Syllabus: College Success Seminar

CODE: CSSC-105   **_TITLE:_** College Success Seminar

INSTITUTE: Innovation and Learning Resources **_DEPARTMENT:_** College Success

COURSE DESCRIPTION: This course is designed to promote academic self-efficacy among first-year college students through the identification and applied use of academic tools, skills, and strategies; application of critical thinking and information literacy skills; and the honing of academic and career plans. Students will participate in research, discussion, and reflection on a common theme, learn to adopt and present an evidence-based stance, and preview careers in practice.
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PREREQUISITES: None.   **_COREQUISITES_**: None.

CREDITS: 3.   **_LECTURE HOURS_**: 3.

REQUIRED TEXTBOOKS/MATERIALS: There is no required textbook for this course. Course material will be accessed through the College's Learning Management Software (LMS). Students will be expected to navigate the LMS as well as Brookdale's other online resources.

ADDITIONAL TIME REQUIREMENTS: For information on Brookdale's policy on credit hour requirements and outside class student work refer to [Academic Credit Hour Policy](#).

COURSE LEARNING OUTCOMES:
Students will:
1. **Identify, access, and utilize strategies and resources that promote academic and personal growth and resiliency.**
2. **Develop critical thinking, information literacy, and technological skills.**
3. **Demonstrate interpersonal and leadership skills essential in a diverse, global society.**
4. **Create academic and career plans.**
5. **Reflect on values, goals, decisions, and actions in relation to the impact on self and others.**

GRADING STANDARD:
Below, you will find the weight of each required class activity, the distribution of points for each required class activity, and the number of points necessary to earn each particular grade.

	Weight	**Value Points**
"Quick Check" Quizzes	5%	5
Academic Strategy Toolbox	15%	15

Critical Thinking Project	20%	20
Academic Plan	20%	20
Reflective Journal	20%	20
Attendance and Participation	20%	20

Grade	Total Points
A	91-100
A-	90
B+	85-89
B	81-84
B-	80
C+	75-79
C	70-74
D	65-69
F	0-64

Assignments and Assessments

- "Quick check" quizzes are intended to assess your understanding of course content on academic skills, self-management, planning and decision-making, and the use of institution-specific and statewide tools and resources. They may be administered online or during class. Quizzes account for 5% of your final grade.

- Academic Strategy Toolbox: The toolbox is a student-curated collection of preferred success strategies (such as time management, study strategies, note-taking techniques, etc.) that are covered in the class or found through independent research. The Academic Strategy Toolbox accounts for 15% of your final grade.

- Critical Thinking Project: You will take a stance on a theme or issue discussed in class, provide research supporting their stance, and present or advocate for your stance using an instructor-approved medium (such as a video, advocacy poster, essay, etc.). The Critical Thinking Project accounts for 20% of your final grade.

- Academic Plan: You will utilize Brookdale's planning tools and resources to craft an individual written or graphic academic plan to include next steps into a career pathway. The Academic Plan accounts for 20% of your final grade.

- Reflective Journal: You will complete a weekly journal reflecting on your experiences both in and outside of the course. Recommended journal prompts will be provided. At the end of the semester, you will be asked

to write a final journal entry that asks you to consider your growth during the semester and the impact of the course material on your worldview, skills development, etc.

Attendance and Participation

Each student is expected to attend class and actively participate in class discussion. Arriving late or leaving class any class session early is equal to a partial absence and a deduction of points for that class. Attendance and participation account for 20% of the final grade for the course. While an unexcused absence may not be made up, students are responsible for the content and assignments covered during the missed class. Be proactive in communicating with your instructor.

COURSE CONTENT:

Unit 1 (Weeks 1-2) Primary course learning outcome(s) to be addressed: CLO 5. Reflect on values, goals, decisions, and actions in relation to the impact on self and others.	**Topics:** • Introductions and syllabus review • Mindset and locus of control • Importance of self-reflection and life-long learning (Reflective Journal assignment introduced) • Support networks
Unit 2 (Weeks 3-8) Primary course learning outcome(s) to be addressed: CLO 1. Identify, access, and utilize strategies and resources that promote academic and personal growth and resiliency. CLO 2. Develop critical thinking, information literacy, and technological skills.	**Topics:** • Balancing responsibilities: Value-based time management, developing a plan for completing course assignments (Academic Strategy Toolbox assignment introduced) • Navigating the college classroom, engaging in academic communication/conversation, and asking the "right" questions • Introduction of course theme (Critical Thinking Project assignment introduced) • Introduction to critical thinking • Value & nature of information and where it comes from • Where do opinions come from (psychological 'scripts,' stereotypes, etc.), evaluating information and forming a research-based opinion (moving from popular resources to scholarly sources) *Library visit recommended • How memory works and note-taking • How learning happens and study strategies • Academic integrity: the why and how of citations

	• Demonstrating mastery: why we write and approaching writing assignments, presentations, and exams • Student presentation of Critical Thinking Projects and submission of Academic Strategy Toolboxes
Unit 3 (Weeks 9-12) Primary course learning outcome(s) to be addressed: CLO 2. Develop critical thinking, information literacy, and technological skills. CLO 4. Create academic and career plans. CLO 5. Reflect on values, goals, decisions, and actions in relation to the impact on self and others	**Topics:** • What is a worldview, how it shapes how we think about and solve problems, and how it relates to an academic/career path (Academic Plan assignment introduced) • Decision-making (from a process perspective) • Goal-setting • Accessing and understanding career information • Approaches to career exploration (i.e. assessments, informational interviews) *Career & Leadership Development visit recommended • Using Brookdale's planning tools *Counseling/Advising visit recommended • Transferable skills & core professional competencies • Why do we take gen eds.? And the value and history of liberal arts education in the US from a global perspective • So…what happens after I graduate (transfer, certs, CEUs, etc.), basic financial literacy (NJCAN Financial Reality Check) • Submission of Academic Plan assignment
Unit 4 (Weeks 13-15) Primary course learning outcome(s) to be addressed: CLO 5. Reflect on values, goals, decisions, and actions in relation to self and others CLO 3. Develop interpersonal and leadership skills essential in a diverse, global society.	**Topics:** • Resilience and managing change • Self-discipline and commitment • Introduction to emotional intelligence • Approaching group projects (5R method) • Forms of leadership and personal integrity • Where do we go from here? • Submission of Reflective Journal assignment

DEPARTMENT POLICIES:

Please refer to the **BCC STUDENT HANDBOOK AND BCC CATALOG**.

NOTIFICATION FOR STUDENTS WITH DISABILITIES:
Brookdale Community College offers reasonable accommodations and/or services to persons with disabilities. Students with disabilities who wish to self-identify must contact the Disabilities Services Office at 732-224-2730 (voice) or 732-842-4211 (TTY) to provide appropriate documentation of the disability, and request specific accommodations or services. If a student qualifies, reasonable accommodations and/or services, which are appropriate for the college level and are recommended in the documentation, can be approved.

The syllabus is intended to give student guidance in what may be covered during the semester and will be followed as closely as possible. However, the faculty member reserves the right to modify, supplement, and make changes as the need arises.