



**MERCER**  
COUNTY COMMUNITY COLLEGE

## COURSE OUTLINE

**Course Number**  
**CSW 100**

**Course Title**  
**College Success and Personal  
Wellness**

**Credits**  
**2**

**Hours: Lecture/Lab/Other**

**Co- or Pre-requisite**

**Implementation Semester  
& Year**

**2/0/0**

**None**

**Spring 2023**

**Catalog description:**

A comprehensive orientation to the college experience providing academic and personal wellness management tools. Topics included are general study skills, academic technology, introduction to college resources and services, and healthy living. Required for all students within their first thirty hours of credits taken at Mercer County Community College.

**General Education Category:**

Not GenEd

**Course coordinator:**

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**Required texts & Other materials:** OER (Open Educational Resources) used.

- 1) College Success: <https://open.lib.umn.edu/collegesuccess/>
- 2) Health and Wellness:  
[https://docs.google.com/document/d/1g4OYMjgg7ISQeITbqjoWIA\\_d\\_f5PoXZB\\_JAIsoQxKfyg/edit#](https://docs.google.com/document/d/1g4OYMjgg7ISQeITbqjoWIA_d_f5PoXZB_JAIsoQxKfyg/edit#)

**Course Student Learning Outcomes (SLO):**

***Upon successful completion of this course, the student will be able to:***

1. Apply learning and general study skill strategies [Supports ILGs #1, 4]
2. Identify college-wide academic and student support services and resources [Supports ILGs #1, 4, 11]
3. Develop and apply critical thinking habits, becoming more independent, self-directed learners [Supports ILGs #1, 4, 11]
4. Determine appropriate health and wellness choices for academic success [Supports ILGs #1, 9, 11]
5. Identify the components and responsibilities of a healthy lifestyle [Supports ILGs #1, 3, 4, 9]
6. Develop an understanding of the academic and behavioral expectations of a college-level student [Supports ILGs #1, 4, 9, 10, 11]
7. Develop and apply critical knowledge of campus resources to self-advocate [Supports ILGs #1, 4, 9, 10, 11]
8. Identify Title IX regulations [Supports ILGs #1, 4, 5, 11]
9. Develop an understanding of basic financial literacy skills [Supports ILGs #1, 9, 11]

## **Course-specific Institutional Learning Goals (ILG):**

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

**Institutional Learning Goal 3. Science.** Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.

**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 9. Ethical Reasoning and Action.** Students will understand ethical frameworks, issues, and situations.

**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.

## **Units of study in detail – Unit Student Learning Outcomes:**

### **Unit 1: Introduction and Goal Setting** [Supports Course SLO #2]

#### **Learning Objectives**

***The student will be able to:***

- Connect with Blackboard
- Use the student portal
- Name their advisor
- Understand how to read a class schedule
- Understand how to read and use a syllabus
- Understand how to use the online textbooks

### **Unit 2: Student Success Navigator and Academic Success Plan** [Supports Course SLOs #1, 2]

#### **Learning Objectives**

***The student will be able to:***

- Identify obstacles to academic success
- Generate potential solutions for overcoming academic obstacles
- Commit to workable and achievable solutions
- Develop a plan of action
- Identify specific study skill needs
- Identify how he/she learns most effectively
- Identify and discuss motivation factors
- Discuss steps to reduce factors interfering with learning

### **Unit 3: College Resources and Services and Transfer** [Supports Course SLOs #1, 2]

#### **Learning Objectives**

***The student will be able to...***

- Identify key student and academic service offices including College Safety procedures
- Name colleges of interest, if transfer is an immediate goal, and use NJ Transfer
- Identify the meaning of general college vocabulary

**Unit 4: Plagiarism and Library Resources and Citations** [Supports Course SLO #2]

**Learning Objectives**

***The student will be able to...***

- Understand what is plagiarism
- Locate library databases
- Locate citation tools and database citations for APA or MLA formats

**Unit 5: Time Management** [Supports Course SLOs #1, 2, 3, 6, 7]

**Learning Objectives**

***The student will be able to...***

- Illustrate the importance of time management in one's day-to-day life and for college success
- Develop strategies to improve time management.
- Assess current use of time and evaluate changes needed for college success.
- Create a semester calendar.

**Unit 6: Technology Basics** [Supports Course SLOs #1, 3, 6, 7]

**Learning Objectives**

***The student will be able to...***

- Use Google Docs and basic Microsoft tools to type
- Use PowerPoint basics
- Use MercerMail to send, receive, and open messages
- Apply the use of technology for final course reflection

**Unit 7: Career Planning and Advisement** [Supports Course SLOs #1, 2, 3, 4, 6, 7]

**Learning Objectives**

***The student will be able to...***

- Create a career plan
- Plan for and practice job interviewing
- Consult with their advisor
- Seek advisement for program and course direction

**Unit 8: Focus and Concentration** [Supports Course SLOs #1, 6]

**Learning Objectives**

***The student will be able to...***

- Recognize and identify distractors
- Discuss the concentration cycle and how it contributes to study success

**Unit 9: Memorization and Note Taking** [Supports Course SLOs #1, 6]

**Learning Objectives**

***The student will be able to...***

- Utilize memorization techniques: Mnemonics, Rule of 7, Association, Categorization
- Demonstrate various classroom notetaking methods including Cornell, Outline, and Block styles
- Demonstrate textbook notetaking

**Unit 10: Critical Reading** [Supports Course SLOs #1, 3, 6, 7]

**Learning Objectives**

***The student will be able to...***

- Scan a reading
- Apply SQ3R to a reading assignment
- Take textbook/reading notes
- Create visual/audio study guides
- Review and summarize textbook notes

**Unit 11: Critical Thinking** [Supports Course SLOs #1, 3, 6, 7]

**Learning Objectives**

***The student will be able to...***

- List and define the six core critical thinking skills: interpretation, analysis, inference, evaluation, explanation, self-regulation

**Unit 12: Test Taking** [Supports Course SLOs #1, 2, 3, 6, 7]

**Learning Objectives**

***The student will be able to...***

- Identify various types of tests
- Apply test-taking strategies to sample tests
- Create and use study guides for test preparation

**Unit 13: Financial Literacy** [Supports Course SLOs #3, 6, 9]

**Learning Objectives**

***The student will be able to...***

- Create a budget
- Understand basic financial terminology
- Create a basic financial plan

**Unit 14: Student Presentations on College Success** [Supports Course SLOs #1, 2, 3]

**Learning Objectives**

***The student will be able to...***

- Participate in a group to create the presentation
- Speak before the class
- Demonstrate minimal ability to use a presentation software
- Include a references list with the presentation

**Unit 15: Introduction to Health and Wellness/Health Literacy** [Supports Course SLOs #4, 5]

**Learning Objectives**

***The students will be able to***

- Identify and describe the dimensions of health and wellness.
- Explain how stress affects one's life both positively and negatively.
- Give examples of positive coping strategies for stress management.
- Identify sources of misinformation in the health industry

**Unit 16: Stress Management & Sleep** [Supports Course SLOs #4, 5]

**Learning Objectives**

***The students will be able to***

- Discuss and identify the steps of the Trans-theoretical model.
- Formulate strategies and examples for positive self-management skills.
- Prepare steps needed to plan, manage and successfully achieve short and long-term goals.
- Recognize the impact of sleep deprivation on one's body.

**Unit 17: Emotional and Mental Health** [Supports Course SLOs #4, 5]

**Learning Objectives**

***The students will be able to***

- Identify strategies to maintain or improve mental health.
- Identify ways to help others with mental health conditions.
- Describe how one's diet affects mental health.
- Recognize various campus and off-campus resources that can assist with mental health issues.

**Unit 18: Tobacco/Alcohol/Drugs** [Supports Course SLOs #4, 5]

**Learning Objectives**

***The students will be able to***

- Recognize the dangers of tobacco use.
- Illustrate the threats of alcohol abuse and binge drinking.
- Describe how drug abuse has harmful effects on the human body.
- Recognize strategies to avoid drug and alcohol use.

**Unit 19: Physical Activity** [Supports Course SLOs #4, 5]

**Learning Objectives**

***The students will be able to***

- Distinguish between muscular strength and muscular endurance and how to properly and safely train for each of them.
- Calculate heart rate and target heart rate zones that are individual to them.
- Identify the importance of cardiovascular fitness for good heart health.
- Describe health related fitness concepts and their importance on leading an active and healthy life.
- Design a physical fitness program tailored to their individual health needs.
- Describe the various facilities and wellness classes that the MCCC campus has to offer.

**Unit 20: Nutrition and In Class Registration for Next Semester** [Supports Course SLOs #4, 5]

**Learning Objectives**

***The students will be able to***

- Categorize examples of food into each of the six nutrient categories.
- Illustrate the importance of food in one's day-to-day life and the effects of poor and healthy eating habits.
- Develop strategies to increase self-planning and management of healthy eating habits.
- Assess current eating habits and evaluate changes that need to be made for healthier living.

**Unit 21: Sexually Health/Title IX** [Supports Course SLOs #4, 5, 8]

**Learning Objectives**

***The student will be able to...***

- Distinguish the difference between bacterial and viral STI's.
- Recognize about one's sexual rights and responsibilities.
- Describe the meaning of sexual consent.
- Identify our campus Title IX office and officers.
- Describe how and when to report a Title IX Violation on campus.

**Evaluation of student learning:**

***Students will use both an open education resource (online) textbook and activity labs where they will be required to engage in and demonstrate knowledge and comprehension of subject matter.*** In addition to these labs, a series of small quizzes will also be administered to evaluate comprehension of basic knowledge of concepts discussed. At the culmination of the HPE portion, students will design a fitness plan that is individualized and tailored to their specific health and fitness needs to help them to continue to live a healthy and active lifestyle. Through the use of these labs and quizzes, students will not only learn about the importance of these fitness and health resources, but will know how to utilize and implement them into their own lifestyle. It will also ensure a more optimal wellness that will enable success in their academics to their fullest potential.

Class instruction will include lecture, discussion, textbook readings, classroom exercises, streaming media, group activities and self- analyses to determine their study strengths and challenges, and practice real class behaviors and learning techniques proven effective for academic success. Each week's class activities will contribute to the final grade based on a student's level of participation. The final course grade is based on a final cumulative project that requires a student to utilize content covered in the course in order to discuss, explain, and plan for his/her individual academic success (the Student Transformation Project).

Final grades will be determined by combining grades from both segments of the course:  
The college's grading guide will be used for calculating final grades:

<b>A</b>	Superior Achievement	93-100	4.0
<b>A-</b>		90-92	3.7
<b>B+</b>		87-89	3.4
<b>B</b>	Above Average Achievement	83-86	3.0
<b>B-</b>		80-82	2.7
<b>C+</b>		77-79	2.4
<b>C</b>	Average Achievement	70-76	2.0
<b>D</b>	Minimally Passing	60-69	1.0
<b>F</b>	Academic Failure	0-59	0.0

**College Success Grading:**

- Attendance and class participation = 10 points
- In class exercises and homework = 30 points
  - Academic Success Plan (10%)
  - Study skills and college readiness assessment (5%)
  - Class notetaking (5%)
  - Text reading annotations (5%)
  - Emailing and visiting a professor during office hours (5%)
- Student Transformation Project = 60 points  
Total = 100 Points

### **Student Transformation Project 60%**

This project is 4 simple steps that together are a process that builds the attitude, habits, and skills needed for academic success. The Student Transformation Plan intended for student use throughout your academic career. It is to serve as a guide and reminder of the skills needed for success at the college level. The steps required to complete the plan outlined below:

#### **Step One: Commitment Statement 15%**

Your **Commitment Statement** is a 1-page statement of your goals and an evaluation of your readiness to achieve them.

#### **Step Two: Self-management 15%**

**Identify a challenge** and take steps to address the challenge or **identify a strength** and the steps needed to make it stronger.

#### **Step Three: learn and apply a vital college skill 15%**

Discuss in a **1-page statement** how you actually utilized a college success skill. Some choices from any of the skills learned in the course are: a skill in the health and wellness portion of the course; visiting a professor during office hours; seeking help from a tutor; forming or joining a study group; using Cornell lecture notetaking methods; applying the SQ3R study method to prepare for class discussions and tests; creating and using a personal budget; joining a student club; attending a transfer workshop or any other of the skills learned in the course.

#### **Step Four: reflect on your progress: what did you achieve? 15%**

Summarize what you have achieved by using the tools and resources learned about in this class. In groups of no more than 4 people, use PowerPoint (or Prezi, if you have that skill level) to make a class presentation at least 5 minutes long about the progress you have made towards college success and how you will commit to what you have started.

The Student Transformation Project is the equivalent of a final project where a student must reflect on the course units he or she used to demonstrate his/her understanding of course topics and advance his or her understanding of college level expectations for academic success.

### **PERSONAL WELLNESS GRADING & ATTENDANCE POLICY (100 Points):**

**Reflections - 5 points each x 6 reflections = 30 points**

**Assignments & Case Studies - 5 points each x 5 = 25 points**

**Discussion Forum – 5 points each x 4 = 20 points**

**Quizzes - 5 points each x 2 = 10 points**

**Final Reflection – 15 points each x 1 = 15 points**