



SSD 101 Student Success

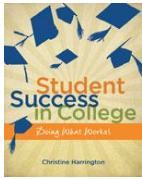
Dr. Christine Harrington

e-mail charrington@middlesexcc.edu (preferred communication)

Office Hours (Raritan Hall 108; 732-548-6000 X 3838)- Please come and see me!

Drop In: Mondays 9:00 – 11:00 a.m.; Thursdays 1:00 -2:00 p.m.

By Appointment: Mondays 3:30 -4:30 p.m.; Thursdays 3:00- 4:00 p.m.



Text: Harrington, C. (2013). [Student Success in College: Doing What Works!](#)

1st edition. Wadsworth, Cengage Learning. ISBN-10: 1111342660 ISBN-13: 9781111342661

*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.*

Welcome! I am very excited about the opportunity to work with you this semester. Believing in your ability to perform well, the course requirements will be academically and personally challenging yet accomplishable. It is my hope that you will experience success now and in the future. You can expect this semester to be filled with lively discussions, activities, and challenging assignments. It is important for you to know that support is available to you. To assist you in meeting with success, I am available via office hours, e-mail, and phone- please reach out to me and let me know how your semester is going! You can also access additional support through peer tutoring (JLC), Counseling and Career Services (ED 100), and the library. Forming in-person and on-line study groups are also wonderful ways to expand your academic support system.

Learning Outcomes:

Upon successful completion of this 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:

Setting Goals, Motivation, Power of a Positive Mindset, Effective Decision Making, Self-Efficacy, Relationships, Career Exploration, Balancing Work and School, Stress Management, Time Management, Professional and Ethical Behavior

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:

Note: Details about Assignments and Grading Rubrics are at the end of this document.

Participation – 5%

You will need to participate in class discussions and activities and on the campus cruiser message board. Participation is particularly important in a student success class and involves much more than being present. Check out pages 180-181 for tips on being an active participant.

Message Board Conversations:

- Getting Familiar with the Text
 - Textbooks are learning resources. Preview the entire textbook and identify at least one content area and one feature that will be helpful to you this semester. Explain why. Ask at least 2 classmates a question about the content or features they identified.
- Time Management
 - Think about and track how you spend your time. Create a visual image of how you spend your time (could use clip art in a word document or Power Point slide or a graph such as pie chart). Attach the visual image to your post. Is your use of time consistent with your academic goal? If not, what action steps can you take? What “time traps” do you see as common for this class?
- Work and Student Success
 - How does working impact college performance? What is your reaction to the research conducted by Kulm and Cramer (2006)? Describe your personal experiences with working and discuss whether or not you believe it has impacted your college experience. As you read the

posts, ask your classmates questions about their experiences and plans and identify themes that emerge.

- Test-taking skills
 - What research based strategies do you use when preparing for and taking tests? Include at least one quote (cite source- see page 222 for guidance) from the book to support the strategies you use. Comment on the strategies used by your classmates.

Quizzes- 15%

- Throughout the semester, you will complete several quizzes on the textbook material and other concepts discussed in class. Quizzes may be done during class or you may be asked to complete them on-line.

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.

Personal Portfolio Assignments -60%

This personal portfolio is a combination of written assignments, informal group work in class and a formal group presentation.

Part 1: Academic Journey and Plan (10%- written assignment 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: Campus Resources and Getting Involved (10%, informal presentation to class with handout)

- 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.
- 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?).

Part 3: Academic Integrity (10%, informal group presentation with handout)

- Work in a small group and 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 your group members and provide specific information (definition, consequences) on plagiarism, cheating, or code of conduct (choose one topic). Be prepared to verbally share the information with your classmates through a brief, informal presentation that includes a quiz question or two for your classmates.

Part 4: Doing What Works: Applying Student Success Research to Your Daily Practices (10%; 3 pages written assignment)

- Complete a Zooming in on the Research Worksheet for the Dickinson and O’Connell (1990) article that is in Chapter 6.
- From what you have learned in class and from reading the book, identify and describe what you believe to be the 3 most important study strategies. Evaluate whether you are using these strategies to your full advantage. Be specific. Create a study action plan for the rest of the semester.

Part 5: Presentation: Working Together and Using Information (20%, Formal Group Presentation)

- Work together in a small group 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 (which needs to be approved by me), think about the “take home value”. In other words, will the finding/result be interesting to your classmates and will they be able to take actions based on the information you share?
- 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 Opportunity: Note-taking (up to 2%)

Submit a copy of your notes from class lectures and activities, and from reading the chapters.








FINAL GRADES:

Quizzes	15%
Personal Portfolio	60%
Final Exam	20%
Participation- Class and Message Boards	5%
<i>Extra Credit Opportunities</i>	<i>up to 2%</i>
Total Points:	100%

Your Grades:

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

<u>Date</u>	<u>Topic/Activity</u>
1/23	Course Introduction Chapter 1 Getting Started: Knowing Your College and Its Resources (How to use this textbook) Chapter 3: Setting Effective Goals and Making the Most of your Time (goals)
1/30	Chapter 1 Getting Started: Knowing Your College and Its Resources continued (campus resources/getting involved, academic integrity, scholarly sources, value of student success course- review of Howard & Jones (2000) research)  Part 1 Due: Academic Journey and Plan Due  Message Board Due: Getting Familiar with the Text
2/6	Chapter 2: Knowing Yourself: A Focus on your Strengths and Motivation (personality- Conard (2006) research; motivation)  Chapter 1 Quiz  Part 3 Due: Academic Integrity
2/13	Chapter 3: Setting Effective Goals and Making the Most of your Time (time management)  Chapter 2 Quiz
2/20	College Closed- President's Day
2/27	Chapter 4: Making Good Decisions: A Focus on Academic, Financial, Career, and Stress Management Decisions (academic and work)  Chapter 3 Quiz  Message Board Due: Time Management
3/5	Chapter 4: Making Good Decisions: A Focus on Academic, Financial, Career, and Stress Management Decisions continued (career and stress management)

3/12

College Closed

3/19

Registration Preparation, (Chapter 1- campus publications and policies, curriculum requirements)



Chapter 4 Quiz



Message Board Due: Work and Student Success

3/26

Registration

4/2

Chapter 5: Academic Resilience



Part 2 Due: Campus Resources and Getting Involved

4/9

Chapter 6: Skills You Need: Study Strategies, Memory, and Note-taking (study strategies and memory skills)



Chapter 5 Quiz

4/16

Chapter 6: Skills You Need: Study Strategies, Memory, and Note-taking (note-taking)



Part 4 Due: Doing What Works: Applying Student Success Research to Your Daily Practices

4/23

Chapter 7: It's Show Time: Tests, Papers, and Presentations (presentations and papers)



Chapter 6 Quiz

4/30

Chapter 7: It's Show Time: Tests, Papers, and (test taking)



Chapter 1 Quiz



Message Board Due: Test-taking

5/7



Presentations- Part 5 Due



Final Exam

GRADING RUBRICS

Participation - Message Board Postings Rubric 5% of your grade

<i>You can earn this grade:</i>	<i>If your posts meet these requirements:</i>
"A" Message Board Work (90-100%):	<ol style="list-style-type: none">1. Posted on time and in time for others to read & respond;2. Thoughtful, comprehensive (answered all parts of the question) responses with specific references to concepts from the book and other outside resources (citations included)3. Responded to and engaged with at least 2 classmates (asking and answering questions, highlighted themes, adding to conversation)
"B" Message Board Work (80 -89%):	<ol style="list-style-type: none">1. Posted on time and in time for others to read & respond;2. Thoughtful responses with some general references to concepts from the book and other outside resources3. Responded to and engaged with at least 1 classmate (asking and answering questions, highlighted themes, adding to conversation)
"C" Message Board Work (70-79%):	<ol style="list-style-type: none">1. Posted on time & in time for others to read & respond;2. General, opinion based responses that were not connected to concepts from book or other outside resources3. Minimal ("I agree" with no rationale about why) or no interaction with peers
"D" and "F" Message Board Work:	<ol style="list-style-type: none">1. Did not contribute to conversation or posted after due date.2. Contributions very vague, general and brief; did not add new ideas to the conversation;3. No reference to concepts from book or other outside resources

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

"A" Work (90-100%):	<ul style="list-style-type: none">• Well written 2-3 page paper- grammatically correct, good organization, free of spelling errors.• Completely answered all questions:<ul style="list-style-type: none">✓ 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" Work (80-89%)	<ul style="list-style-type: none">• 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" Work (70-79%)	<ul style="list-style-type: none">• 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%)	<ul style="list-style-type: none">• Writing not well organized, many spelling and grammar errors• Did not answer most questions (bulleted above); minimal or no details provided

Part 2: Campus Resources and Getting Involved (10%, 2-3 pages)

"A" Work (90-100%):	<p>Well written 2-3 page paper- grammatically correct, good organization, free of spelling errors</p> <p>Included information on the following:</p> <ul style="list-style-type: none">• Two different resources on campus<ul style="list-style-type: none">✓ Detailed description of all the services they offer✓ How to access the services (location, hours, ways to get help)✓ Specific ways that the services can help students achieve their goals• Three campus events<ul style="list-style-type: none">✓ Detailed description of each campus event you attended (day/time/location, overview of event)✓ Your review/reaction to each one- detailed explanation of whether or not you found it valuable and why/why not
"B" Work (80-89%)	<ul style="list-style-type: none">• Well written 2-3 page paper- grammatically correct and good organization, no more than a few spelling or grammar errors• Provided most of the information listed above- responses were general in nature; not a lot of details provided
"C" Work (70-79%)	<ul style="list-style-type: none">• Generally well organized, some spelling and grammar errors• Provided most of the information above- missing some information about services or events; not a lot of details provided
"D" or "F" Work (0- 69%)	<ul style="list-style-type: none">• Writing not well organized, many spelling and grammar errors• Did not provide information on all five (resources/events); minimal or no details provided

Part 3: Academic Integrity (10%, handout)

"A" Work (90-100%):	<ul style="list-style-type: none">• 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:<ul style="list-style-type: none">✓ Importance of academic integrity- several ideas presented✓ Comprehensive definition of topic selected✓ Consequences of not upholding academic integrity
"B" Work (80-89%)	<ul style="list-style-type: none">• 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%)	<ul style="list-style-type: none">• 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%)	<ul style="list-style-type: none">• 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 4: Doing What Works: Applying Student Success Research to Your Daily Practices

(10%; 1-2 page Zooming in on the Research Worksheet *and* 1-2 page paper on Study Techniques)

"A" Work (90-100%):	<p>Well written Zooming in on the Research Worksheet and 1-2 page paper on study techniques- grammatically correct, good organization, free of spelling errors, cited source appropriately</p> <p>Completely answered all questions:</p> <ul style="list-style-type: none">• <u>Zooming in on the Research Worksheet for Dickinson and O'Connell (1990) research study (in Chapter 6)</u><ul style="list-style-type: none">✓ 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 of the key findings✓ Discussion- description of value of study and how students can use this information to their advantage• <u>Three most important study strategies</u><ul style="list-style-type: none">✓ Detailed description of 3 different study strategies and why you believe they are important✓ Whether or not you are fully taking advantage of each study strategy you identified✓ Detailed study plan (specific strategies identified)
"B" Work (80-89%)	<ul style="list-style-type: none">• Well written Zooming in on the Research Worksheet and 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; not a lot of details provided
"C" Work (70-79%)	<ul style="list-style-type: none">• 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%)	<ul style="list-style-type: none">• Writing not well organized, many spelling and grammar errors• Did not answer most questions (bulleted above);• Missed key research findings;• Minimal or no details provided

Part 5: Presentation: Working Together and Using Information (20%, Formal Power Point Presentation)

"A" Work (90-100%):	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ✓ 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%)	<ul style="list-style-type: none"> ✓ 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%)	<ul style="list-style-type: none"> ✓ 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%)	<ul style="list-style-type: none"> ✓ 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