



## Suggestions for the *Guidelines & Strategies for Student Success* Syllabus Section

### No MCCC CD Requirements

#### Suggested Categories

- Campus Resources/Student Services
- Reading Strategies
- Note Taking Strategies
- Strategies for Working in Groups
- Tips & Suggestions for Oral Presentations
- Writing and Research Resources
- Getting Started

#### Online/Hybrid Learning Suggestions

- Explicit instructions and suggestions how to access various student support services.
- Explanation of how student support services helps achieve course outcomes and student educational goals.
- Guidelines for Succeeding in an Online Course

### Examples

#### *Campus Resources*

MCC's Distance Learning Website: <http://www.mc.maricopa.edu/distance/>  
MCC's Multi-Use Computer Lab (Southern & Dobson):  
<http://www.mc.maricopa.edu/other/computerlabs/multiuse/>  
MCC's Writing Center: <http://www.mc.maricopa.edu/dept/d13/eng/Writcter/WritingCenter.htm>

- Location: Ground floor of the Paul A. Elsner Library & High Technology Center
- Hours: M-R 8am-8pm; F 8am-4pm

Learning Enhancement Center: [http://www.mc.maricopa.edu/library/LE/location\\_hours.html](http://www.mc.maricopa.edu/library/LE/location_hours.html)  
MCC Library: <http://www.mc.maricopa.edu/library/>

- Databases: (<http://www.mc.maricopa.edu/library/eresources.html>), notice the "off campus" link

MCC Publications (college catalog, student handbook, etc.):  
<http://www.mc.maricopa.edu/students/publications.html>  
Other MCC Student Services: <http://www.mc.maricopa.edu/students/>

#### *Writing & Research Resources* (example developed by Shelley Rodrigo)

If you require that your students do research and/or writing you may want to provide them with some sites that can help them through the process.

##### Online Writing Resources

- <http://www.dianahacker.com/resdoc/>
- <http://owl.english.purdue.edu/>
- <http://www.powa.org/>
- <http://writing.colostate.edu/learn.cfm>

##### Online Research Resources

- <http://www.dianahacker.com/resdoc/>
- <http://www.worldcat.org/>
- <http://www.asu.edu/lib/>



Center for Teaching and Learning  
(480) 461-7331  
<http://ctl.mc.maricopa.edu>

- <http://www.mesalibrary.org/>
- <http://www.lib.washington.edu/uwill/research101/index.html>
- <http://bcs.bedfordstmartins.com/bedfordresearcher/default.asp?uid=0&rau=0>
- <http://www.mediasite.com/default.aspx>

#### Online English Language Learner (ELL) Resources

- <http://owl.english.purdue.edu/handouts/esl/eslstudent.html>
- <http://www.catesol.org/resource.html>
- <http://www.ohiou.edu/esl/english/grammar/index.html>
- <http://www.englishforum.com/00/>
- <http://polyglot.lss.wisc.edu/lss/lang/esl.html>
- [http://www.esl.net/esl\\_resources.html#students](http://www.esl.net/esl_resources.html#students)
- <http://iteslj.org/links/>

#### *Learning Online* (example Brooke Estabrooke and revised by Shelley Rodrigo)

Taking a course online can be a great learning experience for some students and for others it can produce less than optimal outcomes. For this online course, the student and the course instructor use online technology to collaborate together to study rhetoric and to practice writing persuasively. The course requires that students work independently and interdependently with the course instructor and with fellow students. Consequently, students must be able to make a commitment to sustain their participation in the course and to communicate regularly with fellow students registered for the same course and with the instructor.

Students must possess self motivation and direction to progress through the course without being required to physically come to class. Students must also feel comfortable with computer tasks such as using email, browsing the web, using word processing software, and posting messages to an electronic bulletin board.

The most difficult aspect of distance learning that students report is that time management rests on the student's shoulders. I know that you have many other demands on your time, but in order to succeed in this course, you will have to set aside regular time for coursework, reading and writing, and you will need to keep a detailed schedule.

Generally you will have reading, homework, and work on a major writing project each week. You will probably want to be sure to do the following on a weekly basis:

- A couple times a week, take a look at the Lessons section of the course. You will be responsible for reading the deadline dates (in the Calendar) and paying attention to these deadlines.
- Check the forum, wiki, and announcements, several times a week; there maybe something new.
- Communicate with your instructor regularly. If you have questions or concerns, please e-mail me and let me know.

As you can see, you will stay busy during the term, but student feedback has stated that the class is informative and fun. I hope you will feel the same way at the end of the course. Have fun, and I hope to hear from you in the next day or two!



Techno-Help (example developed by Wade Harris and Shelley Rodrigo)

Some online students struggle with their classes because their computers are a disaster area. Reminding them to run updates, check for adware or spyware, and to have virus protection is all a very smart idea. Please note that all the tools suggested below are open source and, specifically, the virus protection tool comes highly recommended by IT folks in the CTL.

After chatting with some of your classmates from former sections and Technology Support Services, I think many of you might have various “things” called adware or spyware running in the back ground of your computer operating system. Sometimes these can cause problems when you try to interface with various online technologies, especially educational software (WebCT, WebBoard, BlackBoard, etc.).

You may wonder what adware or spyware is:

- adware is defined as: “while not necessarily malware, adware is considered to go beyond the reasonable advertising that one might expect from freeware or shareware. Typically a separate program that is installed at the same time as a shareware or similar program, adware will usually continue to generate advertising even when the user is not running the originally desired program. See also cookies, spyware, and web bugs” (<http://sun.soci.niu.edu/~rslade/secgloss.htm>).
- spyware is defined as: “A general term for a program that surreptitiously monitors your actions. While they are sometimes sinister, like a remote control program used by a hacker, software companies have been known to use spyware to gather data about customers. The practice is generally frowned upon” (<http://blackice.iss.net/glossary.php>).

In general spyware and adware are both ways of gathering information and herding customers toward products. There are several reasons they should be removed, not the least of which is to protect your information. You may want to consider downloading some Spyware or Adware software programs. The following are some free programs that I know about. There are others out there, just be sure to do a little research on them before downloading programs you do not know.

- <http://www.lavasoft.de/>
- <http://www.javacoolsoftware.com/>
- <http://www.safer-networking.org/>

If you are using a PC running Windows, you may want to do a Windows update. The following website should get you started on that process:

<http://v4.windowsupdate.microsoft.com/en/default.asp>

And, if you do not already have a virus protection program, you should get one. Consider checking out AVG’s free virus protection program: <http://www.grisoft.com/doc/40/lng/ww>



*Email Guidelines* (example developed by Brooke Estabrooke)

I am here to help and guide you as much as possible. I only assume the best unless you ask for help. I am happy to answer any questions you may have, but you have to ask. The best way to contact me is in e-mail. My turn-around time for e-mail is about 72 hours, although I may often reply much faster than that. The time it takes me to return your message may depend on several things: I might want to research the answer, I might have several other messages to respond to, or the server might be down. Be patient, and I will respond as quickly as I can.

You should regularly check for “announcements from the prof” emails or announcements in Google Groups to check for changes and updates. You are responsible for keeping a copy of all e-mail sent to and received from the professor in case of computer problems or other issues that may arise.

**How should I send a useful email message to the instructor?**

When sending email message, you should take care to include certain information that will help you receive a proper response in a timely manner. The email should have accurate header information as to who the email is from, a useful subject line description, and Class #/Session# information to separate you from the instructor’s other courses. Please clearly ask for what you need in the message. For example, if you say “I went to the page and it doesn’t work” no help can be provided to you. If you say “I went to <http://www.msn.com> and got an error 404,” help can be provided.

**What should be in the header information of the email message:**

Never assume that your Instructor knows who the email is from because your email program may place an alias or nickname in the email header, or even worse, use a default one if you are using someone else’s computer or one at the computer lab on campus. Your instructor isn’t going to know who “The Nickster” or “Campus Computer Lab User” is.

1. Ensure that your email program is using a correct name for the sender (meaning something that tells the instructor who you are and what class you are enrolled in).

Or

2. Another way to ensure that the instructor knows who the email is from is to include this information in the body of the message. You can include such information as:

- Your Complete Name as listed on your registration.
- Your Course Number (Ex: ENG102)
- Your Session Number if applicable.
- Any references to a particular assignment if applicable.

You should keep in mind that the Instructor has quite a few students taking the same course as you and could also be teaching several other courses. More than likely, the instructor will be using a single email account so all the mail from his/her students are sent to the same mailbox. The instructor is not able to communicate with you through someone else’s account due to the private nature of grades.



*Guide to Active Reading* (example developed by someone on the internet and revised by Shelley Rodrigo)

We are often so conditioned as passive viewers or readers that taking notes or making critical judgments becomes difficult. To fight “reading hypnosis,” use these strategies.

1. Read and then reread.

Unless you're a fast reader, rereading entire critical pieces is probably out of the question. When you've finished the first reading, though, go back and reread the first paragraph or couple of pages. Knowing now how things work out, look at how the author established the context and introduced the issues. Reread other pivotal points to see how they help to construct the conclusion.

2. Write in the book.

Fight your reluctance to write in books. It is important. Underline significant passages and make notes in the margins. Mark pages with post-its or (gasp) bend over corners.

3. Make an outline.

Work out the order of ideas, including those that the authors sets as a context prior to writing the piece, in order to see the argument more clearly.

4. Map out the examples.

Mapping out example relationships in a cluster map can help you see how each example functions in the article and in relationship to the points and other examples. This is especially helpful if there are many points and/or examples.

5. Don't try to read it all at once.

If you delay reading until the last minute your only concern becomes finishing. Spread out your reading so you'll notice not just what the article says, but how it says it.

*Learning Style Inventories*

Consider having students take these so that they can learn to adapt themselves to various learning environments and situations.

- VARK Questionnaire: <http://www.vark-learn.com/english/page.asp?p=questionnaire>
- Index of Learning Styles Questionnaire:  
<http://www.engr.ncsu.edu/learningstyles/ilsweb.html>