



## COURSE OUTLINE

<b>Course Number</b> CSW100	<b>Course Title</b> College Success and Personal Wellness	<b>Credits</b> 2
<b>Hours:</b> lecture/Lab/Other 2/0/0	<b>Co- or Pre-requisite</b> None	<b>Implementation</b> sem/year Fall 2017

### **Catalog description (as it appears in 2014-2015 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?** New

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

- 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:**  
January 2017

**Course coordinator:**  
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### **Information resources:**

Selected open education resources  
MCCC department brochures and pamphlets  
Various library databases already in the collection: ebooks, articles, and journals  
Selected streaming media relevant to the covered topics  
Selected websites relevant to the covered topics

**Other learning resources:** None

### **Course Competencies/Goals:** [CG]

MCCC Course Outline; Approved by the Curriculum Committee 12/6/07

***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) Determine appropriate health and wellness choices for academic 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)

**Course-specific General Education Knowledge Goals and Core Skills.****General Education Knowledge Goals [GE 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 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 [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...***

## Introduction

- Connect with Blackboard (CG 2)
- Use Mercer portal (CG 2)
- Name his/her advisor (CG 2)
- Understand how to read a class schedule (CG 2)
- Understand how to read and use a syllabus (CG 2)

## Administer Student Success Navigator

- Identify obstacles to academic success (CG 2)
- Generate potential solutions for overcoming the obstacles (CG 2)
- Commit to workable and achievable solutions (CG 1)

- Develop a plan of action (CG 1)
- Identify specific study skill needs (CGs 1, 2)
- Identify how he/she learns most effectively (CGs 1, 2)
- Identify and discuss motivation factors (CGs 1, 2)
- Discuss steps to reduce factors interfering with learning (CGs 1, 2)

#### College Resources, Services, and Transfer

- Identify key student and academic service offices (CG 2)
- Discuss MCCC safety brochure and precautions (CG 4)
- Name colleges of interest, if transfer is an immediate goal, and use NJ Transfer (CG 2)

#### Career Planning and Advisement

- Create a career plan (CGs 1, 4, 6, 7)
- Consult with his/her advisor (CGs 1, 2, 3, 6, 7)
- Seek advisement for program and course direction (CGs 1, 2, 3, 6, 7)

## **Unit II Develop Success Skills for College**

### **Learning Objectives**

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

##### 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, 6)
- Understand and discuss how the concentration cycle works (CGs 1, 6)

##### Memorization and Note Taking

- Utilize memorization techniques: Mnemonics, Rule of 7, Association, Categorization (CGs 1, 6)
- Demonstrate various notetaking methods including Cornell, Outline, and Block styles (CGs 1, 6)
- Demonstrate textbook notetaking (CGs 1, 6)

##### Critical Reading

- Scan a reading (CGs 1, 6)
- Apply SQ3R to a reading assignment (CGs 1, 6)
- Take textbook/reading notes (CGs 1, 6)

##### Critical Thinking

- List and define the six core critical thinking skills: interpretation, analysis, inference, evaluation, explanation, self-regulation (CGs 1, 3)

##### Test Taking

- Create visual/audio study guides (CGs 1, 4, 6, 7)
- Review and summarize textbook notes (CGs 1, 4, 6, 7)
- Identify various types of tests (CGs 1, 2, 3, 6, 7)
- Apply test-taking strategies to sample tests (CGs 1, 4, 6, 7)

## **Unit III Develop Personal Skills for Success**

### **Learning Objectives**

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

##### Technology Basics

- Use Google Docs and basic Microsoft Excel tools to type (CGs 1, 4, 6, 7)
- Use PowerPoint basics (CGs 1, 4, 6, 7)

- Use MercerMail to send, receive, and open messages (CGs 1, 4, 6, 7)

#### Financial Literacy

- Create a budget (CGs 1, 4, 6, 7)
- Understand basic financial terminology (CGs 2, 3, 6, 7)
- Create a basic financial plan (CGs 2, 3, 6, 7)

#### Information Literacy

- Name and use at least three search engines (CG 2)
- Identify at least three general subject online databases (CG 2)
- Locate a book and article using library electronic tools (CG 2)

### **Unit IV Foundations of Health Promotion**

#### **Learning Objectives**

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

#### Healthy Living and Stress Management

- Identify and describe the dimensions of health and wellness. (CG 4)
- Explain how stress affects one's life both positively and negatively. (CG 4)
- Give examples of positive coping strategies for stress management.(CG 4)

#### Determinants of Health

- Identify and discuss adverse behavior effects of unhealthy lifestyle choices. (CG 4)

#### Self-Management Skills for Positive Behavior Change

- Discuss and identify the steps of the Trans-theoretical model. (CG 4)
- Formulate strategies and examples for positive self-management skills.(CG 4)
- Prepare steps needed to plan, manage and successfully achieve short and long-term goals. (CG 4)

### **Unit V Fitness Basics**

#### **Learning Objectives**

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

#### Physical Fitness

- Distinguish between muscular strength and muscular endurance and how to properly and safely train for each of them. (CGs 4, 5)
- Calculate heart rate and target heart rate zones that are individual to them. (CGs 4, 5)
- Identify the importance of cardiovascular fitness for good heart health. (CGs 4, 5)
- Describe health related fitness concepts and their importance on leading an active and healthy life. (CGs 4, 5)
- Design a physical fitness program that is tailored to their individual health needs. (CGs 4, 5)

#### Health Benefits of Exercise

- Identify various types of exercises that are important to maintaining a healthy weight and BMI. (CGs 4, 5)
- Indicate and apply the FITT principles to reach optimal fitness for health. (CGs 4, 5)
- Design a fitness program that is tailored to their individual health needs. (CGs 4, 5)

#### Muscle Fitness

- Describe the benefits of good muscular fitness. (CGs 4, 5)
- Distinguish between muscular strength and muscular endurance and how to properly and safely train for each of them. (CGs 4, 5)
- Infer proper safety measures when weight lifting. (CGs 4, 5)
- Evaluate the pros and cons between using free weights and weight machines. (CGs 4, 5)

## **Unit VI Wellness Throughout Life**

### **Learning Objectives**

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

##### Nutrition

- Categorize examples of food into each of the six nutrient categories. (CGs 4, 5)
- 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)

##### Preventing Sexually Transmitted Infections (STIs)

- Compare and contrast bacterial and viral infections and their treatment. (CG 4)
- Evaluate steps and procedures needed to prevent transmission of STIs. (CG 4)
- Describe modes of transmission and symptoms of various STIs. (CG 4)
- Understand potential consequences within sexual health. (CG 4)
- Compare and contrast STIs and their treatment. (CG 4)

##### Use and Abuse of Tobacco and Alcohol

- Distinguish between proper use, misuse, abuse and addiction of tobacco and alcohol. (CG 4)
- Recognize potential health hazards and risks of improper alcohol use. (CG 4)
- Comprehend health risks of tobacco use. (CG 4)
- Design course of action to quit tobacco use. (CG 4)

##### Mental Health and Suicide Prevention

- Identify various types of mental health issues. (CGs 4, 5)
- 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)

## **Unit VII Reflection of Learned Skills for Success**

### **Learning Objectives**

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

- Work in groups to develop course presentations (CGs 1, 2, 4, 6)
- Discuss and summarize skills and awareness they now use for academic success (CGs 1, 2, 4, 6)
- 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 2, 5)

### **Evaluation of student learning:**

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

#### **Foundational knowledge [Competencies: 1, 2, and 5]**

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.

**Application [Competencies 3, 4, 7]**

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 6]**

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.

***Students will use both an open education resource (online) textbook and activity labs where they are 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 health and wellness 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. Employing healthy living principles contributes to student academic success because wellness is an essential part of engagement and retention.

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

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: 10 points
  - Assignments: 50 points
  - Quizzes: 40 points
- Total 100 points
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Grading for the College Success portion of the class will be determined by successfully meeting the following grade requirements:

College Success Grading:

- Attendance and class participation: 14 points
  - In class exercises and homework: 26 points
    - Critical Thinking Summary (5 pts)
    - Career Interest Assessment (5 pts)
    - Class notetaking (6 pts)
    - Text reading annotations (10 pts)
  - Student Transformation Project: 60 points
- Total 100 Points

Final course grades will be determined by combining points from both categories above.

The college's grading guide will be used for calculating final grades:

Grade	Description	Percentage	Quality Points
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

Assessment Samples:

**Written Reflection – Based on the entire course**

The course reflection is a ½ page (12 font, double-spaced) description of what was learned in this course. You may respond to any three topics taken from the list below, or write from a personal view that shows your thoughts on the content of the course and any other comments you have about the course content for future students.

- Something about the course that surprised you
- Something that you wished was covered but was not
- Something about the course that was covered but did not need to be
- Something you learned that worked really well for you
- Something you learned that did not work well for you
- Something that you learned and shared with another student

**Student Transformation Project: 60 Points – For Unit VII Reflection of Learned Skills for Success**

This project is 4 simple steps that together are a process that builds on the skills needed for academic success. The Student Transformation Plan is intended for student use throughout an 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 are outlined below:

### **Step One: Commitment Statement: 10 points**

Your **Commitment Statement** is a 1-page statement of your goals and an evaluation of your readiness to achieve them. See your completed Academic Success Plan for this part and add any new information that strengthens your commitment to succeed, excel, and meet your academic goals.

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

**Identify a challenge** and take steps to address the challenge or **identify a strength** and the steps needed to keep it strong. See your completed Academic Success Plan for this part and add any new information about steps you took over the term of the course to address a challenge or add to your strengths.

### **Step Three: Learn and apply a vital college skill and utilize a college resource. 15 points**

Discuss in a **1-page statement** how you actually: 1) utilized a vital academic college skill **AND** 2) applied a health and wellness skill over the course of this semester.

Some choices from any of the skills learned in the course are: using a skill from the health and wellness portion of the course such as weight loss tips, smoking cessation, improved eating habits, or better use of time; 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; meeting with your advisor or student success coach, attending a college lecture; attending a transfer workshop, completing financial aid or scholarship information, or any other of the skills learned in the course.

### **Step Four: Reflect on your progress: What did you achieve? 20 points**

Summarize what you have achieved as a result of using the tools and resources learned about in this class to share with the entire class in an oral presentation. In groups of no more than 4 people, use PowerPoint (or Prezi, if you have that skill level) to make a class presentation no more than 5 minutes long about the progress you have made towards developing college success skills and health and wellness awareness and skills. Your grade will be determined by your inclusion of the following content in your presentation: how, what, when and where you, and members of your group, have taken course content and used it as a step in fulfilling your commitment to college and academic success. Describe what was new about the use of that skill and what the actual success was that you gained from using or applying this new skill.

The Student Transformation Project is the equivalent of a final project where a student must reflect on **ALL** the course units, both from the success and health and wellness parts of the course. This is the student's opportunity to demonstrate his/her understanding of course topics and give evidence that he/she has used skills and knowledge learned from the course topics to advance his or her understanding of college level expectations for academic success.

### **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



