



EDUC 1300 – 302C3

8th Period

Psychology for Success, Fall 2024

M-F. Texas City High School

Instructor Information: Jere Everett, 409-241-3370, jeverett1@com.edu

Office (Student) Hours & Location: TCHS, Office E105

Monday and Wednesday 7:30-8:30 am

OER Textbook: *SMART Start: Success Strategies for College, Career, and Life*

Additional Resource: *Ten Steps to Earning Awesome Grades* by Thomas Frank - Free download: <https://collegeinfo geek.com/>

Course Description: A study of the psychology of learning, cognition, and motivation; factors that impact life-long learning; and application of learning strategies in college, career, and daily life.

Course Requirements: Attached at the end of this document; specific assignment directions can be located in D2L.

Determination of Course Grade/ Detailed Grading Formula:

| Assignment | Max Points |
|---|-------------------|
| Scavenger Hunt | 100 |
| SG: Chapters 1, 2, 3, 4, 5, 6, 7 (25 Pts. Each) | 175 |
| Career Project Pt. 1: Research | 25 |
| Career Project Pt. 2: Compare/Contrast Paper | 25 |
| Career Project Pt. 3: Social Responsibility | 25 |
| Career Project Pt. 4: Relate to personal success | 25 |
| Career Project Pt. 5: Presentation | 100 |
| Team Presentation | 150 |
| Campus Connections Part 1 (Advising) | 40 |
| Campus Connections Part 2 (letter/tutoring/event) | 60 |
| Academic Planning Worksheet | 25 |
| Attendance minus 25 points per absence | 250 |
| Total Points: | 1000 |
| EXTRA CREDIT: Course Evaluation | 25 |

| GRADING SCALE | |
|----------------------|----------------------|
| Grade | Points Earned |
| A | 900-1000 |
| B | 800-899 |
| C | 700-799 |
| D | 600-699 |
| F | 599 OR BELOW |

Make-up Policy: Coursework is expected to be completed and submitted on time. Late work may be accepted for up to half credit but is not guaranteed. Instructor reserves the right to make special accommodations regarding late work.

Extra Credit: Course Evaluation: Receive 25 Extra Credit Points

Please complete the online course evaluation sent to your COM e-mail at the end of the semester.

Attendance: Students are to attend each class, be on time and stay in the classroom during the entire class session. Students are to communicate with the instructor if the need arises to miss a class. Regular attendance is critical to being successful. Attendance points will not be awarded if the student is not present for the entire class, is off-task, or is not participating.

25 points are deducted for each absence or lack of participation.

Communicating with your instructor: ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means.

| Student Learner Outcome | Maps to Core Objective | Assessed via this Assignment |
|--|--------------------------------|---|
| 1. Synthesize effective strategies and skills that lead to personal success, personal responsibility, self-motivation, and self-management. | Critical Thinking | Career Project part 4 Related to strategies and skills leading to personal success |
| 2. Synthesize effective strategies and skills that lead to interdependence, self-awareness, lifelong learning and emotional intelligence. | Critical Thinking | Career Project part 4 Related to strategies and skills leading to personal success |
| 3. Manipulate and analyze data and observable facts to result in informed conclusions | Empirical and Quantitative | Career Project part 1 Research Chart |
| 4. Develop, interpret, and express ideas through written communication | Communication Skills (Written) | Career Project part 2 Compare/Contrast paper on two chosen careers |
| 5. Students will demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. | Social Responsibility | Career Project part 3 Social Responsibility as related to chosen career |
| 6. Develop, interpret, and express ideas through oral communication. | Communication Skills (Oral) | Career Project part 5 Presentation |

Academic Dishonesty: Any incidents of academic dishonesty are reported in accordance with college policy and the Student Handbook. Academic dishonesty – such as cheating on exams, assignments, or papers (plagiarism) will result in a grade of zero on that exam, assignment, or paper. Use of Artificial Intelligence is prohibited unless otherwise stated by your instructor.

Student Concerns: If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact Department Chair, Shinya Wakao at 409-933-8107 or swakao@com.edu.

Tentative Course Outline (students are responsible for instructor revisions)

| | | |
|---|--|--|
| Week 1 – 8/23 | | |
| Syllabus Campus Safety | Success Teams Tower Activity D2L Overview | <i>Log in to D2L</i> |
| Week 2 – 8/30 | | |
| Assign Campus Connections Scavenger Hunt | Study Guides Scavenger Hunt | <i>Ch. 1 Your Starting Line Study Guide</i> |
| Week 3 – 9/13 | | |
| Career/Advising visit and Career pt. 1 | Ch. 1 Your Starting Line | <i>Ch. 2 Personal Responsibility Study Guide</i> |
| Week 4 -9/20 | | |
| Ch. 1 Your Starting Line | Ch. 2 Personal Responsibility | <i>Ch. 3 Self-Management and Motivation Study Guide</i> |
| Week 5 – 9/27 | | |
| Ch. 2 Personal Responsibility | Ch. 3 Self-Management and Motivation | <i>Career Pt. 2</i> |
| Week 6 – 10/11 | | |
| Ch. 3 Self-Management and Motivation | Guided Registration Academic Planning Worksheet | <i>Ch. 4 Emotional Intelligence S.G. AND Campus Connections Pt. 1 (Advising)</i> |
| Week 7 – 10/18 | | |
| Ch. 4 Emotional Intelligence | Ch. 4 Emotional Intelligence | <i>Ch. 5 Interdependence Study Guide</i> |
| Week 8 – 10/25 | | |
| Ch. 5 Interdependence | Ch. 5 Interdependence | <i>Career Pt. 3</i> |
| Week 9 -11/8 | | |
| Financial Literacy | Financial Literacy | <i>Career Pt. 4</i> |
| Week 10 -11/15 | | |
| Team Presentation Workday | Team Presentation Workday | <i>Team Presentation</i> |
| Week 11 -11/22 | | |
| Team Presentations | Team Presentations | <i>Ch. 6 Career Success Study Guide</i> |
| Week 12 – 11/22 | | |
| Ch. 6 Career Success | Ch. 6 Career Success | <i>Ch. 7 Lifelong Learning Study Guide</i> |
| Week 13 – 11/29 | | |
| Ch. 7 Lifelong Learning | Ch. 7 Lifelong Learning | <i>Campus Connections Pt. 2</i> |
| Week 14 – 11/29 | | |

| | | |
|-----------------------------|-----------------------------------|--------------|
| Career Presentation Workday | College Closed | Career Pt. 5 |
| Week 15 - 12/6 | | |
| Career Presentations | Career Presentations | |
| Week 16 – 12/6 | | |
| Career Presentations | No class: Prof. will be in office | |

D2L assignments are due by 11:59pm on the date indicated, according to D2L’s time. They MUST be submitted through D2L in .pdf, .doc, .docx or .jpeg format. Assignments will NOT be accepted via email.

Check your submissions in D2L and COM email! If an incorrect file type or blank document is accidentally uploaded, immediately resubmit, and upload the correct file. Otherwise, no credit will be awarded for incorrect/blank documents. The only time an assignment can be emailed is if your instructor asks you to do so.

The Tutoring Center provides free tutoring services to students, staff and faculty seeking assistance for writing, reading and oral presentations for academic and non-academic assignments/projects. Located in the Industrial Careers Building, Room 104, the center provides face-to-face and online tutoring sessions in a welcoming environment. Make appointments in person or online at <https://com.mywconline.com>.

Institutional Policies and Guidelines

Grade Appeal Process: Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook https://www.com.edu/student-services/docs/Student_Handbook_2024-2025_v2.pdf, *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor’s professional judgment of the quality of the student’s work and performance is also not an admissible basis for a grade appeal.*

ADA Statement: Any student with a documented disability needing academic accommodations is requested to contact:

Kimberly Lachney, Student Accessibility Services Coordinator

Phone: 409-933-8919

Email: AccessibilityServices@com.edu

Location: COM Doyle Family Administration Building, Student Success Center

Withdrawal Policy: Students may withdraw from this course for any reason prior to the last eligible day for a “W” grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1st 8-week session is October 2. The last date to withdraw from the 16-week session is November 15. The last date to withdraw for the 2nd 8-week session is November 26.

Nondiscrimination Statement:

The College District prohibits discrimination, including harassment, against any individual on the basis of race, color, religion, national origin, age, veteran status, disability, sex, sexual orientation, gender (including gender identity and gender expression), or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of College District policy.

FN Grading: The FN grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The FN grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the FN grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an FN grade.

Early Alert Program: The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

Resources to Help with Stress:

If you are experiencing stress or anxiety about your daily living needs including food, housing or just feel you could benefit from free resources to help you through a difficult time, please click here <https://www.com.edu/community-resource-center/>. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork, by addressing life issues that get in the way of doing your best in school. All services are private and confidential. You may also contact the Dean of Students office at deanofstudents@com.edu or communityresources@com.edu.

Additional Information

Classroom Conduct Policy: College of the Mainland requires that students enrolled at COM be familiar with and abide by the Standards of Student Conduct, located in the on-line Student Handbook: <https://www.com.edu/student-services/student-handbook.html>. Any violations will result in a referral to the Dean of Students and may result in dismissal from class.

Professionalism, which includes preparedness, a positive attitude, interaction, and respect, is expected. **Place cell phones on silent and them put away.** No earphones. Laptops are only allowed as an accommodation; except on specified workdays as announced by your instructor.

NOTE: If for any reason the college closes, continue to work on the assignments spelled out in your syllabus and D2L. Check D2L for announcements.

Course Requirements:

Study Guides: Points: 175 total, 25 points each. For each chapter in your textbook, you are responsible for completing a study guide in the format indicated.

Information on each study guide method can be found in the **appendix** of the textbook.


| Study Guide | Method | | Study Guide | Method |
|-------------|-------------|--|-------------|--------------|
| Ch. 1 | Sentence | | Ch. 5 | Flashcards |
| Ch. 2 | Outline | | Ch. 6 | Sketchnoting |
| Ch. 3 | Concept Map | | Ch. 7 | Cornell |
| Ch. 4 | Highlight | | | |


Attendance and Participation: Points: 250 total, 25 points are deducted for each absence, tardy, early departure, or lack of participation.

Academic Planning: Points: 25. You will either investigate a university you are planning to transfer to or investigate how to graduate from COM.

Psychology for Success Scavenger Hunt

To be completed in class. Do not begin without your instructor's permission.

| | |
|--|---|
| Student Center, Organizations, Clubs, MM4E, Recreation Room (BLDG 1) | Welcome Desk (BLDG 2) |
| TRIO Student Support Services (BLDG 1) | Student Success Center: Advising (BLDG 2) |
| Community Resource Center (BLDG 1) Write down 3 services that are available to students.  | Student Financial Services and Veterans Affairs (BLDG 2) |

| | |
|---|--|
| <p>Gym, Workout Facility, Recreation, Club Sports (BLDG 4)</p> | <p>Library (BLDG 8)</p> |
| <p>Tutoring Center (ICB BLDG 23)</p> | <p>Testing Center (BLDG. 2) Take a group picture in front of the Testing Center (on the second floor) with your Success Team</p> |
| <p>COM Police (BLDG 16) Take a picture of the information posted inside</p> | <p>STEAM (BLDG 22) Take a group picture in the snack/study/porch area on the 1st floor</p> |
| <p>Conference Center (BLDG 21) Take a group selfie with your success team (outside if the building is locked)</p> | <p>Fine Arts and Theatre (BLDG 3) Take a group selfie with your success team in front of one of the murals on the wall</p> |
| <p>STEAM (BLDG 22) Take a group picture in the study area with the molecule lights (H₂O) on the 3rd floor</p> | <p>Lake Eckert Walking Trail (By BLDG 1) Take a group selfie with your success team</p> |
| <p>Find your instructor's office located in LRC Suite A (BLDG 8) Meet briefly with your instructor. <i>THIS SHOULD BE YOUR LAST STOP.</i></p> | <p>Welcome to COM!! You are off to a great start!!</p>  |

Total Points: 100

Career Project Part 1 (25 points)

You will complete the Focus 2 career inventory in class using your COM login credentials.
Thoroughly complete the information below.

| Details | Career Option 1 | Career Option 2 |
|---|---|-----------------|
| Career Title | | |
| Occupation Description | | |
| Training (degree or certificate needed) | | |
| Training (courses required for degree) | | |
| Job Tasks (Daily work) | | |
| Work Conditions/ Environment | | |
| Majors/Areas of Study at COM related to this career | | |
| Other Majors/Areas of Study beyond COM | | |
| Earnings (Pay) | | |
| Job Outlook (% ↑ or ↓) | | |
| List 3 skills you need to strengthen | | |
| Your Career Choice | After analyzing the above data, indicate which career is the best fit for you: | |

Optional Resource: Occupational Outlook Handbook at www.bls.gov/ooh/

Career Project Part 2 (25 points) Submit in D2L

Based upon the information you collect on the two careers (from Part 1), type a 2 full page double-spaced Times New Roman (MLA Style) paper elaborating on the pros and cons of each career. Be thorough and provide information on each detail gathered in Career Part 1. Conclude with a paragraph stating how the career you chose is the best fit for you. Your paper should be at least three paragraphs. Citations are required for using information beyond the information gathered in Career Part 1.

¶ 1: Introduction (explain what two careers you are considering and why)

¶ 2: Second career choice (describe pros & cons and explain why you didn't choose this career based upon the details gathered)

¶ 3: Chosen career (describe the pros & cons and explain why you chose this career based upon the details gathered)

Career Project Part 3 (25 points) Submit in D2L

The idea of social responsibility is built on a system of ethics, in which decisions and actions are evaluated before proceeding. If the action or decision causes harm to society or the environment, then it would be socially irresponsible. Every individual has a responsibility to act in a manner that is beneficial to society and not solely to the individual.

In 5-10 sentences, describe in detail how your chosen career plays a role in social responsibility. Be sure to start your paper by stating your chosen career.

Talking to individuals in your career choice, researching common problems, and looking at current events may help you formulate your ideas but is not required.

Career Project Part 4 (25 points) Submit in D2L

Indicate how you will use each of the following skills in your chosen career. Review each chapter and what the day to day looks like for your profession prior to completing your answer. Use examples and state specific strategies. You should have a minimum of four sentences for each topic.

Note: You are not describing how you will use the skill in college to get to your career but instead how you will use the skillsets on the day to day of your job.

My Career Choice:

Personal Responsibility:

Self-Management and Motivation:

Emotional Intelligence:

Interdependence:

Lifelong Learning:

Example for an Art Therapist: (found on the following page)

Lifelong Learning: I will need to use critical and creative thinking when creating art projects for each of my clients. I must choose a task that will keep the patient's interest and challenge the patient without frustrating them. I will need to ask probing questions of my patient to ensure that the therapy is working for him or her. At times I might need to be ready with a persuasive argument as to why a particular art therapy is being used to explain to the patient why this therapy is being used. I will act ethically by following all HIPPA laws and keeping conversations private between my patient and the medical staff. I will constantly seek out professional development through associations like American Art Therapy and the National Coalition of Creative Arts Therapies to stay current on best practices. I feel this work will give me purpose and will help me to continue to strive to be a self-actualized individual.

Career Project Part 5 (100 points)

Using the information from the previous parts of this project, prepare a 5-minute presentation about your career choice. Describe your career and how you will obtain a position in that career. Refer to Career parts 1-4 while building your slideshow. Get creative! Ex: props, dress the part, tell a relevant story, reference current events, audience interaction, etc.

Build a PowerPoint Presentation of 5 slides **using bullet points only**. During your presentation you will elaborate on the bullet points in your PowerPoint.

Slide 1: Your Name with Chosen Career and various pictures of career

Slide 2: Details on your chosen career. Bullet the following:

- Occupation Description
- Training
- Work Conditions
- Earnings
- Job Outlook
- Skills you are strengthening
- Fun Fact(s)

Slide 3: Indicate what career you chose and why.

(Why did you choose this career over any other career option?)

Slide 4: List 3 bullet points describing how your career positively impacts society.

Slide 5: Bullet point each topic and how it pertains to your career. See example below:

Psychology Professor

Personal Responsibility: strong curriculum

Self-Management and Motivation: detailed syllabus

Emotional Intelligence: calm conversations with colleagues and students

Interdependence: class activities

Lifelong Learning: American Psychological Association

Practice your presentation and be prepared to present. You must be present on all presentation days.

2014 UT Commencement Speech

R-C-Q Journal (React, Connect, Question)

| Idea or Quote If you want to change the world... | Reactions, Connections, or Questions regarding the topic (R -when he said this I..., C -this made me think of when I..., Q -I wonder if I can use this to...) |
|--|--|
| Make your bed. | |
| Find someone to help you paddle. | |
| Measure a person by the size of their heart. | |
| Get over being a sugar cookie and keep moving forward | |
| Don't be afraid of the circuses. | |
| Slide down the obstacle headfirst | |
| Don't back down from the sharks | |
| Be your very best in the darkest moments | |
| Start singing when you're up to your neck in mud | |
| Don't ever, ever ring the bell | |

Team Presentations Points: 150 total

The purpose of this group project is to identify, research, & propose a solution to a specific problem/issue. Each success team will have a different focus.

Team 1: Personal Responsibility (Ch. 2)

Team 2: Self-Management and Motivation (Ch. 3)

Team 3: Emotional Intelligence (Ch. 4)

Team 4: Interdependence (Ch. 5)

The overall objective of this project is for you to practice the critical thinking and application skills you have gained in this course and to **identify, research, & propose a solution** in your assigned topic, based on resources you find, and reorganized into an engaging presentation.

Choose a way to get your information to your audience using a fun & creative medium! Some examples include, but not limited to, creating

a: [Biteable](#), [Piktochart](#), [Easelly](#), [PechaKucha](#), [Podcast](#), [Infographic](#), [Video](#), [HaikuDeck](#), [PowToon](#), [Animation](#), [Canva](#), [Visme](#), [Vyond](#), Graphic Novel, skit/short movie, original song, [Comic Creator](#), [Public Service Announcement](#), [TV Commercial](#), [Print Advertisement](#). Prezi & PowerPoint can be used, but should not be the only presentation aid.

You will create one (1) digital presentation of your work that you will submit as a group to D2L. You will present your digital presentation to the class. Each member of the team must have a significant speaking part.

Your project must contain the following and should be **25-30 minutes in length**:

1. Introduction - Include a set-up sentence (such as "I believe that X is a problem, Y is a potential solution, and this is how you should be able to implement Y.").

2. Define the Problem - Describe the issue you are discussing. Use empirical research and/or government statistics, as well as course material. State what the problem is and provide support showing that it is a problem.

3. Effects - discuss how & why the problem negatively affects college students and/or adults

4. Proposed Solution - What is your proposed solution? Describe in detail what you think a potential solution is, how this would look in the real world, who would need to be involved, etc. Describe at least 1 research/course concepts that support your solution working. Describe a potential counterpoint or problem with your solution. **Include links to community resources** (or a state or national resource if community resources are unavailable).

5. Audience Participation- Within your presentation you should have *at least* one component of audience interaction. This could be a pre/posttest over your topic, a game, demonstration, survey questions, breakout discussions, etc.

6. Be creative! You can include photos, quotes, short videos (less than 5 min.), memes (<https://memegenerator.net/>), cartoons, text conversations (<https://ifaketextmessage.com/>) etc. that deal with the issue. These resources could support your point or be sources of more information. You can also include personal anecdotes, news stories, or something you have seen on social media. *Wikipedia and about.com are never acceptable sources*; however, you do not need to only use academic peer-reviewed sources, either. Your textbook is an acceptable source, but you will also need to find sources beyond your textbook.

7. Connection- You need to link the topic to your chapter. Possible topics can include but are not limited to: Harmful cell phone use, unhealthy social media, substance abuse, invisible disabilities, negative body image, detrimental parenting, relationship challenges, workplace snafus, challenge with moving out/living on your own, loneliness/isolation, poor nutrition, violence/aggression, unhealthy sexual activity, fear of failure, etc.

You need to clear your topic with your instructor prior to starting this assignment.

8. Resources- You need to create a works cited or resource page of all the sources you used in creating this project. This should be submitted with your digital medium.

Team Rubric: (100 points)

30 points=Content of presentation: Problem, effects, solutions, etc.

20 points=creative and engaging presentation

20 points=audience participation

20 points=presentation skills: body language, voice volume, etc.

10 points=resources

Individual Rubric:

50 points= student is present and contributing on workdays and has a significant speaking part on the day of the presentation



King Gimp

1. What are 1 or 2 words that describe what you are feeling?
2. What scene or comment stands out in your mind? Why?
3. What insights or knowledge did you get from this film?
4. What qualities does Dan possess that you admire and how can you apply that quality to your role as a student?
5. How does this film deepen your understanding of prejudice and challenge your assumption about people with disabilities?
6. How can you use Dan's story to increase your level of motivation?

Academic Planning: College or University Transfer Investigation

Directions: If you are planning on transferring to another college or university, navigate to your transfer college's website and find answers to the following prompts. Mark an answer as not available if the answer cannot be found on the website or through a google search.

1. College or University:
2. Location:
3. Tuition (financial costs):
4. Info. about financial aid/scholarships:
5. Your desired Major:
6. Your desired Minor (optional):
7. What type and level of degree do you need for your future career? (ex: master's degree in psychology)
8. Is your desired degree offered at this college?
9. What are the requirements for admission? (test scores, GPA, etc.)
10. Do you need to apply for a particular school/program/track within the University?
11. How many credit hours are needed to graduate with your desired degree?
12. What do you notice about the overall curriculum/degree plan for your degree?
13. Average Class size:
14. What would your GPA be if you took one 3 credit class and earned a B-? (search for a GPA calculator on college's website)
15. How are classes formatted? (online, hybrid, 8-week, etc.)
16. Campus Environment/Extracurriculars:
17. Housing Options (approx. costs):
18. Student Supports/Resources:
19. Career Services/Internships?
20. Are academic research opportunities available?
21. Food options?
22. Does the college support diverse students/cultures/sexual orientation/religion/etc.:
23. Safety/security:
24. Are campus tours and/or new student orientations available?
25. Any additional information:
26. Is this College or University a good fit for you?
27. What are the next steps you need to take to accomplish your academic goals?

Academic Planning: COM Graduates

Directions: If you are planning on graduating from COM, navigate to www.com.edu and find answers to the following prompts. You may need to use google, navigate, or other websites to complete this assignment. The college catalog will be helpful in completing this assignment.

1. What degree are you pursuing?
2. How many classes do you have left to graduate?
3. Are you a part-time or full-time student?
4. How many semesters do you have left?
5. PSYC 2301 is the course. What does each part stand for or mean?
 - a. PSYC=
 - b. 2=
 - c. 3=
 - d. 01=
6. Calculate this COM student's GPA:
PSYC 1300= A GOVT 2305= CENGL 1301=F BIOL 1408=B
7. GPA=
8. According to COM's Student Academic Progress, is this student in good standing with the GPA that they have?
9. After applying for graduation via WebAdvisor, the graduation application should be submitted to the Office of _____ during the semester of completion.
10. If a student gets a standard 10-year loan for \$5,000 at a 5% interest rate, how much money per month will this student be paying to repay the loan for 10 years after graduation? <https://www.com.edu/financial-aid/loans.html>
11. Refer to the most current college catalog and answer the following:
12. What percentage of refund would be awarded if a student drops on day 5 of an 8-week semester class?
13. What are the requirements to make the Dean's List?
14. What are the requirements for each type of Graduate Honors?
15. The Federal College Work-Study program allows students to work a maximum of _____ hours per week.
16. Child Care Assistance is offered through the Carl Perkins grant. If eligible, how much money per child per month could a student receive for childcare?
17. It is day one of class and you have an 8-page History research paper on a topic of your choice due at the end of an 8-week semester. Create a schedule of how you will turn your paper in on time. (i.e.: break down this task into smaller pieces and determine what week of the semester you want to get each task completed)

CAMPUS CONNECTIONS Part 1

Student Name: _____

Due Date: _____

You cannot earn points for Part 2 (the letter, tutoring and/or event) unless you have completed your advising visit.

MANDATORY ADVISING: 40 points

- Attend an advising session with your assigned advisor in person or via TEAMS.
- Ask your advisor to sign the Advising Verification form or attach a verification email

| | |
|--|------------------------|
| <u>Advising Verification Form</u> | |
| Date of Advisement: _____ | |
| Start Time: _____ | End Time: _____ |
| Advisor Name: _____ | |
| Advisor Signature: _____ | |

CAMPUS CONNECTIONS Part 2

Student Letter: 20 points

Write a letter to next semester's Psychology for Success students. Give them a preview of what the class is all about. You should include information about things like:

- The textbook
- Study guides
- Activities
- Some of the topics you learned
- What they should expect
- How you will apply what you have learned
- What was helpful for you in the class
- Career assignments

Think about how you felt the first day of class and what you would have liked to have known. You can start your letter with something like: Dear future student. You can end your letter with your name if you would like.

- Print your student letter and bring it to class on the due date.

Tutoring: 20 points

- Attend a tutoring session on campus in the Tutoring Center, in your professor's office, with a librarian or online tutoring.
- Ask your tutor/professor to sign the Tutoring Verification form. If using online tutoring, print your tutoring session or verification.

| | |
|--|-------------------------------|
| <u>Tutoring Verification Form</u> | |
| Date of Tutorial: _____ | |
| Start Time: _____ | End Time: _____ |
| Subject: _____ | |
| Tutor Name: _____ | Tutor Signature: _____ |

Campus Event: 20 points

- Attend an event on campus. This could include a club event, club meeting, workshop, sport event, celebration, wellness, theatre event, etc. You can go online to find a calendar of events. To do this, log on to www.com.edu.
- Include 3 specific things you participated in and/or learned. No signature required.

| | |
|--|---------------------------------|
| <u>Event Verification Form</u> | |
| Date of Event: _____ | Location of Event: _____ |
| Start Time: _____ | End Time: _____ |
| Title of Event: _____ | |
| Event Leader or Event Speaker's Name: _____ | |
| List 3 Lessons Learned: | |
| 1. _____ | |
| 2. _____ | |
| 3. _____ | |