COURSE OUTLINE

Course Number	Course Title	Credits
COL100	Strategies for Academic Success	3

Hours: lecture/Lab/Other	Co- or Pre-requisite	Implementation sem/year
2 lecture 2 lab	none	Fall 2011

Catalog description (2006-2009 Catalog):

Develops the skills necessary for academic success in college. Course begins with the student performing self-assessment and expands to include college expectations and future opportunities. Critical thinking, information literacy, communication and technology skills will be woven throughout all units. Designed primarily for Foundations students but open to all incoming students. *2 lecture hours/2 lab hours*

Is course New, Revised, or Modified? New

Required texts/other materials:

Revision date: **Course coordinator:** (Name, telephone number, email address)

Information resources: (Describe the primary information resources that support the course, including books, videos, journals, electronic databases, websites, etc. To request new materials for your course, use the library request form at: www.mccc.edu/student_library_course_form.shtml)

Other learning resources: (Describe any other student learning resources that are specific to this course, including any special tutoring or study group support, learning system software, etc.)

Course Competencies/Goals:

The student will be able to:

1. Develop and apply critical thinking habits. (Critical Thinking)
2. Apply technology to effectively find, organize, and present ideas. (Technology)
3. Access information to enlighten opinions and use information ethically and legally. (Information Literacy)
4. Construct and deliver written, verbal, and technological communication of ideas. (Communications)
5. Demonstrate knowledge about the benefits of civic responsibility. (Experiential Learning)
6. Develop an understanding of the expectations of a college-level student.

Course-specific General Education Knowledge Goals and Core Skills.

General Education Knowledge Goals

Goal 1. Communication. Students will communicate effectively in both speech and writing.
Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
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.
Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.
Goal 9. Ethical Reasoning and Action. Students will understand ethical issues and situations.

MCCC Core Skills

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.
Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of study in detail.

Unit I Know Yourself

Learning Objectives

The student will be able to…

- Assess their leaning styles, learning habits, personality types and study habits
- Identify factors that impact success in college. Stress, time management, and motivation will be addressed.
- Create obtainable education goals for the semester
- Use the web to locate and take online assessments
- Operate software to manage files on a flash drive
- Create an electronic journal of Unit 1 outcomes and assessment findings

Unit II Understand and Build Important Relationships

Learning Objectives

The student will be able to…

- Identify the need to build and maintain relationships with other students, faculty and academic advisor
- Locate and utilize support systems on the campus
- Identify student clubs and events for student involvement

- Understand relationships that are detrimental to academic success and apply strategies to avoid them
- Operate software to create a contact list which records key pieces of information about significant relationships they need to maintain
- Create an electronic journal of Unit 2 outcomes

Unit III **Understanding College-level Course Expectations**

Learning Objectives

The student will be able to…

- Demonstrate an understanding of academic skills needed for college-level courses
- Demonstrate an understanding of support skills needed for success, note-taking strategies, organizational skill, study practices, memory strategies and test taking expectations
- Understand the component parts of the course, the syllabus, textbook and class notes
- Apply the personality assessment from unit one to select a major, register for courses and create a schedule for the upcoming semester
- Operate software to upload their course syllabi for all classes they are currently taking
- Operate software to format paper and bibliography in MLA or APA style
- Create an electronic journal of Unit 3 outcomes

Unit IV **Know the College**

Learning Objectives

The student will be able to…

- Locate on their primary campus all pertinent offices for services, tutoring center, library, and registrar, financial aid office, counseling and advising. In addition, they will know where the transfer office and PASS offices are located on the main campus.
- Demonstrate an understanding of where to go to solve problems they are encountering
- Identify important semester deadlines, including registering for courses for the following semester
- Understand their roles and responsibilities within the college environment
- Operate software to create a contact list of services within the college
- Operate software to upload their course schedule for the upcoming semester
- Create an electronic journal of Unit 4 outcomes

Unit V **What is in Your Future**

Learning Objectives

The student will be able to…

- Create a map of future courses needed for graduation, including timeframes
- Apply a knowledge of careers and personality to identify potential career
- Research scholarships, grants and student loan information
- Assess transfer or work options
- Operate software to create a resume and cover letter
- Create an electronic journal of Unit 5 outcomes

Evaluation of student learning: [Describe general guidelines for examinations, required work, course work, assignments, and tests. Explain how assignments evaluate student achievement of course competencies/goals (course-level SLOs). Multiple measures (quizzes, tests, essays, projects, portfolios, practicums, etc.) are recommended.]

Grades determined by the following percentages:

E-portfolio 25%
Service Learning 10%
Unit activities 55% [11% each unit]
Reflection paper 10%

E-portfolio 25%

The e-portfolio will be graded against a rubric and a template will be given to the students to follow.

Service Learning 10%

Students will be expected to volunteer for 3 hours during the semester either on-campus, or in their community with instructor approval, and write a reflection paper which will be graded against a rubric for the 10%. A list of volunteer activities will be provided to the student at the start of the semester, or if they choose, members of the class could brainstorm an additional activity such as a food or clothing drive.

Unit activities 55% [11% each unit]

Each unit will have a specific set of activities that encompass varying learning modalities. Any written assignments will be graded holistically against a rubric given to the students with the assignment. There will be one large assignment given in each unit with some smaller supporting assignments. For unit one, the students will be expected to write academic goals. For unit two, they will undergo a scavenger hunt on campus to gather information. For unit three, they will be given a sample research paper to format. For unit four, they will be given an assignment to calculate GPAs. For unit five, they will write a resume and cover letter. In addition, they will create a budget and do a mock job interview.

Reflection paper 10%

At the end of the semester, students will be expected to write a reflection paper where they will revisit all units covered and determine how they can translate this knowledge to future courses.

Academic Integrity Statement:

Mercer County Community College is committed to academic integrity – the honest, fair and continuing pursuit of knowledge, free from fraud or deception.

- Students should never:
  - Knowingly represent the work of others as their own
  - Knowingly represent previously completed academic work as current
  - Fabricate data to support academic work
  - Use or obtain unauthorized assistance in the execution of any academic work
  - Give fraudulent assistance to other students
  - Unethically use technological means to gain academic advantages

Violators of the above actions will be penalized. For a single violation the faculty member will determine the course of action. This may include, assigning a lower grade on the assignment, lowering the course grade, failing the student, or another penalty that is appropriate to the violation. The student will be reported to the Academic Integrity Committee, who may impose other penalties for a second (or later)

violation. The student has right to a hearing and also to appeal any decisions. These rights are outlined in the student handbook.