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## **SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

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SEMESTER:

COURSE: SUS1010: STRATEGIES FOR UNIVERSITY SUCCESS-

LECTURER :

TIME/DAYS:

VENUE:

CREDIT: 3

OFFICE HOURS:

Email:

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### **1. COURSE DESCRIPTION SUS1010: STRATEGIES FOR UNIVERSITY SUCCESS**

**1.1.** Welcome to SUS1010. This course is based on the concept of an orientation seminar for college/university students. It communicates the high academic expectations USIU has for students and help them recognize and take advantage of the various campus resources that enhance their academic lives as they integrate into university life. It helps students develop, among other things, a clearer understanding of the USIU culture, mission and vision of the university -- a prerequisite for surviving college. It involves critical-thinking-based approaches to self-understanding and clarifies expectations regarding the appropriate approaches to accomplishing a university degree. It provides a special space for first year students to examine their values, beliefs and attitudes. Topics include taking charge of self, degree requirements, class matters and good study habits, relationships, time and money management, healthy living including diet and exercise as well as drugs and alcohol abuse, resources available to the student, students' rights and responsibilities; it also exposes them to career planning, development of analytical, critical, and creative thinking skills, general research skills and reading and communication skills. Case studies help students understand their role in society and the meaning of a university education. (See Appendix 1)

#### **1.1.1. Prerequisite: None**

### **2. SUS1010 TEACHING PHILOSOPHY**

- 2.1.** The university is a place where ideas, including our own (i.e. students' and professors'), are challenged.
- 2.2.** Cooperative Learning: Both professors and students learn from one another. Through dialogues, they expand their horizons and gain valuable critical insights.
- 2.3.** Theoretical knowledge is not useful on its own and should not be the end in itself. Rather, it should be connected to our everyday practical lives and challenges such that, theory informs and helps refine practice, and vice versa.
- 2.4.** "The Unexamined life is not worth living" (Socrates). In subjecting issues into rigorous scrutiny, students participate in the assessment and recording of their own spiritual and

intellectual developments. They compare their everyday living with the theories and concepts they encounter.

- 2.5. Our primary concern with learning is not about who is right or wrong. We are not merely trying to find the right or the wrong answer. Rather, we are training to be thinkers; we do this by focusing on understanding of how we reach conclusions ("Rightness" and "Wrongness"). We seek to understand the fundamental origins of conclusions, beliefs, and culture, a function of beliefs, conclusions, or expectations. Learning is about the "process," the philosophy and the logic behind conclusions as well as "content" that is understood from a critical standpoint.
- 2.6. Students' unique perspective will broaden our overall understanding of the relentlessly complicated world web. Therefore, all students are invited and encouraged to join in as full and legitimate members of the class.

### **3. LINK TO UNIVERSITY MISSION OUTCOMES & TO PROGRAM LEARNING OUTCOMES (PLOs).**

3.1. We want to be able to say that students going through USIU acquire specific skills that are explained by PLOs. So, for example, this course provides knowledge and skills that meet the following PLOs:

- 3.1.1. Higher order thinking;
- 3.1.2. Literacy;
- 3.1.3. Global understanding and Multicultural perspectives;
- 3.1.4. Preparedness for career;
- 3.1.5. Community service.

3.2. The learner (you the student) is expected to demonstrate the following program learning outcomes (PLOs) at the end of the course:

- 3.2.1. Collect, analyze, and evaluate data/information to formulate conclusions that demonstrate their ability to think critically, analytically and creatively. (PLO1)
- 3.2.2. Demonstrate competency in oral and written communication as well as function efficiently in a changing, scientific, qualitative and technological environment.(PLO2)
- 3.2.3. Demonstrate knowledge, and appreciation of both diversity and commonality of cultures in a global perspective.(PLO3)
- 3.2.4. Show a sense of being part, and of service to the community by demonstrating commitment to social and environmental issues.(PLO5b)
- 3.2.5. Demonstrate the interrelationship between intellectual and practical skills.(PLO4)
- 3.2.6. Articulate the moral and ethical standards that guide their professional and personal lives. (PLO4)

### **4. EXPECTED COURSE LEARNING OUTCOMES**

4.1. At the completion of this course, you should be able to:

- 4.1.1. Forecast, and set goals and objectives for your academic and social life at the University as well as develop ways and means to achieve them.
- 4.1.2. Identify your learning style and adapt it to a fitting study regime.
- 4.1.3. Distinguish between the various resources available to you and be able to access them to enhance your learning experience.

- 4.1.4. Explain the importance of time and money management in a student's life.
- 4.1.5. Explain the importance of good health and wellness to your success.
- 4.1.6. Assess and know your individual strengths and weaknesses for better self-management.

## 5. TEACHING METHODOLOGY

- 5.1. Content will be presented in a mix of lectures and class and group discussions based on readings from the assigned text(s) and on handouts, and/or videos from the Instructor. Emphasis will be laid on an *interactive* approach in which students will be expected to participate actively in discussion and to demonstrate initiative to learn. You will learn to work as a team member and help teach the course; and that should be exciting.

## 6. COURSE REQUIREMENTS AND ASSESSMENT<sup>1</sup>

- 6.1. Attendance will be taken always; and, as per the University regulations, if you are absent 8 times, you fail the course no matter what your grade is. So, if you want to avoid earning an automatic F grade, avoid missing classes beyond seven (7) times.
- 6.2. Lateness counts as absence: If you arrive in class after your name has been called, you will be counted as absent. I will call attendance starting with any random student; this will make it possible any student to be called first. So do not assume that because your name is last in the list that you will be at a disadvantage.
- 6.3. Remember that even if you have a reason for coming in late, you still count as absent. As part of learning discipline, it is best you arrive earlier than the class time so that you are ready to start learning on time.
- 6.4. Please understand that it is in your best interest to attend all classes; there exists a correlation between class attendance and marks earned by students.
- 6.5. To do well in this course, you must strive to master the material covered in both the readings and the lectures. You are thus expected to keep up with the reading assignments and also encouraged to consult the many other sources of information available in the University Library that are relevant to the subject matter of this course.
- 6.6. All students are encouraged to participate in lectures as well as discussion sessions; these are critical for learning. Do note that the lectures in this course are prepared to supplement the readings. You should, therefore, expect lectures to present ideas that are not necessarily covered in your readings.
- 6.7. To pass this course, you must complete all assignments, a mid-term examination and a final examination.
- 6.8. Students bear sole responsibility for any announcements made during class.

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<sup>1</sup> I reserve the right to modify any portion of this syllabus, including course assignments, grading system and due dates, as circumstances may warrant.

**6.9.** Electronic devices such as Lap tops and cell phones are not permitted in class except with the prior permission of the lecturer. All cell phones must be turned off during class. Even if you have been allowed to use your devices, it will not be allowed during tests/quizzes and exams. The instructor has the right to confiscate any device used without permission and keep it for the semester.

### **6.10. Written Assignments**

6.10.1. Every student will complete a library assignment, six semester projection, a critical thinking assignment, group project, a midterm exam and final exam.

6.10.2. The main aim of written assignments will be to teach learners to express their ideas clearly and concisely.

6.10.3. Completed assignments must be submitted to the course instructor on or before the stipulated deadline. Further information on these will be provided in class as the course progresses.

6.10.4. Be responsible and honour your obligations: Overdue assignments will lose 5% per day for every day it is late. So if you are late for five days, you lose twenty five percent (25%) of the value as penalty for not handing on time. Thus, for example, instead of 10 points you will lose 25% of 10 ( $10 - 2.5 = 7.5$ ). For example, if your actual score is 7 out of 10, you get  $7 - 2.5 = 4.5$ .

6.10.5. If it is handed in after seven (7) days, (1) week, it will earn an automatic zero (0) score. If a student cannot meet the set deadline for an assignment, the instructor will evaluate and determine the legitimacy of the circumstances and rule accordingly.

### **6.11. Exams**

6.11.1. There will be one in-class midterm and a final exam. The final exam will be a comprehensive one spanning all topics covered by the course. **Absolutely no make-up testing will be allowed.** Consistent with University regulations, students experiencing any difficulties must consult the office of the Dean of the *School of Humanities and Social Sciences* (Prof. Tom Onditi).

### **6.12. Grading**

6.12.1. The final course grade will be based on the students' performance in continuous assessment and in the final test/exam as follows:

<b>Item</b>	<b>Score</b>
<b>Class attendance and participation</b>	<b>5</b>
<b>In – Class Group Presentations &amp; Report</b>	<b>16</b>
<b>Library Research Assignment</b>	<b>13</b>
<b>Six Semester Projection</b>	<b>10</b>
<b>Learning Styles / Principles of learning</b>	<b>2</b>
<b>Time management</b>	<b>4</b>
<b>Midterm Examination</b>	<b>20</b>
<b>Final Examination</b>	<b>30</b>
<b>Total</b>	<b>100</b>

Letter grades will be awarded as per the following USIU grading scheme:

90	-	100	A	70	-	73	C
87	-	89	A-	67	-	69	C-
84	-	86	B+	64	-	66	D+
80	-	83	B	62	-	63	D
77	-	79	B-	60	-	61	D-
74	-	76	C+	0	-	59	F

## **7.0. COURSE/ACADEMIC POLICIES AND PROCEDURES**

- 7.1. Read your syllabus thoroughly, some exam questions will be based on it: A syllabus is a contract between the instructor and learners. It is your duty to make sure you understand course requirements, policies, assignments and your responsibilities as a student. Requirements are not up for re-negotiation at the end of the semester. Ask questions if you are confused about anything on the syllabus.
- 7.2. Seek Help: If you have questions or need help, come and see me or e-mail me promptly! Do not wait until the last week of the semester if you are having trouble. At that point in time, it is usually too late to do anything meaningful.
- 7.3. Beware of Cheating: Plagiarism and any other form of cheating will not be tolerated. This is consistent with the USIU 2009 - 2010 catalog (pp. 48-49) governing acts of misconduct. If you are unsure about what constitutes cheating, I'll be glad to clarify it for you. Anyone found to be engaging in plagiarism and

other forms of cheating with respect to assignments, tests and examinations will receive a failing grade for the course.

7.4. Class Etiquette: Please respect other students and the instructor by arriving on time and staying until the class is over. If circumstances require you to arrive late or leave early, please inform me beforehand and enter or exit as unobtrusively as possible. Please turn off and store away all cell phones. Also, do not have conversations with other students during class. All these are considered disruptive behavior.

7.5. E-mail Communication: You are free to communicate with me over e-mail. Do note however, that I am not on-call 24/7. I may not check my work e-mail over the weekend or on holidays. I also do not check my incoming e-mail throughout the day. I will strive to respond to e-mail within 24 hours of receiving it during the week and, Weekend e-mails will receive a reply by Tuesday at the latest.

## 8.0. COURSE TEXT

- 8.1. Holkeboer Robert, Laurie Walker (2004) *Right from the Start: Taking charge of your College success, 4<sup>th</sup> ed.* (New York: Wadsworth Pub. Co.)
- 8.2. The instructor reserves the right to, and will assign additional readings, introduce guest speakers and videos where possible as the course progresses, to enhance the learning experience. These will be announced in class as the semester progresses.

## 9.0. SUPPLEMENTARY READINGS

- 9.1. WaMwachofi, Ngure; Strom, Monika; Gilbert, Pamela, & Cohen, Howard. (May 1995) Reflections on 'The Student as Customer' metaphor. Reflections on the "student-as-customer" metaphor. Teaching Forum, The Undergraduate Teaching Improvement Council: UW System, 16, 1. pp. 1-3. May, 1995.
- 9.2. WaMwachofi, Ngure; Mwachofi, A. K. Mwachofi. Approaching assessment through Critical-Theory-Oriented Reflection Diaries". Academic Exchange Quarterly. Spring 2002 FindArticles.com. 16 Jun, 2009. [http://findarticles.com/p/articles/mi\\_hb3325/is\\_1\\_6/ai\\_n28914642/](http://findarticles.com/p/articles/mi_hb3325/is_1_6/ai_n28914642/)
- 9.3. Gardner, John N., Jerome A. Jewler and Betsy.O.Barefoot. (2007) Your college experience: Strategies for success; 7<sup>th</sup> ed. (Boston: Thomson Wadsworth) or the latest edition.
- 9.4. Lolley John; Your Library: What's in it for you?(1974) (New York: John Wiley & Sons, Inc.,)
- 9.5. Okoth Okombo; A Student's Guide to Writing and Study Skills (1990); (Nairobi: Nairobi University Press)
- 9.6. Trimmer, J. & J. McCrimmon; *Writing With a Purpose(1988)*; (Boston: Houghton Mifflin)

## 10. TENTATIVE COURSE SCHEDULE

<p><b>WEEK 1</b></p> <p><u>Introduction</u></p> <ul style="list-style-type: none"> <li>• General orientation to the course</li> <li>• Why SUS1010</li> <li>• Historical Overview of SUS Courses</li> <li>• Ice Breaking Exercise</li> </ul>	<p><u>Assigned Readings/Writing.</u></p> <ul style="list-style-type: none"> <li>• USIU Outcomes –USIU Student Handbook (on-line-www.usiu.ac.ke)</li> <li>• Holkeboer, Chaps. 1</li> </ul>
<p><b>WEEK 2</b></p> <p><u>Transition:</u></p> <ul style="list-style-type: none"> <li>• Student Life: From High school to College</li> <li>• USIU Mission and outcomes</li> <li>• Resources and facilities</li> </ul>	<ul style="list-style-type: none"> <li>• Holkeboer, Chaps. 2 and 3</li> <li>• Student Handbook</li> </ul>
<p><b>WEEK 3</b></p> <p><u>Being in-charge: Social Life</u></p> <ul style="list-style-type: none"> <li>• On the use of BlackBoard technology</li> <li>• Principles of learning</li> <li>• Learning styles</li> <li>• Adjustment and appreciation: Anticipating change</li> <li>• Critical thinking skills</li> <li>• Strategic planning</li> <li>• Discipline</li> </ul>	<ul style="list-style-type: none"> <li>• Review Holkeboer, Chaps. 1,2 &amp;3</li> <li>• Career Counseling presentations</li> </ul> <p>Guest Speakers Cecelia Waihenya &amp; John Mutahi</p>
<p><b>WEEK 4</b></p> <p><u>Policies and Procedures</u></p> <ul style="list-style-type: none"> <li>• Rights and responsibilities</li> <li>• Academic code of conduct</li> <li>• Non-academic code of conduct</li> </ul>	<ul style="list-style-type: none"> <li>• Review Holkeboer, Chaps. 1,2 &amp;3</li> </ul>
<p><b>WEEK 5</b></p> <p><u>Goal Setting</u></p> <ul style="list-style-type: none"> <li>• Subject</li> <li>• Career</li> </ul> <p><u>Getting to know the Library</u></p> <ul style="list-style-type: none"> <li>• Library Presentation by Rodney Malesi on <b>October 1</b></li> </ul>	<ul style="list-style-type: none"> <li>• Review Holkeboer, Chap. 14</li> <li>• Guest Speaker to be announced.</li> </ul>

<p><b>WEEK 6</b></p> <p>Library Assignment due week 6 – <b>October 8</b></p> <p><u>Management of Resources</u></p> <ul style="list-style-type: none"> <li>• Self</li> <li>• Time</li> <li>• Money</li> <li>• Library Information Sources</li> </ul> <p style="text-align: center;"><b>WEEK7 -MIDTERM EXAM (October 19-24)</b></p>	<p>Holkeboer, Chaps.4,5,8 and 9</p>
<p><b>WEEK 8:</b></p> <p><u>Academic Communication Skills</u></p> <ul style="list-style-type: none"> <li>• Active Note Taking</li> <li>• Active Listening</li> <li>• Active Participation</li> <li>• Active Reading SQ3R</li> <li>• Oral Presentation / Public Speaking- Practice presentations</li> <li>• Reading/ Study Skills</li> <li>• Writing Skills</li> <li>• Test Management</li> </ul>	<p>Holkeboer, Chaps. 6, and10</p> <p>Students are put in Base groups and assigned a topic</p>
<p><b>WEEK 9 &amp; 10</b></p> <p><u>Residential Issues</u></p> <p>Freedom and Responsibility</p> <ul style="list-style-type: none"> <li>• Social Life Issues</li> <li>• Interpersonal Relations and Conflicts</li> <li>• Leisure</li> </ul> <p><b>BASE GROUP DISCUSSIONS</b></p>	<p>Holkeboer, Chap. 11</p>
<p><b>WEEK 11 &amp; 12</b></p> <ul style="list-style-type: none"> <li>• The Wellness Concept</li> <li>• Health – Staying healthy</li> <li>• Human Sexuality/STDS/HIV/AIDS</li> <li>• Substance Abuse</li> </ul> <p><b>BASE GROUP DISCUSSIONS</b></p>	<p>Holkeboer, Chapter.12</p> <p>Guest Speaker – Lydia Winda</p> <p>Guest Speaker – Allan Ball</p>



<p><b>WEEK 13</b></p> <p><u>Prejudices: Values/culture/Relationships</u></p> <ul style="list-style-type: none"> <li>• Class</li> <li>• Racial</li> <li>• Linguistic</li> <li>• Ethnic</li> <li>• Gender</li> <li>• Wrap-up Session: Planning for Success</li> </ul> <p>BASE GROUP PRESENTATIONS and GROUP REPORT DUE (November 26, December 1 and 3).</p>	
<p><b>WEEK 14 FINAL EXAM WEEK</b></p> <p>(December 7-12)</p>	

**DISCLAIMER**

**This document is not etched in stone. It is but a guide, a road map to our journey together into the exciting new discipline of sociology. As stated earlier, the instructor reserves the right to make changes where deemed necessary. Such changes will be discussed in class.**



LEARNING IS MEANT TO BE FUN.

ENJOY!!

**EXAMINATION REGULATIONS GIVEN BY PROF AMB. RUTHIE RONO, THE DVC**  
**ACADEMIC AFFAIRS**

**I. INVIGILATION**

1. The supervisor should take the following steps prior to the commencement of the examination:
  - i) Ensure that there are no materials on the board, walls, floor or furniture that might facilitate cheats.
  - ii) Ensure that the seating plan does allow sufficient distance between candidates.
2. Candidates will be allowed into the examination room no earlier than 5 minutes before the commencement of the examination.
3. Only candidates with valid USIU student identity cards will be admitted into the examination room. A candidate is required to wear his or her identity tag throughout the duration of the examination. The invigilator should check the cards to ensure that they are authentic and that nothing is scribbled on them.
4. As candidates enter the examination room they must surrender the following before they take up their seats:
  - \* Bags
  - \* Overcoats
  - \* Caps/hats
  - \* Books
  - \* Notes
  - \* Papers
  - \* Cellphones
  - \* Calculators
  - \* Scientific watches
  - \* Portable audios and
  - \* any other objects that might be used for cheating
5. Calculators, log tables and geometrical sets shall not be allowed unless otherwise directed by the instructor.
6. The invigilator reserves the right to confiscate any unauthorized materials.
7. No candidate will be allowed into the examination room 20 minutes after the commencement of the examination.
8. No candidate will be permitted to leave the examination room while the examination is in progress except in cases of emergency. Such emergencies will not include bathroom visits.

9. Invigilators must ensure that absolute silence is observed in the examination room.
10. At least 5 minutes prior to the commencement of the examination invigilators will:
  - (i). Take a roll call using the official class list.
  - (ii). Send away any student whose name is not on the official class list.
  - (iii). Ask the candidates to surrender any unauthorized material.
  - (iv). Draw the attention of the candidates to the consequences of cheating in an exam
  - (v). Draw the attention of the candidates to the instructions on the front cover of the answer books and in the question papers.
11. Once the question paper is issued an invigilator must be alert and in attendance until the scripts are collected.

Below are some of the cheating methods in order of popularity:-

- (i). Swapping and substitution of answer sheets or booklets
- (ii). Swapping question papers
- (iii). 'microchips' or condensed/minimized notes smuggled using devices such as
  - \* ball pens
  - \* pencil pouches
  - \* shoes
  - \* ties
  - \* shirt/blouse sleeves
  - \* limbs, especially palms, arms and thighs
  - \* chairs
  - \* calculators (especially sliding)
  - \* cell phones
  - \* spectacle cases
  - \* walls and roof
  - \* walkman
- (iv). Stealing a glance at other candidate's answers.
- (v). Feigned bathroom 'emergencies'
- (vi). Candidate substitution
- (vii). Whispers and gestures.

12. There must be at least one invigilator for every 40 students in an examination room.

13. To thwart cheats, the invigilators should:

- (i). Monitor the candidates continuously.
  - (ii). Never bring reading material or own work to the examination room.
  - (iii). Never return assignments, quizzes or term papers during the exam.
  - (iv). Walk around the room from time to time, inspecting pencil sets and other items that could be used to hide 'microchips'. Invigilation from the back is particularly effective in a room with many candidates and having 2 or more invigilators.
14. If an invigilator directly observes or otherwise determines (based on other evidence) that an act of cheating or misconduct has been committed or attempted s/he should take the following steps:
- (i). Caution the candidate(s) involved that they are suspected of cheating.
  - (ii). Confiscate or take note of the suspected material but allow the candidate to continue with the examination.
  - (iii). Make a description of the suspected misconduct with specific date, time and circumstances and witnesses.
  - (iv). Send the report to the Dean with a recommendation as to whether the suspected misconduct is a serious violation or an infraction under USIU academic code of conduct.

## **II. MISSING EXAMINATIONS**

In the past some students have failed to present themselves for scheduled examinations without good cause.

All students must ensure that they familiarize themselves with the examination timetable so as to report for each examination at the appointed time and place.

### **THERE ARE NO MAKEUPS FOR MISSED OR FAILED EXAMS.**

However, in the event of serious illness, bereavement or accident the victim should report the matter to the appropriate Dean and instructor as promptly as possible. Only those cases reported immediately and supported with evidence will be considered.

## Student Contract

### SUS1010: Strategies for University Success (SECTION J)

Read the following statements carefully then fill in your name, your student identification number and append your signature on the space provided if you agree to abide by these statements.

If you do not feel you are able to abide by this contract, you should consider dropping the course before the time for add and drop elapses.

1. I have read and understood the guidelines, requirements and course policies as stipulated in the course outline.
2. I understand what my duties and responsibilities are and will discharge them accordingly.
3. I have read and understood USIU's Academic Code of Conduct and Ethics, including the policy on plagiarism.
4. I am conversant with USIU's class attendance policy and will abide by it.
5. I understand that attendance does not equal technical appearances. That is, lateness beyond 10 minutes after the commencement of learning will be treated as non-attendance.
6. I understand that I am to maintain contact with my instructor through observing the provided office hours, by appointments or via the email system.
7. I understand that in addition to the typical 3 hours of contact time per week, to perform well in the course requires at least 5 additional hours of study time per week. This means I should expect to spend a minimum of 8 hours per week on this course.
8. I understand that active reading and participation are required for this course.
9. I will be civil at all times with my classmates and my instructor and expect civility from others.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ ID No: \_\_\_\_\_