



***Right Start to College 1***  
***ARTSC 0111***  
***1 Credit***

**Description:** Right Start to College 1 is a one-credit course that is most beneficial when taken in conjunction with other college courses in order to provide students with the opportunity to apply the information and strategies from the course directly to other disciplines as they are learned.

**Co-Requisite:** Because of this interaction, students are strongly encouraged to enroll in a college or AP course as a co-requisite to be taken simultaneously with Right Start. In the case where a student's individual circumstances do not allow the student to enroll in a co-requisite, the student is expected to apply the learning from this course to another advanced level course on their schedule.

**Grading:** The grading for this course is based entirely on in-class assignments, homework assignments, and/or projects that demonstrate the student's understanding and adoption of the academic success approaches presented in the course. The course does not have a required textbook, but each student must have a monthly planner. If the school has access to the LASSI-HS, it is also a useful assessment to employ as a part of this class.

**Textbook:** The following resources are helpful, but not required *Becoming a Master Student* by Dave Ellis and *Your College Experience: Strategies for Success* by John N. Gardner and Betsy O. Barefoot.

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**Upon completion of Right Start to College 1 ARTSC 0111, students will be able to:**

1. **Practice metacognition**
  - Identify and adopt an individualized learning style conducive to academic success
  - Apply academic success strategies based on the adopted individual learning style
  - Assess when a chosen strategy is not producing a positive result, identify the challenge area, and select another strategy to address the challenge area
2. **Demonstrate mastery of academic success skills and strategic approaches to learning**
  - Recognize the following as areas in which selecting and utilizing specific academic strategies will promote academic success: time management, reading to learn, class participation, note taking, test taking, memory, critical thinking, and communication
  - Recognize that some academic success strategies may be used across disciplines while others are discipline-specific
  - Select academic success strategies that promote academic success when considering both individual learning style and academic discipline being addressed
  - Incorporate wellness techniques into their plan for academic success.
3. **Connect academic success skills and strategies used in schools with transferrable skills valued by employers**
  - Define the concept of transferrable skills
  - Provide examples of these skills, such as organizational, communication, problem solving, and/or teamwork skills
  - Discuss how academic success skills utilized by master students are transferrable to the workplace



The following topics are covered in the University of Pittsburgh ARTSC 0111 course. Although they are listed here in a somewhat intuitive order, they may be covered in any order that works best for the students in each setting. Each topic should be covered for at least one week in the high school classroom. Some topics, such as interviewing, may take much longer. The depth to which each topic is covered is left to the discretion of the instructor. **Each topic may be presented over multiple class sessions.**

#### 1. Goal Setting

- Setting SMART Goals

#### 2. Learning Styles

- Learning Styles Inventory, Discovery Wheel, or another method of assessment
- Learning Style Study Strategies

#### 3. Time Management and Organization

Mapping assignments from syllabi on a monthly planner/calendar

- Breaking down long-term projects (paper, group project, etc.) into achievable parts
- Prioritizing items on to-do lists
- Methods of organizing notes, handouts, and other resources

#### 4. Reading to Learn

- Steps for Active Reading: Previewing, marking, reading with concentration, and reviewing
- Different strategies to use for math, science, social studies, and humanities

#### 5. Participating in Class

- Strategies for preparing for class both before and after class
- Listening critically

#### 6. Note taking

- Cornell, Outline, Paragraph, List, and Combination techniques
- General tips, as well as tips for note taking in math and science classes

#### 7. Memory

- Different types of memory and how they impact learning
- Techniques to improve memory, including mnemonics, review sheets, mind maps, flash cards, summaries, group study/teaching peers, and/or visualization
- Listening critically

#### 8. Test taking

- General Tips for Successful Test Taking
- Dealing with Test Anxiety
- Different Types of Tests and How to Tackle Them Successfully
- Listening critically

#### 9. Critical Thinking

- Definition of critical thinking
- Steps to becoming a critical thinker: asking questions, considering multiple viewpoints, drawing conclusions
- Knowing what logical fallacies are and avoiding them
- Bloom's Taxonomy – Six Levels of Learning

#### 10. Successful Communication with Professionals

- Finding professional mentors and enhancing your network of contacts
- Appropriate e-mail communication and social networking
- Tips for securing a reference

#### 11. Transferrable Skills

- Defining transferrable skills
- How do academic success skills and transferrable skills relate?
- How do you develop your skill sets in preparation for the future?

#### 12. Wellness

- Managing stress
- Impact of sleep, nutrition, exercise on academic performance
- Positive connections with peers



**Academic Integrity:** All College in High School teachers, students, and their parents/guardians are required to review and be familiar with the University of Pittsburgh's Academic Integrity Policy located online at [www.as.pitt.edu/fac/policies/academic-integrity](http://www.as.pitt.edu/fac/policies/academic-integrity).

**Grades:** Grade criteria in the high school course may differ slightly from University of Pittsburgh standards. A CHS student could receive two course grades: one for high school and one for the University transcript. In most cases the grades are the same. These grading standards are explained at the beginning of each course.

**Transfer Credit:** University of Pittsburgh grades earned in CHS courses appear on an official University of Pittsburgh transcript, and the course credits are likely to be eligible for transfer to other colleges and universities. Students are encouraged to contact potential colleges and universities in advance to ensure their CHS credits would be accepted. If students decide to attend any University of Pittsburgh campuses, the University of Pittsburgh grade earned in the course will count toward the student grade point average at the University. At the University of Pittsburgh, the CHS course supersedes any equivalent AP credit.

**Drops and Withdrawals:** Students should monitor progress in a course. CHS teacher can obtain a Course Drop/Withdrawal Request form from the CHS office or Aspire. The form must be completed by the student, teacher and parent/guardian and returned to teacher by deadlines listed. Dropping and withdrawing from the CHS course has no effect on enrollment in the high school credits for the course.