy, time management, learning styles, note taking, critical thinking, reading, civility and other techniques for improving student performance.

Pre-/Co-requisites:. None

Course Objectives: : At the end of this course it is expected that students will:

- Identify time management and organizational skills needed for Academic success
- Develop critical thinking skills and practice analysis
- Learn and apply test taking strategies
- Identify and construct personal, academic and professional goals
- Develop note taking and research skills

Instructor: Maggie Backen
Office: MSU Administration Building #363B
Office Hours: By Appointment.
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Lecture/Lab Schedule: Hybrid
MSU Campus: Tu 10-10:50 AM- MISU ADMIN #359
Online: Blackboard

Textbook(s): Shushan, J., (2016). A Pocket Guide to College Success. 2nd Edition. 978-1319030896
(Textbooks available for purchase through the DCB bookstore)

Course Requirements:

1. Weekly Attendance and Participation
2. Participation on Weekly Discussion Board
3. Completing All Homework Written Assignments (Submitted on Blackboard)

Tentative Course Outline:

Week 1	Topic	Reading	Total Points
	Introduction: Memory		50 points
Week 2			
	Learning Preferences	Chapter 5	50
Week 3			
	Critical Thinking	Chapter 6	50 points
Week 4			
	Note Taking	Chapter 7	50 points
Week 5			
	Reading Effectively Information Literacy	Chapter 8	50 points
Week 6			
	Test Taking	Chapter 9	50 points
Week 7			
	Writing and Information Literacy	Chapter 10	50 points
Week 8			
	Final		50 points

This course syllabus is subject to change.

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):

- This course aligns with the specific general education guidelines established by Dakota College at Bottineau. Specifically, students will address the following competencies:
  Goal 2: Demonstrates Technological literacy, specifically LO's 1, and 2.
  Goal 4: Communicates effectively, specifically LO's 1-5.

Relationship to Campus Focus: Nature , Technology & Beyond

- This course emphasizes the role of technology and communications as an integral part of the college experience.

Classroom Policies: Our classroom is a safe place and comfortable learning environment. Class will begin within 1-3 minutes of the assigned time. Entering the room 10-15 minutes late is a disruption and students should not purposefully nor repeatedly do so. Student comments, and actions should be relevant to daily subject matter. Please note that students are expected to be respectful of their colleagues by refraining from use of cellular devices, and limiting computer use to note taking only. Talking amongst peers is encouraged specifically in group activities as well as before and after class. Once class is in session students should be well read, and versed in the subject material and ready to work. While it is important to share opinions and ideas regarding the subject matter DISRESPECTFUL AND/OR THREATENING BEHAVIOR WILL NOT BE TOLERATED. Such behavior will be reported to administrative officials, and if need be, the necessary authorities. For questions regarding these, and other university behavior policies, please refer to the following website:
http://www.dakotacollege.edu/handbook/

Student Email Policy:
Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:
According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Disabilities or Special Needs:
Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

Title IX:
Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.

AI Student Policy:
Unless otherwise indicated in the course syllabus, or in individual instructions for course assignments, or in the absence of the express consent of the course instructor, students are not allowed to utilize generative AI to help produce any of their academic work. Any violation of this policy will be considered an act of academic dishonesty as outlined within the Dakota College Code of Student Life.

RESPONSIBILITIES

Students	• Responsible to follow the syllabus and assignment instructions regarding use of generative AI for all academic work. • Obtain permission of the instructor prior to the use of generative AI that is outside of the syllabus or assignment instructions. Provide appropriate rationale for how the use of generative AI will enhance the learning experience for the assignment. • In instances where generative AI is permissible, appropriately cite the generative AI program used and indicate where in the assignment it was used, in a brief submission statement.
Faculty	• Determine if the use of generative AI could enhance student learning in any assignment of project.

	• Clearly indicate in all course syllabi if generative AI is allowable for any academic work. • If allowable, give specific parameters for how and when generative AI may be used. • If a violation of generative AI for the individual course/syllabus is suspected, discuss the concern with the student. If violation is still suspected, inform the appropriate semester coordinator/program director.