COURSE OUTLINE

Course Number: CSW101
Course Title: GSW for Business Majors
Credits: 2

Hours: lecture/Lab/Other: 20/0

Co- or Pre-requisite: None
Implementation sem/year: Fall 2019

Catalog description (as it appears in 2019-2020 edition):

A comprehensive orientation to the college experience providing academic and personal wellness management tools geared toward students studying in business-related disciplines. Topics include general study skills, academic technology, introduction to college resources and services, an exploration of business careers, financial literacy, and general wellness.

Is course New, Revised, or Modified?
Although a new course, this is a modified version of CSW100, geared towards business majors.

Required texts/other materials:

1) College Success: http://www.oercommons.org/courses/college-success/view
2) Learning Toolkit: Critical Thinking
3) https://www.oercommons.org/courses/learning-toolkit-critical-thinking

Revision date: February 2019
Course coordinator: (Name, telephone number, email address)
Laura Sosa, 609-570-3475, sosal@mccc.edu

Information resources:
- Selected open education resources
- MCCC department brochures and pamphlets
- Various library databases already in the collection: e-books, articles, and journal
- Selected streaming media relevant to the covered topics
- Selected websites relevant to the covered topics including Bloomberg Businessweek, Wall Street Journal
- Informal visits from professionals in various business fields or field trips

Other learning resources: None
Course Competencies/Goals:
The student will be able to:

1) Apply learning and general study skill strategies (GE Goals 1, 4, 9; MCCC CS A, B, C, D, E, F)

2) Identify college-wide academic and student support services and resources (GE Goals 1, 4, 8, 9; MCCC CS A, B, C, D, E, F)

3) Develop and apply critical thinking habits, becoming more independent, self-directed learners (GE Goals 1, 4, 9; MCCC CS A, B, C, E)

4) Identify appropriate health, wellness and financial choices for academic and career success (GE Goals 1, 4, 8, 9; MCCC CS A, B, C, D, E, F)

5) Identify the components and responsibilities of a healthy lifestyle (GE Goals 1, 4, 8; MCCC CS A, B, D, F)

6) Develop an understanding of the academic and behavioral expectations of a college-level student (GE Goals 1, 4, 9; MCCC CS A, B, C, D, E, F)

7) Develop and apply critical knowledge of campus resources to self-advocate (GE Goals 1, 4, 9; MCCC CS A, B, C, E)

8) Apply principles of planning in their academic, career and personal life (GE Goal 1, 5, 11; MCCC CS A, B, C).

Course-specific Institutional Learning Goals (ILGs)/General Education Goals.

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

Institutional Learning Goal 2. Mathematics. Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.

Institutional Learning Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Institutional Learning Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples


Institutional Learning Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

MCCC Core Skills [MCCC CS]

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing and demonstrate proficiency in reading.
Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.

Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.

Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.

Units of study in detail.

Unit I Understand Self as a Learner and Know College Resources

Learning Objectives
The student will be able to......

Navigate MCCCS Systems
- Connect with Blackboard (CG 4)
- Use Mercer portal (CG 4)
- Name his/her advisor (CG 4)
- Understand how to read a class schedule (CG 4)
- Understand how to read and use a syllabus (CG 4)

Interpret Student Success Navigator
- Identify obstacles to academic success (CG 11)
- Generate potential solutions for overcoming the obstacles (CG 11)
- Commit to workable and achievable solutions (CG 11)

Develop a plan of action (CG 1)
- Identify specific study skill needs (CGs 1)
- Identify how he/she learns most effectively (CGs 1)
- Identify and discuss motivation factors (CGs 1)
- Discuss steps to reduce factors interfering with learning (CGs 11)

Understand Available College Resources, Services, and Transfer
- Identify key student and academic service offices (CG 1)
- Discuss MCCCS safety brochure and precautions (CG 4)
- Name colleges of interest, if transfer is an immediate goal, and use NJ Transfer (CG 1, 4)
- Understand optimal and acceptable academic behavior at college and the workplace (CG1)

Unit II Develop College Success Skills

Learning Objectives
The student will be able to develop skills in:

Time Management
- Illustrate the importance of time management in one's day-to-day life and for college success. (CGs 4, 5)
• Develop strategies to improve time management. (CG 4)
• Assess current use of time and evaluate changes that need to be made for college success. (CG 4)

Focus and Concentration
• Recognize and identify distractors (CGs 1, 11)
• Understand and discuss how the concentration cycle works (CGs 1, 11)

Memorization and Note Taking
• Utilize memorization techniques: Mnemonics, Rule of 7, Association, Categorization (CGs 1, 11)
• Demonstrate various notetaking methods including Cornell, Outline, and Block styles (CGs 1, 11)
• Demonstrate textbook notetaking (CGs 1, 11)

Critical Reading
• Scan a Business-related reading (CGs 1, 10, 11)
• Apply SQ3R to a reading assignment (CGs 1, 11)
• Take textbook/reading notes (CGs 1, 11)
• Critical Thinking (CG 11)
• Evaluation, explanation, self-regulation (CGs 1, 11)

Test Taking
• Create visual/audio study guides (CGs 1, 4)
• Review and summarize textbook notes (CGs 1, 4, 11)
• Identify various types of tests (CGs 1)
• Apply test-taking strategies to sample tests (CGs 1, 11)

Unit III Planning a Career in Business

Learning Objectives
The student will be able to:

Set Personal goals
• Utilize Career Coach to focus career interests (CG 10)
• Develop SMART academic, life and career goals (CGs 1, 5)
• Identify potential strategies to achieve goals (CGs 1, 5)

Prepare for a career in business
• Explore necessary business-related skills (CGs 1, 4, 5, 8, 10)
• Identify sources for learning about business careers (CGs 1, 4, 5, 10)
• Understand the resources available for internships on the MCCC campus, including the Career Center. (CG 1, 4, 5, 10)
• Identify the essential elements of obtaining an internship or permanent position (CG 10).
• Create a resume and LinkedIn Profile (CG 1, 4)
• Explore various interview techniques through mock exercises (CG 1, 11)
• Meet with their academic advisor to begin career and program direction (CGs 1, 5, 10)

Understand the workplace environment
• Understand basic business terminology (e.g. market share, firm, industry). (CG 1, 5, 10)
• Explore what professionals do in various business careers including Data Analytics, Supply Chain Management, Finance, Accounting, Management, Marketing, Human Resources, and Sports Management. (CG 1, 4, 5, 10)
• Understand ethical issues around technology in the workplace (CG 1, 4, 9, 10)

Unit IV Information Literacy Skills

Learning Objectives
The student will be able to develop technology related skills related to:

Software
• Use word processing software (Google Docs or Word) to submit homework (CGs 1, 4, 10, 11)
- Use basic Microsoft Excel to create a time management spreadsheet (CGs 1, 4, 10, 11)
- Use PowerPoint basics for team presentations (CGs 1, 4, 10, 11)
- Use MercerMail to send, receive, and open messages (CGs 1, 4, 10, 11)

Information Literacy
- Name and use at least three search engines (CG 1, 4, 10, 11)
- Identify at least three general subject online databases (CG 10, 11)
- Locate a business-related book and article using library electronic tools (CG 10, 11)
- Understand plagiarism, both intentional and accidental (CG1 and 10)

Unit V  Financial Literacy Skills

Learning Objectives
The student will be able to...

- Create a budget using Microsoft Excel (CGs 1, 2, 4, 10, 11)
- Understand basic financial terminology (CGs 2, 10)
- Create a basic financial plan (CGs 2, 10)
- Understand the importance of saving early and the time value of money (CG 2, 5)
- Understand the importance of tradeoffs between needs and wants (CG 5)
- Interpret the meaning of a credit score (CG 2, 4, 10, 11)
- Learn techniques to prevent identity theft (CG 4, 10)
- Identify the appropriateness and risk in debt, including financial aid (CG 5, 9)
- Using Excel spreadsheets, create a budget (CG 5, 10)

Unit VI  Physical and Mental Wellness

Learning Objectives
The student will be able to...

Physical Wellness
- Appreciate the importance of sleep as part of health and well-being (CG4).
- Recognize the importance of planning for physical activity in one's life (CG4, 5).

Nutrition
- Illustrate the importance of food in one's day-to-day life and the effects of poor and healthy eating habits. (CGs 4, 5)
- Develop strategies to increase self-planning and management of healthy eating habits. (CG 4)
- Assess current eating habits and evaluate changes that need to be made for healthier living. (CG 4)

Mental Health and Suicide Prevention
- Identify various types of mental health issues. (CGs 4, 5)

Learn techniques for mindfulness
- Recognize hazards and risks for untreated mental health issues. (CGs 4, 5)
- Discuss and highlight services related to The Madison-Holleran Suicide Prevention Act (CGs 4, 5)

Title IX
Discuss the relevancy of Title IX on campus and in the workplace

Unit VII  Reflection of Learning

Learning Objectives
The student will be able to...

- Discuss and summarize skills and awareness they now use for academic success (CGs 1, 4)
• Participate in group presentations discussing the skills learned in this class and demonstrate examples that reflect how these skills have shaped their viewpoints and actions that led to college success. Students must use PowerPoint (or Prezi, if they have the skill level) for their presentations. (CGs 1, 4)
• Articulate how this course will be applied in their personal future academic and career planning (CG 1, 11).

Evaluation of student learning:
Students are evaluated on course competencies and goals that collectively fall under three broad areas:

Foundational knowledge [Competencies: 1, 2, 4, 10]
Formative assessment measures are used to evaluate student understanding of lectures. Class discussions require student participation during question and answer periods in class to gauge student comprehension. Additionally, students are graded on annotations written after completing textbook readings and watching YouTube videos. Quizzes and lab work are also administered, in the health and wellness portion of the course, to give students and instructors ongoing feedback, and to help students identify their strengths and areas that are challenges. 6

Application [Competencies 9, 10, 11]
Students will use computers to demonstrate technological competence to complete assignments both in-class and for homework, to select and access appropriate student, academic and wellness resources, to connect with campus services and faculty, and to complete an academic action plan, called the Academic Success Plan (ASP). The ASP is a summative tool useful for this class and for their academic and wellness future after the course ends. During the wellness portion of the course, students are required to complete a personal fitness plan which serves as another summative tool for use during the class and in the future. This is a measure of student critical and practical thinking and creativity.

Integration [Competency 11]
The final summative assessment is the Student Transformation Project where students compare and contrast their growth as a college student, and identify multiple examples of how they have applied course content to classroom and/or learning situations, worked in groups, learned teamwork, practiced principles of wellness, and learned expectations of college students that lead to academic success.
Class instruction will include lecture, readings, class and team discussions, experiential learning activities. At home work will include readings and self-reflection. Students will develop a Transformation Statement at the end of the semester as a capstone project. In this project, students will utilize course content to plan for their future academic, career and personal success.

The final grade will be based upon the college’s grading policy and will consist of:

  Attendance and participation 15%
  Individual Homework Assignments 25%
  Bucket List Completion - 20%
  Team Assignments/Presentations – 15%
  Student Transformation Statement 25%

Academic Integrity Statement:
Students are required to perform all the work specified by the faculty and are responsible for the content and integrity of all academic work submitted, such as papers, reports, and examinations. A student will be guilty of violating the Rule of Academic Integrity if he or she:

- uses or obtains unauthorized assistance in any academic work;
- gives fraudulent assistance to another student;
- knowingly represents the work of others as his or her own or represents previously completed academic work as current;
- fabricates data in support of an academic assignment;
- inappropriately or unethically uses technological means to gain academic advantage

Student grades will be determined per the MCCC Grading Scale below.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Definition</th>
<th>Nominal %</th>
<th>QPA quality point value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior Achievement</td>
<td>93-100</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>90-92</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>87-89</td>
<td>3.4</td>
</tr>
<tr>
<td>B</td>
<td>Above Average Achievement</td>
<td>83-86</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>80-82</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td></td>
<td>77-79</td>
<td>2.4</td>
</tr>
<tr>
<td>C</td>
<td>Average Achievement</td>
<td>70-76</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>Minimally Passing</td>
<td>60-69</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>Academic Failure</td>
<td>0-59</td>
<td>0.0</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory (Comparable to C or Higher)</td>
<td>70-100</td>
<td></td>
</tr>
<tr>
<td>NC</td>
<td>No Credit</td>
<td>0-69</td>
<td></td>
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<tr>
<td>X</td>
<td>Audit</td>
<td></td>
<td></td>
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<tr>
<td>TR</td>
<td>Credit by Examination or Experience</td>
<td></td>
<td></td>
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<tr>
<td>W</td>
<td>Withdrawal – Student Initiated</td>
<td></td>
<td></td>
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<tr>
<td>WI</td>
<td>Withdrawal – Instructor Initiated</td>
<td></td>
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<tr>
<td>WA</td>
<td>Withdrawal – Administration Initiated</td>
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<tr>
<td>WN</td>
<td>Withdrawal – Never Attended</td>
<td></td>
<td></td>
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<tr>
<td>N</td>
<td>No Grade Reported by Instructor</td>
<td></td>
<td></td>
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<tr>
<td>CIP</td>
<td>Course is Still In-Progress</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Incomplete – No Credit Earned</td>
<td></td>
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</tbody>
</table>

* Indicates that the instructor is affording the student extra time to earn a grade in the course. The amount of extra time is determined by the instructor, up to a maximum of 16 calendar weeks after grades are submitted. An I which has not been resolved within 16 calendar weeks is changed to an F or NC grade, as appropriate to the course.