DESCRIPTION OF COURSE: The First Year Experience Seminar provides students with an introduction to the College. It emphasizes skills and resources necessary to be successful in their personal, academic and career-related pursuits. The course includes an orientation to College resources, policies, and processes.

EQUIPMENT AND MATERIAL REQUIRED: Computer access, textbook, notebook

TEXTBOOK, MANUALS, AND REFERENCES:
*Columbus State Community College Handbook*

LEARNING OUTCOMES:

1. Students will gain college knowledge by demonstrating familiarity with the services/resources and policies/procedures of Columbus State Community College.
2. Students will gain self knowledge through discovery of their learning styles and ability to set, articulate, and revise their academic and career goals.
3. Students will learn effective studentship skills including time management, study skills, test-taking strategies, note-taking skills, memory strategies and critical reading and thinking. Students will utilize time and money management strategies to accomplish their short and long-term goals.
4. Students will analyze their communication styles based on their personality types and practice effective communication techniques which can be used to improve personal and professional relationships.

GENERAL EDUCATION GOALS: Columbus State Community College’s General Education Outcomes are an integral part of the curriculum and central to the mission of the College. The faculty at Columbus State Community College has determined that these outcomes include the following competencies:

1. Critical Thinking
   - Finding, questioning, analyzing, and evaluating education and career information;
   - Practicing critical reading and writing skills.

2. Effective Communication
   - Writing regularly in a journal;
   - Speaking clearly and effectively during class discussions;
   - Listening actively with understanding by participating in class discussions;
   - Demonstrating reading comprehension of the assigned readings.

3. Community and Civic Responsibility
   - Working with different types of students one might encounter in a college setting;
   - Discussing the traditions, cultures, and lifestyles of others;
   - Collaborating and interacting effectively with others.
4. **Quantitative Literacy**
   - Understanding how to calculate a grade point average

5. **Scientific and Technological Effectiveness**
   - Accessing and using campus on-line resources, including CougarWeb, DARS and Blackboard;
   - Accessing and using external on-line resources, such as u.Select, for transfer planning.

6. **Information Literacy**
   - Planning the course of study to facilitate next steps for continued education and/or career opportunities;
   - Applying the skills learned in this course within and beyond the college setting.

**GENERAL INSTRUCTIONAL METHODS:** Lecture, workshops, handouts, overheads, discussion, group work, projects, assessments, surveys and online materials

**ASSESSMENT:** Columbus State Community College is committed to assessment (measurement) of student achievement of academic outcomes. This process addresses the issues of what you need to learn in your program of study and if you are learning what you need to learn. The assessment program at Columbus State has four specific and interrelated purposes: (1) to improve student academic achievements; (2) to improve teaching strategies; (3) to document successes and identify opportunities for program improvement; (4) to provide evidence for institutional effectiveness. In class you are assessed and graded on your achievement of the outcomes for this course. You may also be required to participate in broader assessment activities.

<table>
<thead>
<tr>
<th>EVALUATION:</th>
<th>GRADING SCALE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework/Classwork/Journals</td>
<td>90-100 = A</td>
</tr>
<tr>
<td>Campus Resources Project</td>
<td>80-89 = B</td>
</tr>
<tr>
<td>Career Development Project</td>
<td>70-79 = C</td>
</tr>
<tr>
<td>Academic Planning Project</td>
<td>65-69 = D</td>
</tr>
<tr>
<td>Total</td>
<td>0-64 = E</td>
</tr>
</tbody>
</table>

**MAJOR ASSIGNMENTS:**

*ENTER due dates per instructor preference/ course calendar*

**Homework/ Classwork/ Journals:** Students are expected to come to class prepared. This includes reading all assigned pages before each class period, responding to assigned Journal prompts and Critical Thinking Exercises (within textbook), and completing coursework assigned during class periods.

**Campus Resources Project:** Students will prepare a three page paper in which they will select three major barriers facing them as they begin college. Students will outline the campus resources that they intend to utilize to receive assistance in overcoming these barriers, and how these resources will benefit them through services available. **Grade = _____/ 20**

**Career Development Project:** Students will prepare a 3-5 page paper outlining vision, values, mission, and career goals, as well as career assessment results. Project must include the following components:
Career Development Plan worksheet (found on Blackboard), Requirement Sheet corresponding with program of study. **Grade = _____/20**

**Academic Planning Project:** Students will submit a comprehensive Academic Planning Project on their program of study. Project must include the following components: Planned Courses sheet (found on Blackboard) for next two semesters, DARS degree audit, Advising Appointment Prep sheet (found on Blackboard). **Grade = _____/20**

**ATTENDANCE POLICY:** Attendance is required in this course and will be factored into final grade.

**STUDENT CODE OF CONDUCT:** As an enrolled student at Columbus State Community College, you have agreed to abide by the Student Code of Conduct as outlined in the Student Handbook. You should familiarize yourself with the student code. The Columbus State Community College expects you to exhibit high standards of academic integrity, respect and responsibility. Any confirmed incidence of misconduct, including plagiarism and other forms of cheating, will be treated seriously and in accordance with College Policy and Procedure.

**ADA POLICY:** It is Columbus State policy to provide reasonable accommodations to students with documented disabilities. If you would like to request such accommodations because of physical, mental or learning disability, please contact the Department of Disability Services, 101 Eibling Hall, 614.287.2570 (V/TTY). Delaware Campus students may also contact an advisor in the Student Services Center, first floor Moeller Hall, 740.203.8000 – Ask for Delaware Campus advising, or www.csc.edu/delaware, for assistance.

**WEATHER CONDITIONS:** In the event of severe weather or other emergencies which could force the college to close or to cancel classes, such information will be broadcast on radio stations and television stations. Students who reside in areas which fall under a Level III emergency should not attempt to drive to the college even if the college remains open. Assignments due on a day the college is closed will be due the next scheduled class period. If an examination is scheduled for a day the campus is closed, the examination will be given on the next class day. If a laboratory is scheduled on the day the campus is closed, it will be made up at the next scheduled laboratory class. If necessary, laboratory make-up may be held on a Saturday.

Students who miss a class because of weather-related problems with the class is held as scheduled are responsible for reading and other assignments as indicated in the syllabus. If a laboratory or examination is missed, contact your instructor as soon as possible to determine how to make up the missed exam or lab. Remember! It is the student’s responsibility to keep up with reading and other assignments when a scheduled class does not meet, whatever the reason. In the event the college is forced to close during Final Examination Week, exams scheduled for the first missed date will be rescheduled.

**FINANCIAL AID ATTENDANCE REPORTING:** Columbus State is required by federal law to verify the enrollment of students who participate in Federal Title IV student aid programs and/or who receive educational benefits through the Department of Veteran’s Affairs. It is the responsibility of the College to identify students who do not commence attendance or who stop attendance in any course for which they are registered and paid. Non-attendance is reported quarterly by each instructor, and results in a student being administratively withdrawn from the class section. Please contact the Financial Aid Office for information regarding the impact of course withdrawals on financial aid eligibility.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Objectives</th>
<th>Assigned After Lesson</th>
</tr>
</thead>
</table>
| 1    | Intro to Course | • Display familiarity with college websites including Cougarweb, Blackboard, and email.  
• Understand how to find Columbus State resources and services online. | READ: Student Handbook pgs. 16, 50-52, 89, Ellis 198-200  
COMPLETE: Journal 8 (pg. 5), Critical Thinking 7 (pg. 50), Critical Thinking 8 (pg. 56) |
| 2    | Goal Setting, Time Management, Stress Management, Coping with Barriers | • Understand how to set effective and achievable goals.  
• Learn how to successfully manage stress and plan correctly.  
• Learn strategies to successfully manage stress.  
• Recognize what a barrier is and understand how to cope with them. | READ: Student Handbook  
COMPLETE: Goal Roadmap worksheet, Time Management worksheet |
| 3    | College Resources and Handbook | • Become familiar with the structure and content of Columbus State’s Student Handbook.  
• Learn about college resources available to students at Columbus State. | READ: Ellis p. 15 and 143  
*Begin College Resources Project |
| 4    | Social Responsibility and Community Expectations | • Understand where to locate the Student Code of Conduct  
• Recognize actions that break the Code of Conduct  
• Understand and acknowledge what plagiarism is and how to avoid it.  
• Become aware of Student Rights and Responsibilities. | READ: Ellis 114-130, 134-150  
COMPLETE: Journal 12 (p. 115), 14, 15 (135), 16 (145). Critical Thinking 16 (126), 18 (147) |
| 5    | Study Strategies, Test-Taking, Note-Taking | • Experiment with various note-taking formats.  
• Identify and use the note-taking process of observing, recording, and reviewing.  
• Create mind maps and other review tools.  
• Learn strategies to make study time more productive and effective.  
• Employ strategies for effectively preparing for and taking tests.  
• Identify test anxiety and develop coping strategies. | COMPLETE: “Let’s Get Rolling” career assessment. |
| 6    | Career Development | • Articulate a personal vision and mission statement.  
• Ascertain their personal values.  
• Identify skills and interests.  
• Identify central priorities and goals.  
• Discover resources for career exploration. | *Begin Career Action Plan Project |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Learning Activities</th>
<th>Reading/Completion Notes</th>
</tr>
</thead>
</table>
| 7    | Advising, Academic Planning, DARS/u.Select| - Demonstrate understanding on how to use u.Select.  
- Be able to locate and comprehend a DARS degree audit  
- Apply DARS to determine future plan of study | *Begin Academic Plan of Study Project                                                     |
| 8    | Advising, Academic Planning and Financial Aid/ GPA | - Understand how Financial Aid is applied and used.  
- Understand differences between grants, loans, and scholarships.  
- Show proficiency in GPA calculations. | READ: Ellis 76-90, 94-110  
COMPLETE: Journal 10 (pg. 77), 11 (p. 95), Critical Thinking 13 (p. 88), 14 (101), GPA problem sheet |
| 9    | Memory and Critical Reading               | - Use memory strategies to improve in the areas of reading, note-taking, and test-taking.  
- Engage material as to learn actively.  
- Apply muscle reading techniques to improve comprehension.  
- Explore strategies for reading. | READ: Ellis p. 30-38  
COMPLETE: Journal 6 (p. 36), Critical Thinking 5 (p. 31) |
| 10   | Learning Styles and Distance Learning     | - Develop self-awareness through discovery of learning styles.  
- Understand benefits and challenges of distance learning course options.  
- Assess level of preparedness for distance learning options through completion of the READI Assessment | READ: Ellis p. 103-104  
COMPLETE: READI Assessment (Distance Learning Readiness) |
| 11   | Library Services                          | - Become familiar with Library Services website.  
- Understand OhioLink and how it can be utilized.  
- Understand how to use the Library Catalog  
- Learn how to use the Research Database. | READ: Ellis p. 154-169 and p. 174-189  
COMPLETE: Journal 18 (p. 168), Critical Thinking 20 (165) |
| 12   | Critical Thinking and Communication       | - Understand what critical thinking is and why it is an important skill to develop while in college.  
- Apply the decision-making process to a current challenge.  
- Become aware of differences in communication styles.  
COMPETE: Ellis Chapter 7 quiz (p. 171), Ellis Chapter 8 quiz (p. 191) |
| 13   | Collaboration and Diversity               | - Discuss the benefits and challenges of working in groups.  
- Understand why collaboration is a key component of the college experience.  
- Identify strategies for working in groups effectively. | READ: Review Ellis p. 48-70  
COMPLETE: Journal 9 (p. 68) |
| 14 | **Financial Literacy and Money Management** | • Identify personal financial challenges.  
     • Set goals for improving short- and long-term money management skills.  
     • Understand the importance of establishing good credit. | **READ:** Ellis p. 194-207  
**COMPLETE:** Financial Management Plan (p. 65), Journal 21 (p. 195) |
| 15 | **Healthy Life Choices/ Course Wrap-Up** | • Be able to describe why healthy life choices can promote or deter success in college.  
     • Identify current personal challenges related to health.  
     • Set goals for improving overall health.  
     • Assess current dependence on drugs or alcohol and learn about resources for assistance with addiction.  
     • Set realistic “Next Steps” to continue towards academic and personal goals. |