



CSW 100 COURSE SYLLABUS

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

Credits 2

**Hours: lecture/Lab/Other
1/1**

**Co- or Pre-requisite
None**

**Implementation sem/year
Fall 2017**

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

A comprehensive orientation to the college experience providing academic and personal wellness management tools. Topics include general study skills, academic technology, introduction to college resources and services, and healthy living.

Is course New, Revised, or Modified? Revised

Required texts/other materials: Open educational resources will be used.

- 1) College Success: <https://open.lib.umn.edu/collegesuccess/>
- 2) Health and Wellness:
https://docs.google.com/document/d/1g4OYMjgg7ISQeITbqjoWAd_f5PoXZB_JAlsoQxKfyg/e_dit#

**Revision date:
January 2020**

Course coordinator: Pamela A. Price

Information resources: (Describe the primary information resources that support the course, including books, videos, journals, electronic databases, websites, etc.)

Selected open education resources

MCCC department brochures and pamphlets

Various library databases already in the collection: ebooks, articles, journals

Selected streaming media relevant to the covered topics

Selected websites relevant to the covered topics

Other learning resources: (None beyond the open education resources.)

Course Competencies/Goals:

The student will be able to:

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

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 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 6. Humanities: Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Institutional Learning Goal 7.History: Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

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

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 1: Introduction and Goal Setting

The student will be able to...

- Connect with Blackboard (**Course Competency 2; ILG 1,4**)
- Use Mercer portal (**Course Competency 2; ILG 1,4**)
- Name his/her advisor (**Course Competency 2; ILG 1,4**)
- Understand how to read a class schedule (**Course Competency 2; ILG 1,4**)
- Understand how to read and use a syllabus (**Course Competency 2; ILG 1,4**)

Explanation for how to use the online textbooks:

1) **College Success:** <https://open.lib.umn.edu/collegesuccess/>

2) **Health and Wellness:**

https://docs.google.com/document/d/1q4OYMjgg7ISQeITbqjoWlAd_f5PoXZB_JAlsoQxKfyg/edit#

Unit 2: Student Success Navigator and Academic Success Plan

Learning Objectives

The student will be able to...

- Identify obstacles to academic success (**Course Competency 2; ILG 1,4**)
- Generate potential solutions for overcoming academic obstacles (**Course Competency 2; ILG 1,4**)
- Commit to workable and achievable solutions (**Course Competency 1; ILG 1,4**)
- Develop a plan of action (**Course Competency 1; ILG 1,4**)
- Identify specific study skill needs (**Course Competency 1,2; ILG 1,4**)
- Identify how he/she learns most effectively(**Course Competency 1,2; ILG 1,4**)
- Identify and discuss motivation factors(**Course Competency 1,2; ILG 1,4**)
- Discuss steps to reduce factors interfering with learning (**Course Competency 1,2; ILG 1,4**)

Unit 3: College Resources and Services and Transfer

Learning Objectives

The student will be able to...

- Identify key student and academic service offices including College Safety procedures (**Course Competency 2; ILG 1,4**)
- Name colleges of interest, if transfer is an immediate goal, and use NJ Transfer (**Course Competency 2; ILG 1,4**)
- Identify the meaning of general college vocabulary (**Course Competency 1, 2; ILG 1, 4, 11**)

Unit 4: Plagiarism and Library Resources and Citations

Learning Objectives

The student will be able to...

- Understand what is plagiarism (**Course Competency 2; ILG 1, 4, 9, 10 and 11**)
- Locate library databases (**Course Competency 2; ILG 1, 4, 9, 10 and 11**)
- Locate citation tools and database citations for APA or MLA formats (**Course Competency 2; ILG 1, 4, 9, 10 and 11**)

Unit 5: Time Management

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 (**Course Competency 2; ILG 1, 4, and 11**)
- Develop strategies to improve time management. **Course Competency 2; ILG 1, 4, 9, 10 and 11**)
- Assess current use of time and evaluate changes that need to be made for college success. **Course Competency 2; ILG 1, 4, 9, 10 and 11**)
- Create a semester calendar. **Course Competency 2; ILG 1, 4, 9, 10 and 11**)

Unit 6: Technology Basics

Learning Objectives

The student will be able to...

- Use Google Docs and basic Microsoft tools to type (**Course Competency 1, 4 and 6, 7; ILG 1,4, 9, 10, and 11**)
- Use PowerPoint basics (**Course Competency 1, 4 and 6, 7; ILG 1,4, 9, 10, and 11**)
- Use MercerMail to send, receive, and open messages (**Course Competency 1, 4 and 6, 7; ILG 1,4, 9, 10, and 11**)
- Apply the use of technology for final course reflection (**Course Competency 1, 4 and 6, 7; ILG 1,4, 9, 10, and 11**)

Unit 7: Career Planning and Advisement

Learning Objectives

The student will be able to

- Create a career plan and plan for and practice job interviewing (Course Competency 1, 4 and 6, 7; ILG 1,4, and 11)
- Consult with his/her advisor (Course Competency 1-3 and 6,7; ILG 1)
- Seek advisement for program and course direction (Course Competency 1-3 and 6,7; ILG 1,4, and 11)

Unit 8: Focus and Concentration

Learning Objectives

The student will be able to...

- Recognize and identify distractors (Course Competency 1 and 6; ILG 1 and 11)
- Discuss the concentration cycle and how it contributes to study success (Course Competency 1 and 6; ILG 1 and 11)

Unit 9: Memorization and Note Taking

Learning Objectives

The student will be able to...

- Utilize memorization techniques: Mnemonics, Rule of 7, Association, Categorization (Course Competency 1 and 6; ILG 1 and 11)
- Demonstrate various classroom notetaking methods including Cornell, Outline, and Block styles (Course Competency 1 and 6; ILG 1 and 11)
- Demonstrate textbook notetaking (Course Competency 1 and 6; ILG 1 and 11)

Unit 10: Critical Reading

Learning Objectives

The student will be able to...

- Scan a reading (Course Competency 1 and 6; ILG 1 and 11)
- Apply SQ3R to a reading assignment (Course Competency 1 and 6; ILG 1 and 11)
- Take textbook/reading notes (Course Competency 1 and 6; ILG 1 and 11)
- Create visual/audio study guides (Course Competency 1, 4 and 6, 7; ILG 1 and 11)
- Review and summarize textbook notes (Course Competency 1, 4 and 6, 7; ILG 1 and 11)

Unit 11: Critical Thinking

Learning Objectives

The student will be able to...

- List and define the six core critical thinking skills: interpretation, analysis, inference, evaluation, explanation, self-regulation (Course Competency 1, and 3; ILG 1 and 11)

Unit 12: Test Taking

Learning Objectives

The student will be able to...

- Identify various types of tests (**Course Competency 1-3 and 6, 7; ILG 1, 9 and 11**)
- Apply test-taking strategies to sample tests (**Course Competency 1, 4 and 6, 7; ILG 1, 9 and 11**)
- Create and use study guides for test preparation (**Course Competency 1, 4 and 6, 7; ILG 1, 9 and 11**)

Unit 13: Financial Literacy

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

- Create a budget (**Course Competency 3, 6, and 9 ILG 1, 9, and 11**)
- Understand basic financial terminology (**Course Competency 3, 6, and 9 ILG 1, 9, and 11**)
- Create a basic financial plan(**Course Competency 3, 6, and 9 ILG 1, 9, and 11**)

Unit 14: Student Presentations on College Success

Learning Objectives

The student will be able to...

- Participate in a group to create the presentation (**Course Competency: 1,2,3 ILG: 1, 4, and 11**)
- Speak before the class (**Course Competency: 1,2,3 ILG: 1**)
- Demonstrate minimal ability to use PPT, or other presentation software (**Course Competency: 1,2,3 ILG: 4**)
- Included a references list with the presentation(**Course Competency: 1,2,3 ILG: 1, 4, 9, 10 and 11**)

Unit 15: Introduction to Health and Wellness/Health Literacy

The students will be able to

- Identify and describe the dimensions of health and wellness.
(**Course Competency: 1,4,11 ILG: 1, 4, 5, 6, 8, 9, and 11**)
- Explain how stress affects one's life both positively and negatively.
(**Course Competency 4; ILG: 1, 3, 5, 9, and 11**)
- Give examples of positive coping strategies for stress management.
(**Course Competency 4; ILG: 1, 5, 9, and 11**)
- Identify sources of misinformation in the health industry
(**Course Competency 4; ILG: 1, 4, 5, 9, and 11**)

Unit 16: Stress Management & Sleep

The students will be able to

- Discuss and identify the steps of the Trans-theoretical model.
(Course Competency 4; ILG: 1, 2, 3, 9, and 11)
- Formulate strategies and examples for positive self-management skills.
(Course Competency 4; ILG: 1, 3, 5, 9, 10, and 11)
- Prepare steps needed to plan, manage and successfully achieve short and long-term goals.
(Course Competency 4; ILG: 1, 3, 5, 9, and 11)
- Recognize the impact of sleep deprivation on one's body.
(Course Competency 4; ILG: 1, 3, 5, 9, and 11)

Unit 17: Emotional and Mental Health

The students will be able to

- Identify strategies to maintain or improve mental health.
(Course Competency 4; ILG: 1, 3, 9, and 11)
- Identify ways to help others with mental health conditions.
(Course Competency 4; ILG: 1, 3, 5, 9, 10, and 11)
- Describe how one's diet affects mental health.
(Course Competency 4; ILG: 1, 3, 5, 9, 10, and 11)
- Recognize various campus and off-campus resources that can assist with mental health issues.
(Course Competency 4; ILG: 1, 3, 4, 5, 9, 10, and 11)

Unit 18: Tobacco/Alcohol/Drugs

The students will be able to

- Recognize the dangers of tobacco use.
(Course Competencies 4 & 5; ILG: 1, 3, 9, 10, and 11)
- Illustrate the threats of alcohol abuse and binge drinking.
(Course Competencies 4 & 5; ILG: 1, 2, 3, 9, 10, and 11)
- Describe how drug abuse has harmful effects on the human body.
(Course Competency 4; Gen Ed Goal 1 & 4; ILG: 1, 3, 5, 9, and 11)
- Recognize strategies to avoid drug and alcohol use.
(Course Competency 4; Gen Ed Goal 1 & 4; ILG: 1, 3, 5, 9, 10, and 11)

Unit 19: Physical Activity

The students will be able to

- Distinguish between muscular strength and muscular endurance and how to properly and safely train for each of them.
(Course Competencies 4 & 5; ILG: 3, 9, and 10)
- Calculate heart rate and target heart rate zones that are individual to them.
(Course Competencies 4 & 5; ILG: 3, 9, and 10)
- Identify the importance of cardiovascular fitness for good heart health.
(Course Competencies 4 & 5; ILG: 3, 9, and 10)

- Describe health related fitness concepts and their importance on leading an active and healthy life.
(Course Competencies 4 & 5; ILG: 3, 9, 10, and 11)
- Design a physical fitness program that is tailored to their individual health needs.
- Describe the various facilities and wellness classes that the MCCC campus has to offer.
(Course Competency 4; ILG: 1, 3, 5, 9, 10, and 11)

Unit 20: Nutrition and In Class Registration for Next Semester

The students will be able to

- Categorize examples of food into each of the six nutrient categories.
(Course Competencies 4 & 5; ILG: 1 and 3)
- Illustrate the importance of food in one's day-to-day life and the effects of poor and healthy eating habits.
(Course Competencies 4 & 5; ILG: 1, 3, 9, 10, and 11)
- Develop strategies to increase self-planning and management of healthy eating habits.
(Course Competency 4; ILG: 1, 3, 9, 10, and 11)
- Assess current eating habits and evaluate changes that need to be made for healthier living. (Course Competency 4; ILG: 1, 2, 3, 4, 9, 10 and 11)

Unit 21: Sexually Health/Title IX

The student will be able to...

- Distinguish the difference between bacterial and viral STI's.
(Course Competencies 4 & 5; ILG: 1, 3, 9, 10, and 11)
- Recognize about one's sexual rights and responsibilities.
(Course Competencies 4 & 5; ILG: 1, 3, 9, 10, and 11)
- Describe the meaning of sexual consent.
(Course Competencies 4 & 5; ILG: 1, 3, 9, 10, and 11)
- Identify our campus Title IX office and officers.
(Course Competency 4; ILG: 1, 4, 9, 10, and 11)
- Describe how and when to report a Title IX Violation on campus.
(Course Competency 4; ILG: 1, 2, 3, 4, 9, 10 and 11)

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, in the health and wellness portion of the class there will be a series of small quizzes 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.

The college success portion of the class will include lecture, discussion, textbook readings, classroom exercises, streaming media, group activities and self- analyses to help students 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 college success half of the 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.

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:

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

Grading for the Health and Wellness portion of the class will be determined by successfully meeting the following grade requirements.

Health and Wellness Grading:

Attendance: 20 points

Unit Reflections: 80 points

TOTAL= 100 points

For the College Success portion of the class, students will be evaluated on the areas listed below with the largest percentage of their total class grade assessed on their Student Transformation Project.

College Success Grading:

Attendance and required class participation = **14 points**

Homework: Textbook reading annotations and Video annotation (**21 pts total**)

- 10 reading annotations = 2 pts each (20 Points)
- 1 video annotation = 1 pt

*Student Transformation Project = **65 points**

Total College Success Grade = 100 Points

Student Transformation Project = 65 Points (College Success)

This project is 3 steps that together are a process that builds on the skills needed for academic success. The Student Transformation Project is intended for student use throughout an academic career. It is to serve as a guide and reminder of the skills and resources needed for success at the college level. The steps required to complete the plan are outlined below:

Step One: Academic Success Plan

5 points

State your goals and **evaluate your readiness** to achieve them. **Identify a challenge** and take steps to address the challenge or **identify a strength** and the steps needed to keep it strong. This is completed in.

Step Two: MCCC Immersion Experience

50 points

One goal of this class is to help you be successful in your other academic courses. In order to help foster habits and behaviors that lead to academic success, you will be required to earn 45 points by choosing activities from the attached list. You do not need to do all the activities on the list, but you do need to accumulate 50 points by [_____]. Again, you may choose any activity you want in any combination of activities you choose. Evidence (the signed MCCC Immersion Experience sheet) is due on the last day college success class. Do not attempt to collect all remaining points during the last week of class. It is not fair to college staff for students to crowd offices in the final weeks this assignment is due.

Step Three: College Experience Research Presentation

10 Points

To further explore the course learning outcomes, you will develop a 5-minute research presentation that, when presented, contributes to everyone's learning about your group's college success topic. This project will be your opportunity to enhance and practice your research, write, participate in group work, and practice your presentation skills using technology either PowerPoint or Prezi.

Your instructor will assign you to small groups of 3-5 people so you can: select a research question [see list to select from below], use library information resources to locate data and peer-reviewed resources because you must compile a list of resources you have used. NONE may come from a Google/Yahoo etc website; only library databases are acceptable, and create an informative and engaging presentation using PowerPoint or Prezi for your classmates and instructor where all members of the group speak during the final presentation and contribute an aspect of the topic during the final presentation.

Possible topics might include (but certainly are not limited to*):

- Can college students (or people in general) effectively multitask?
- Why is sleep important?
- Procrastination and its impact on academic success

[Must read and use this eBook as a primary source of information: “How to Overcome Procrastination” by Paul Newton. Your instructor may post the book to Blackboard or email a copy to you.]

- MCCC transfer and articulation agreements
- How to make the best use of a faculty office hour visit
- Discuss how class attendance and contact with your instructors contributes to academic success.
- Give a pitch for joining a student club or organization you have joined.
- Is college really worth the investment of time and money?
- Why is early registration important to academic success?
- Always back up your computer files and other technology tips for success
- Select four or five key pieces of information from the MCCC Student Handbook and state why what you chose is so important for student success
- Critical thinking: demonstrate how to use it to learn a new concept/topic
- Extracurricular activities as part of the college experience.
- Top 5 career strategies for community college students
- Role of academic advisors and student success coaches at MCCC
- History of Mercer County Community College
- Basic elements describing how to become financially savvy
- Explain how social interactions and celebrating the benefits of diversity contribute to the college experience
- What are the most important considerations for public speaking and class presentation?

*** A presentation on a topic of your choice is possible but it requires approval by your instructor 3 weeks before your presentation date.**

Presentation Grading Rubric: Total of 10 Points

Participated with group to create the presentation	5 Points
Attended class and gave individual presentation	2 Points
Demonstrated minimal use of PPT or presentation software that was used	2 Points
Included a references list as the last slide in the presentation	1 Point

Academic Integrity Statement: See <http://mlink.mccc.edu/omb/OMB210.pdf> for more information.

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