SSD 101 Student Success – An On-Line Course

All learning activities will be completed on-line via Campus Cruiser. You will be able to complete all of the learning tasks at any time of the day as long as you meet all the deadlines. You will need to log into the course at least 5 days per week but logging in once a day is preferable.

Note: This is a 7 week course that ends on October 28th

Text: Student Success in College: Doing What Works! by Christine Harrington

If you need accommodations due to a disability, contact Disability Services in Edison Hall Room 100, 732.906.2546.

To foster a productive learning environment, the College requires that all students adhere to the Code of Student Conduct which is published in the college catalog and website.

Hi, my name is Dr. Christine Harrington and I am very excited to be your professor this semester. Throughout this course you will be gaining the skills and confidence needed to be successful in college and beyond. I want you to be successful- please come to see me or contact me electronically as needed! My office is in RH 108 and my drop-in office hours are Mondays from 9:00 a.m. – 11:00 a.m. and Thursdays from 1:00 p.m. – 2:00 p.m. We can schedule a different day and time if needed. The best way to reach me is through our course. When logged into the course in Campus Cruiser, go to My Journal (tab is on the left). This is private communication between you and me. If your question is general in nature, then please use the Question Message Board so others can benefit from our conversation. You can also e-mail me at charrington@middlesexcc.edu

Believing in your ability to perform well, the course requirements will be academically and personally challenging yet accomplishable. It is my expectation that you will grow as a learner this semester via increased knowledge and the ability to think critically, applying and integrating information learned. It is also my hope that you will experience success now and in the future. You can expect this semester to be filled with lively on-line discussions, activities, and challenging assignments. It is important for you to know that support is available to you. Even though you are taking an on-line course, you can still access additional on-campus support through peer tutoring (JLC), Counseling and Career Services (ED 100), and the library. Forming on-line study groups is also a wonderful way to expand your academic support system.
A Note about On-Line Learning

We are in this on-line learning journey together! On-line learning can be quite different than learning that takes place in a traditional classroom setting. Successful students are self-disciplined, motivated, and active. In order to learn the content areas of the course and achieve the learning outcomes, you will need to carefully read the textbook and additional reading assignments, actively participate in on-line discussions, view the narrated Author Lectures, and complete all learning activities and assignments. The only difference between the on-line and traditional class versions of Student Success is the learning method. We will rely heavily on our on-line conversations to master the material and concepts. Both versions of the course have the same learning expectations (also known as learning outcomes) and require significant time and effort to achieve these expectations. As in all learning, academic integrity is essential.

Academic Integrity Policy: All Students are Expected to Engage in Academically Honest Work

Academic dishonesty is any attempt by the student to gain academic advantage through dishonest means, to submit, as his or her own, work which has not been done by him/her or to give improper aid to another student in the completion of an assignment. Such dishonesty would include, but is not limited to: submitting as his/her own a project, paper, report, test, or speech copied from, partially copied, or paraphrased from the work of another (whether the source is printed, under copyright, or in manuscript form). Credit must be given for words quoted or paraphrased. The rules apply to any academic dishonesty, whether the work is graded or ungraded, group or individual, written or oral. Engaging in academically dishonest acts can result in a failing grade on the assignment, failing course grade and/or an official code of conduct charge being filed.

Learning Outcomes:
Upon successful completion of the program or course, you will be able to

1. Discuss and apply study skills and student success research to daily practices as a college student.
2. Identify and critically evaluate information related to success in college.
3. Develop personally meaningful oral, visual, and written summaries of student success concepts.
4. Identify and engage in productive and ethical student behaviors.
5. Demonstrate effective interpersonal skills in groups and connections outside of the classroom.

Course Content Areas:

Getting to Know Middlesex County College:

Campus Website, College Catalog, Resources (Professors, Tutors, Counselors, Academic Advisors, Library, Student Activities), College Policies, Curriculum and Degree Structure, Getting Involved
Personal Student Success Factors:


Academic Student Success Factors:

Academic Integrity, Study Strategies, Memory Skills, Note-Taking Strategies, Identifying and Evaluating Information, Writing Papers, Test Taking Behaviors and Strategies, Presentation Skills

COURSE REQUIREMENTS:

**Participation – 15%**

- Class participation in essential in all classes and on-line classes are no exception! You will be expected to participate in weekly on-line discussions. You will need to engage with the material, other students and with me as your professor. Please note that Message Board conversations are not individual assignments, they are conversations. For each message board, you will need to write an initial response, read all the responses and comment on at least 2 responses provided by others. Specific information about the topics is in Campus Cruiser.

**Quizzes- 15%**

- Throughout the semester, you will complete several quizzes on the textbook material and other related concepts and materials. Quizzes will be completed on-line via My Assessments. Your lowest quiz grade will be dropped 😊

**Final Exam- 20%**

- At the end of the semester, you will have an opportunity to demonstrate your knowledge of student success concepts via a cumulative final exam. It will consist of multiple choice and short answer questions. You will take this exam on-line via Campus Cruiser.

**Personal Portfolio Assignments -50%**

Part 1: Academic Journey and Plan 10%- 2-3 pages

- Think back to all of your educational experiences prior to college. Describe your journey as a student. Address both in and out of the classroom experiences. What went well? Describe at least 3 successful experiences. What challenges did you encounter? How did you cope with these challenges?
• Why are you going to college and why did you decide to come to Middlesex County College? Identify an academic goal (refer to Chapter 3) and talk about why it is effective.
• Describe your college experience so far. How would your professors describe you?
• How do you plan to accomplish your academic goal? Be specific!

Part 2: Academic Integrity (10%, handout)
• Review the campus policies on academic integrity, plagiarism, cheating, and code of student conduct.
• Create a handout for the class on why academic integrity is important to you and provide specific information (definition, consequences) on plagiarism, cheating, or code of conduct (choose one topic).

Part 3: Zooming in on the Research Worksheet (10%; 1-2 pages)
• Complete a Zooming in on the Research Worksheet for a research article in the textbook.

• From what you have learned in class and from reading the book, identify and provide a detailed description of what you believe to be the 3 most important study/student success strategies.
• Evaluate whether you are using these strategies to your full advantage. Be specific—What are you doing well? What improvements are still needed?
• Create a study action plan for the rest of the semester and the next one.

Part 5: Presentation (10%, Formal Power Point Presentation)
• Use PSYCHINFO or Academic Search Premiere to identify a research study on student success (ex. Study strategies that work, managing stress well, the role of friendships, importance of sleep, etc.). When choosing an article, think about the “take home value”. In other words, will the finding be interesting to your classmates and will they be able to take actions based on the information you share? You will need to submit your article on the Finding an Article Message Board. Librarians and I will help you with article selection through this message board. Please note- your article will need to be “approved” by me.
• Create a Power Point presentation that describes the study, emphasizing the main finding from the research and how you and your classmates can use this information.
Extra Credit Opportunities (2% each)

There are 3 opportunities to earn extra credit points:

1. Submit a copy of your notes from class lectures and activities, and from reading the chapters. You will need to scan and submit your notes or drop them off to my office.
2. Visit at least two campus resources (Library, Academic Advising, Counseling and Career Services, Tutoring, Learning Center, Professor, etc.) and talk with a professional about the services offered. Describe how you can use these resources to reach your goals.
3. Attend at least 3 campus events (presentations, club events, plays, etc.). Describe the events and your reactions (i.e. Was it a valuable experience? Why or why not?).

FINAL GRADES:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Your Grades</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>15%</td>
<td>__________</td>
</tr>
<tr>
<td>Personal Portfolio</td>
<td>50%</td>
<td>__________</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
<td>__________</td>
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<tr>
<td>Participation- Class and Message Boards</td>
<td>15%</td>
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<tr>
<td>Extra Credit Opportunities</td>
<td>up to 6%</td>
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<tr>
<td><strong>Total Points:</strong></td>
<td>100%</td>
<td>__________</td>
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A = 93 -100%
A- = 90 – 92%
B+ = 87 - 89%
B  = 83 – 86%
B- = 80 - 82%
C+ = 77 – 79%
C  = 70 – 76 %
D  = 65 – 69%
F = 64% or below
# Course Outline: All dates are subject to change

Note: All Message Board Conversations, Assignments, and Quizzes/Exams are due at 11 p.m.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Activity</th>
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<tbody>
<tr>
<td>9/4- 9/9</td>
<td>Course Introduction</td>
</tr>
<tr>
<td></td>
<td>Chapter 1 Getting Started: Knowing Your College and Its Resources – Read Chapter and View Author Lecture</td>
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<tr>
<td></td>
<td>Message Boards Due: (Initial Response Due 9/9; Follow up Responses Due 9/11)</td>
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<td></td>
<td>• Getting to Know Each Other</td>
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<td>• Getting Familiar with the Textbook</td>
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<td>Syllabus Quiz Due 9/9</td>
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<td>9/10 – 9/16</td>
<td>Part 1 Due: Academic Journey and Plan Due 9/13</td>
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<tr>
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<td>Message Boards Due: (Initial Response Due 9/16; Follow up Responses Due 9/18)</td>
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<td></td>
<td>• Campus Resources Scavenger Hunt</td>
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<td>• Getting Involved</td>
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<td>• Value of Student Success Course</td>
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<tr>
<td>9/17 – 9/23</td>
<td>Part 2 Due: Academic Integrity Due 9/20</td>
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<tr>
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<td>Quiz: Chapter 1 Due 9/21</td>
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<td></td>
<td>Quiz: Scholarly Sources Due 9/21</td>
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<td></td>
<td>Chapter 2: Knowing Yourself: A Focus on your Strengths and Motivation – Read Chapter and View Author Lecture</td>
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<tr>
<td></td>
<td>Message Board Due: (Initial Response Due 9/23; Follow up Responses Due 9/25)</td>
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<td></td>
<td>• Motivation and College</td>
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9/24 – 9/30

**Quiz: Chapter 2 Due 9/26**
Chapter 3: Setting Effective Goals and Making the Most of your Time – Read Chapter and View Author Lecture

**Part 3 Due: Zooming in on the Research Worksheet Due 9/28**

**Message Boards Due: (Initial Response Due 9/30; Follow up Response Due 10/2)**
- Goals and Time Management
- Time and Your College Schedule

10/1 – 10/7

**Quiz: Chapter 3 Due 10/3**
Chapter 4: Making Good Decisions: A Focus on Academic, Financial, Career, and Stress Management Decisions- Read Chapter and View Author Lecture

**Message Boards Due: (Initial Response Due 10/7; Follow up Response Due 10/9)**
- Facebook and Employment
- College Decisions (Counseling)
- Choosing an Article for the Presentation (Librarian)

10/8 – 10/14

**Quiz: Chapter 4 Due 10/10**
Registration Preparation, (Chapter 1- campus publications and policies, curriculum requirements; View Advising Video)

Chapter 6: Skills You Need: Study Strategies, Memory, and Note-taking - Read Chapter and View Author Lecture

**Part 4 Due 10/12: Doing What Works: Applying Student Success Research to Your Daily Practices**

**Message Boards Due: (Initial Response 10/14; Follow up Response 10/16)**
- Registration Questions: Ask an Advisor
• Mnemonics and Memory
• Note-taking and On-Line Discussions

10/15 – 10/21

Quiz: Chapter 6 Due 10/17

Chapter 5: Academic Resilience- Read Chapter and View Author Lecture
Chapter 7: It’s Show Time: Tests, Papers, and Presentations- Read Chapter and View Author Lecture

Message Boards Due: (Initial Response 10/21; Follow up Response 10/23)
• Academic Resilience
• Making Professional Connections
• Test-Taking
• Evaluating Websites
• Creating Powerful Visual Aids

10/21 – 10/28

Quiz: Chapter 5 Due 10/24
Quiz: Chapter 7 Due 10/24
Part 5 Presentation Due 10/25
Final Exam Due 10/28
GRADING RUBRICS

<table>
<thead>
<tr>
<th>Participation - Message Board Postings Rubric 15%</th>
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<tbody>
<tr>
<td><strong>You can earn this grade:</strong></td>
</tr>
<tr>
<td>&quot;A&quot; Message Board Work (90-100%):</td>
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<tr>
<td>&quot;B&quot; Message Board Work (80-89%):</td>
</tr>
<tr>
<td>&quot;C&quot; Message Board Work (70-79%):</td>
</tr>
<tr>
<td>&quot;D&quot; and &quot;F&quot; Message Board Work:</td>
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</table>

**Message Board Tips and Etiquette:**
- Be prepared before you participate- read the textbook, etc. and other responses before you add your own.
- This is a conversation- there is no need to repeat what has already been said. Instead, add another example, ask a question, or make a new connection. React and respond to your classmates. We’re all in this together!
- While this is a conversation, you should write as you would for any college level assignment, proofreading what you post. Campus Cruiser does have a spellcheck available in the posting box, and you can edit your response after it has been posted if you notice a typo or error after you post.
# Personal Portfolio

## Part 1: Academic Journey and Plan 10% - 2-3 pages

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
</table>
| A     | Well written 2-3 page paper- grammatically correct, good organization, free of spelling errors.  
|       | Completely answered all questions:  
|       | ✓ Described K-12 educational experiences in the classroom  
|       | ✓ Described K-12 educational experiences outside of the classroom  
|       | ✓ Described at least 3 successful educational experiences- providing details  
|       | ✓ Described challenges encountered and specific information about how you handled these challenging situations  
|       | ✓ Reason for attending college and why you chose Middlesex County College  
|       | ✓ Academic goal and why it is an effective goal (using terminology from Chapter 3)  
|       | ✓ Overview of college experiences so far  
|       | ✓ Description of how your professors would describe you  
|       | ✓ Plan to accomplish the academic goal you specified (detailed information about the steps you will take) |
| B     | Well written 2-3 page paper- grammatically correct and good organization, no more than a few spelling or grammar errors  
|       | Answered all questions (bulleted above) with general responses; not a lot of details provided |
| C     | Generally well organized, some spelling and grammar errors  
|       | Answered most questions (bulleted above) with general responses; not a lot of details provided |
| D/F   | Writing not well organized, many spelling and grammar errors  
|       | Did not answer most questions (bulleted above); minimal or no details provided |
### Part 2: Academic Integrity (10%, handout)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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</table>
| **“A” Work (90-100%)** | - Grammatically correct, good organization, free of spelling errors  
- Visually appealing handout - effective use of images, charts, and other visual tools to organize information  
- Included information on the following:  
  ✓ **Importance of academic integrity** - several ideas presented  
  ✓ **Comprehensive definition of topic selected**  
  ✓ **Consequences of not upholding academic integrity** |
| **“B” Work (80-89%)** | - Grammatically correct, good organization, no more than a few spelling or grammar errors  
- Visually appealing handout - some images, charts or other tools were used to organize information  
- Included information listed above - information was general in nature; not a lot of details provided |
| **“C” Work (70-79%)** | - Generally well organized, some spelling and grammar errors  
- Minimal use of visual tools such as images and charts  
- Provided general information about topic - missing some information; not a lot of details provided |
| **“D” or “F” Work (0-69%)** | - Many spelling and grammar errors  
- Minimal or no use of visual tools such as images or charts  
- Did not provide comprehensive information on topic selected; few details if any provided |
### Part 3: Zooming in on the Research Worksheet

(10%; 1-2 page Zooming in on the Research Worksheet)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>&quot;A&quot; Work</strong> (90-100%):</td>
<td>Well written Zooming in on the Research Worksheet - grammatically correct, good organization, free of spelling errors, cited source appropriately. Completely answered all questions:</td>
</tr>
<tr>
<td></td>
<td>• Zooming in on the Research Worksheet for Dickinson and O’Connell (1990) research study (in Chapter 6)</td>
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<td>▶ Introduction - Clear explanation of purpose of study and what question researchers were seeking an answer to</td>
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<td></td>
<td>▶ Method - overview of how study was conducted; description of participants and what participants had to do</td>
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<tr>
<td></td>
<td>▶ Results - answer to research question; clear explanation of the key findings</td>
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<td></td>
<td>▶ Discussion - description of value of study and how students can use this information to their advantage</td>
</tr>
<tr>
<td><strong>&quot;B&quot; Work</strong> (80-89%):</td>
<td>Well written Zooming in on the Research Worksheet - grammatically correct, good organization, no more than a few spelling or grammar errors</td>
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<tr>
<td></td>
<td>• Addressed all areas above with general responses; not a lot of details provided</td>
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<tr>
<td><strong>&quot;C&quot; Work</strong> (70-79%):</td>
<td>Generally well organized, some spelling and grammar errors</td>
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<td>• Answered most questions (bulleted above) with general responses; not a lot of details provided</td>
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<tr>
<td><strong>&quot;D&quot; or &quot;F&quot; Work</strong> (0-69%):</td>
<td>Writing not well organized, many spelling and grammar errors</td>
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<tr>
<td></td>
<td>• Did not answer most questions (bulleted above);</td>
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<td></td>
<td>• Missed key research findings;</td>
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<td>• Minimal or no details provided</td>
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### Part 4: Doing What Works: Applying Student Success Research to Your Daily Practices

(10%; 1-2 pages)

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<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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| "A" Work (90-100%): | Well written 1-2 page paper on study techniques - grammatically correct, good organization, free of spelling errors, cited source appropriately. Three most important study/student success strategies:
  - Detailed description of 3 different study/student success strategies and why you believe they are important.
  - Whether or not you are fully taking advantage of each study strategy you identified - description of what is working and what improvements are needed.
  - Detailed study plan for the remainder of this semester and next semester (specific strategies identified - details provided).

| "B" Work (80-89%) | Well written 1-2 page paper on study techniques - grammatically correct, good organization, no more than a few spelling or grammar errors. Addressed all areas above with general responses; some details provided. |
| "C" Work (70-79%) | Generally well organized, some spelling and grammar errors. Answered most questions (bulleted above) with general responses; not a lot of details provided. |
| "D" or “F” Work (0-69%) | Writing not well organized, many spelling and grammar errors. Did not answer most questions (bulleted above); Minimal or no details provided. |
### Part 5: Presentation: Working Together and Using Information (10%, Power Point Presentation)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Requirements</th>
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</table>
| **A** Work (90-100%): | - Article chosen is connected to student success and has research findings that will be useful to classmates  
- Well organized Power Point presentation - grammatically correct, free of spelling errors, cited source appropriately  
- Visually appealing slides - minimal use of words, effective use of Smart Art or other visual tools such as images or charts organize information  
- Completely addressed all of the following:  
  ✓ **Introduction** - Clear explanation of purpose of study and what question researchers were seeking an answer to  
  ✓ **Method** - overview of how study was conducted; description of participants and what participants had to do  
  ✓ **Results** - answer to research question; clear explanation and emphasis on key findings  
  ✓ **Discussion** - description of value of study and how students can use this information to their advantage |
| **B** Work (80-89%): | ✓ Well organized Power Point slides, - no more than a few spelling or grammar errors  
✓ Visually appealing slides - some images, charts or other tools were used to organize information  
✓ Included information listed above - information was general in nature; not a lot of details provided |
| **C** Work (70-79%): | ✓ Generally well organized, some spelling and grammar errors  
✓ Minimal use of visual tools such as images and charts  
✓ Provided general information about research study - missing some information; not a lot of details provided |
| **D** or “F” Work (0-69%): | ✓ Many spelling and grammar errors  
✓ Minimal or no use of visual tools such as images or charts  
✓ Did not provide comprehensive information on research study selected; few details if any provided |