

ESSEX COUNTY COLLEGE
Business Division
CSS-101–College Success Seminar
Course Outline

Course Number & Name: CSS-101 College Success Seminar

Credit Hours: 3.0 **Contact Hours:** 3.0 **Lecture:** 3.0 **Lab:** N/A **Other:** N/A

Prerequisites: **Instructor Information:** See Addendum "A" Attached

Co-requisites: None **Concurrent Courses:** None

Course Outline Revision Date: Summer II 2021

Required E-Textbook: *CONNECT MASTER 2.0 STUDENT SUCCESS/Core Concepts Note Book*
Published by McGraw-Hill Education, ISBN # 978-1-259-13953-6/MHID 1-259-13953-0
THE COST OF THE TEXTBOOK IS INCLUDED IN YOUR PAID FEES. YOU DO NOT NEED TO PURCHASE ANYTHING. YOU WILL RECEIVE THE E-BOOK WHEN YOU REGISTER WITH MCGRAW HILL.

McGraw-Hill’s Connect is a web-based assignment and assessment solution required for this course. Connect is designed to assist you with your coursework based on your needs. As outlined in this syllabus, Connect assignments and testing will make up 60% of your overall course grade.

IT IS MANDATORY THAT EVERY STUDENT IS REGISTERED ON CONNECT FOR THE DURATION OF THE COURSE.

Course Description: This course prepares students for their first-year experience of college life by offering critical information and continuous support. Students will be able to learn the necessary tools for college achievement leading up to future career success. In this course, students will also understand how their academics connect with their future careers through career exploration.

Course Goals: Upon successful completion of this course, students should be able to do the following:

1. Explore factors that influence academic success of college freshman
2. Discuss college standards and available college resources including the difference between traditional vs. online education.
3. Identify short- and long-term academic and personal goals.
4. Develop the necessary skills to achieve academic and career excellence.

Measurable Course Performance Objectives (MPOs): Upon successful completion of this course, students should specifically be able to do the following:

- 1. Explore factors that influence academic success of college first year students.**
 - 1.1 Identify and explain academic traits, mindsets, and new challenges.

- 1.2 Describe a personal mission statement and the steps to achieve it.
- 1.3 Describe the advantages and the responsibilities of attending college.

2. Discuss the college standards and available college resources including the difference between traditional vs. online education.

- 2.1 Discuss the course syllabus and its requirements.
- 2.2 Utilize academic technologies (Moodle, WebServices, ECC email, and publishers' platforms).
- 2.3 Utilize the College's student support services (counselors, library, tutoring, The Learning Center, etc).
- 2.4 Apply knowledge of online and traditional methods of education.

3. Identify short- and long-term academic and personal goals.

- 3.1 Discuss the components of SMART goals and relate them to individual goals.
- 3.2 Link personal and academic goals to long-term career goals.
- 3.3 Identify and plan next semester's coursework as shown on the curriculum guide.

4. Develop the necessary skills to achieve academic and career success.

- 4.1 Apply critical thinking, analytical and interpretive skills and learning styles.
- 4.2 Explain set priorities based on daily and weekly tasks (assignments, quizzes, tests, exams)
- 4.3 Discuss culture and diversity in a global environment.

Methods of Instruction: Instruction will consist of a combination of lectures, class discussions, group work, individual study and a visit to the Library.

Course Requirements: All students are required to:

- Maintain regular attendance and punctuality.
- Complete assigned homework or projects in a timely manner.
- Take part in class discussions and work with student teams on in-class exercises.
- Take two tests, and a final exam, as scheduled.
- Attend the library and other scheduled presentations, supplementing classroom instruction.

Grading

- **Semester – Planner** **10%**
 An evaluation of the semester planner will show evidence of the achievement of one of the course objectives related to time management skills.
- **McGraw Hill Connect** **20%**
 A perusal of homework problems and evaluation of in-class exercises will provide evidence of the extent to which students have achieved course objectives.
- **2 - Tests** (dates specified by the instructor) 20%each. **40%**
 Tests will show evidence of the extent to which students meet course objectives, including but not limited to, identifying and explaining course concepts.
- **1 - Final Exam** **30%**
See Addendum B
 The comprehensive final exam will be in PowerPoint presentation, which will show evidence of the extent to which students recall, recognize and apply the course content and achieve all course objectives.
- TOTAL** **100%**

Evaluation Categories	
GRADABLE ITEM	% (Points)
Semester Planner	15% = 100 points
McGraw Hill Connect	15% = 200 points
2 – Tests @ 20% each test	40% = 400 points
Final Examination (See Addendum B)	30% = 300 points
TOTAL	100% = 1000 points
Grading Scale	
90-100	A
85-89	B+
80-84	B
75-79	C+
70-74	C
60-69	D
59 and below	F

Please note the following items that pertain to grading in this course:

- Completing assigned reading and homework in a timely manner and contributing to class discussions will greatly enhance your chance of success in this course.
- There are NO MAKE-UP TESTS or EXAMS! Make-up exam and test are permitted on a pre-arranged and or an emergencies basis ONLY!
- In determining final course grades, consideration will be given to class attendance, punctuality, assignment completion and participation. Excessive absences or lateness usually negatively affects student understanding of the material and, therefore, performance in this course.
- Incomplete grades will only be given to students with a 'C' average or better who are unable to take the final exam. You must contact the instructor immediately and in advance and give a valid explanation of why you were unable to take the final.

Academic Integrity:

Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College. Academic dishonesty includes, but is not limited to, the following:

- Plagiarism – the failure to acknowledge another writer's words or ideas or to give proper credit to sources of information.
- Cheating – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment.
- Interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
- Fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions. Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from the College, and even expulsion from the College.

Student Code of Conduct:

All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time for all class meetings. Active use of cell phones or similar electronic devices is NOT permitted in class. Please refer to the Essex County College student

handbook, titled “Lifeline”, for more specific information about the College’s Code of Conduct and attendance requirements.

Class Expectations:

Some of the expectations that you, the students, may have of me, the Instructor, and some of the expectations that I, the instructor, will have of you, the students, in this class are given below.

You may expect of me to:

- Arrive to class on time and be prepared.
- Provide clear instruction.
- Respect you as individuals and encourage you to work hard.
- Grade each test/exam fairly on the quality of your completed test/exam and not on the amount of time and effort you spent preparing for the test/exam.
- Return graded tests and homework in a timely manner.

I will expect you to:

- Concentrate exclusively on this course during class hours.
- Do not receive or make phone calls or send text messages during class time.
All cell phones and other electronic devices (iPods, MP3s, etc.) must be **PUT ON VIBRATE and AWAY** before beginning of the class.
- Arrive to class on time. Late students are responsible for all missed material. Come to see the instructor during office hours if you have an extenuating circumstance causing late arrival to class.
- Come to class prepared. Reviewing notes from the previous class, reading appropriate sections of the textbook, and completing homework will enormously increase your understanding of the course concepts.
- Call or email me if you are sick or unable to attend class, especially when a test or exam is scheduled

Disability Support Services

Essex County College welcomes students with disabilities into all of the college’s educational programs. It is the policy and practice of Essex County College to promote inclusive learning environments. If you have a documented disability, you may be eligible for reasonable accommodations in compliance with college policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law against Discrimination. Please note, students are not permitted to negotiate accommodations directly with Professors, Academic Chairpersons, and Deans. To request accommodations or assistance, please self-identify with the Office of Differently-abled Support Services. The office is located at the Student Development and Counseling Department at the Main Campus in Room 4122I, and on Tuesdays at West Essex Campus’ Advisement Center. Contact us by telephone at 973-877-3071 or by email at disability@essex.edu.

Netiquette

Class Room and Netiquette Guidelines: . Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community. Netiquette is a set of rules for behaving properly online. The following tips will enhance the learning experience for everyone in the course:

- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as 😊 or / can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone's ability to read, write, or speak.
- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable

Course Outline- 6 weeks

Class Schedule	Day One	Day Two
Week 1	<p>Lecture: In detail, instructor will review the course syllabus</p> <p>Chapter 14: Preparing for an Online Course</p> <p>Chapter 1: Introduction to Higher Education</p> <p>Know your Campus</p> <p>And</p> <p>Student Support Services</p>	<p>Introduction to:</p> <ul style="list-style-type: none"> • Moodle room / Zoom • ECC Web services • ECC On-line Resources • Introduction to ECC student E-Mail <p>Using McGraw Hill Connect:</p> <ul style="list-style-type: none"> • Introduction to Connect Master • Students take The McGraw Hill course pre-assessment <p>Students check e-mails</p> <p>Computer Lab assignments:</p> <p>In Connect Students complete assignments in Chapters 14 & 1</p> <p>In Moodle rooms student complete the discussion question</p>
Week 2	<p>Lecture:</p> <p>Chapter 2: Managing Your Time</p> <p>Chapter 3: Goal Setting</p> <p>Chapter 4: Self-Assessment</p> <p>Chapter 5: Note Taking</p>	<p>Students check e-mails</p> <p>Computer Lab assignments:</p> <p>In Connect Students complete assignments in Chapters 2,3,4, & 5</p>
Week 3	<p>Library Visit:</p> <ul style="list-style-type: none"> • Presentation from The ECC College Librarian <p>Learn how to research The Dr. Martin Luther King Library data base</p> <p>Review for Test #1</p> <p>Test # 1 Covers:</p> <ul style="list-style-type: none"> • Chapters 14 • Chapters 1-5 <p>The lecture on "Know Your Campus , Student Support Services and The MLK Library</p> <p>Lecture;</p> <p>Chapter 6: Memory and Test Taking</p>	<p>Students check e-mails</p> <p>Take Test # 1</p> <p>In Moodle rooms student complete the discussion question</p> <p>In Connect Students complete assignments in Chapter 6</p>
Week 4	<p>Lecture:</p>	<p>Students check e-mails</p> <p>Computer Lab assignments:</p>

	<p>Chapter 7: Reading Effectively</p> <p>Chapter 8: Writing & Public Speaking</p> <p>Chapter 9: Critical Thinking</p> <p>Chapter 10: Money Management</p>	<p>In Connect Students complete assignments in Chapters 7,8,9, &, 10</p>
Week 5	<p>Lecture:</p> <p>Chapter 11: Communications, Groups, & Diversity</p> <p>Chapter 12: Academic Planning</p> <p>Chapter 13: Career Planning</p> <p>Review for Test # 2</p> <p>Test # 2 Covers Chapters 6,7,8,9,10,11,12 & 13</p>	<p>Students check e-mails</p> <p>Computer Lab assignments:</p> <p>In Connect Students complete assignments in Chapters 11,12 & 13</p>
Week 6	<p>Students take Test # 2</p> <p>*Student Power Point Presentations*</p>	<p>*Student Power Point Presentations*</p> <p>Computer Lab assignments</p> <ul style="list-style-type: none"> • Student check emails • In-Moodle rooms, students take The McGraw Hill course post-assessment

- **See Addendum A-Instructor Information. To be completed by student**
- **See Addendum B-Final Exam-Power Point Presentation**
- **See Addendum C-Grade Point Average**

Addendum-A

Essex County College

College Success Seminar(CSS-101)

Instructor Information – Summer II 2021

Instructor: _____

Office: _____

Office Phone: _____

Office E-mail: _____

Office Hours: _____

Section _____

Classroom: _____

Class Meeting Times: _____

- **Note primary means of communication with Professor is through Moodle Messaging**

ADDENDUM B

ESSEX COUNTY COLLEGE

College Success Seminar(CSS-101)

FINAL EXAM – POWERPOINT PRESENTATION

Instructor: _____

Location: _____

Office Location: _____

Office Hours: _____

By Appointment: _____

YOU WILL COMPLETE A POWERPOINT PRESENTATION AND DO AN ORAL PRESENTATION TO THE CLASS. THE PRESENTATION SHOULD BE NO MORE THAN 7 MINUTES – DON'T BORE US – KEEP US ENGAGED.

Your PowerPoint will be graded on content; knowledge of the success concepts; originality; eye contact; elocution; mechanics; organization; and should be visually pleasing –graphics, music and even video enhance your presentation. Please review the rubric, before you begin your assignment.

- 1. TELL US ABOUT YOURSELF AND ONE THING THAT MAKES YOU UNIQUE**
- 2. IDENTIFY THE THREE TOP THINGS YOU LEARNED IN FYE 097 FOR EACH CONCEPT**
 - A. EXPLAIN THE CONCEPT
 - B. WHY IS IT IMPORTANT
 - C. C.TELL HOW IT RELATES TO YOU
- 3. EXPLAIN HOW YOU WILL USE THIS INFORMATION NEXT SEMESTER TO ENSURE YOUR ACADEMIC SUCCESS**
- 4. WOW/ IMPRESS US/ ME WITH A SURPRISE**

ADDENDUM C

ESSEX COUNTY COLLEGE

GRADE POINT AVERAGE

Academic achievement during a semester or term is measured by a student's grade point average (GPA). The measure of academic achievement for all work completed is referred to as the Cumulative Grade Point Average (CGPA).

A semester GPA is determined in the following way:

1. Allowing 4 points for an A, 3.5 points for a B+, 3 points for a B, 2.5 points for C+, 2 points for a C, 1 point for a D, and 0 point for an F, multiply the number of points equivalent to the letter grade received in each course by the number of semester hours for the course, thus arriving at the grade points earned for each course.
2. Add the grade points earned in each course to obtain the sum of grade points for the semester's work.
3. Divide the total grade points by the total number of semester hours attempted. The result is the grade point average.

The following example illustrates the GPA of a student with grades in five courses.

Course	Grade	Semester Hours	Point Equivalents	Grade Points	
Biology	B	4	X	3.0	12.0
Math	C	3	x	2.0	6.0
English	C+	3	x	2.5	7.5
Sociology	C	3	x	2.0	6.0
Business	B	3	x	3.0	9.0
		16			40.5

40.5 (total grade points) divided by 16 (semester hours attempted) = 2.53 GPA

The CGPA is calculated in the same way as the semester GPA except that all attempted semester hours are taken into account. The student's CGPA will include only those courses taken at Essex County College.

