



MASTER COURSE OUTLINE

Prepared By: Dave Hammond

Date:

COURSE TITLE

College Success Skills

GENERAL COURSE INFORMATION

Dept.: CSS

Course Num: 100

(Formerly:)

CIP Code: 37.0104

Intent Code: 13

Program Code:

Credits: 3

Total Contact Hrs Per Qtr.: 55

Lecture Hrs: 55

Lab Hrs: 0

Other Hrs:

Distribution Designation: (GE) General Elective

COURSE DESCRIPTION (as it will appear in the catalog)

CSS 100 helps students become more effective learners and achieve their goals at Big Bend. National studies show that students who take courses like CSS 100 are more likely to stay in college and graduate than students who do not. CSS 100 teaches students skills that research has identified as essential to college success. CSS 100 adds to or builds on the skills students already have as students debate the purpose of college, practice reading and studying techniques, engage in critical thinking, and explore the many resources Big Bend offers to help them succeed.

PREREQUISITES

None

TEXTBOOK GUIDELINES

Text or texts deemed appropriate by instructor in consultation with the department chair.

COURSE LEARNING OUTCOMES

Upon successful completion of the course, students should be able to demonstrate the following knowledge or skills:

1. Use higher order problem-solving and critical thinking skills to explain why they are at Big Bend, to identify a degree, program, or certificate goal at Big Bend, and to write a plan of classes, Big Bend resources, and schedule to achieve that goal.
2. Identify, define, and practice critical reading, critical writing, and study skills needed to achieve their goal at Big Bend.
3. Identify, analyze, and practice using college and community resources to achieve their goals.
4. Identify and practice ways to apply the skills they develop in CSS 100 to other college classes.

INSTITUTIONAL OUTCOMES

None

COURSE CONTENT OUTLINE

First 5 Weeks:

- How do I Get My "A"

- Emergency Exit Plan
- Counselors Connection
- Peer Mentors
- Services On Campus
- Net-Working –BBCC E-mail, Campus E-Alert, Canvas SALT, ASB
- Mapping
- Cornell Notes
- Short/Long Range Goal- (Why Are You Here)
- Career Search
- Two Year Programs at BBCC
- Four Year Universities Comparison
- Student Kiosk
- Degree Audit
- Loans 101-FAFSA Information
- Study Skills Check List
- Types of Procrastination –How to change the behavior
- Time Management
- Cheat Sheet “Study Sheet”-Professional Term
- How to Use the Library
- Reading for Information
- How to form a Study Group
- How to Register for Classes
- How to Build a Degree Program
- Scholarships BBCC Foundation-Peer Statement-Academic Resume
- Service Learning if there is TIME

Second 5 Weeks

- Emotional –IQ- The Four Components –(3S+1R)
- Dr. Baron’s Model of Emotional-(GAS-II)
- Dr. Gardens 8 Multiple Intelligence Styles
- Stanford Marshmallow TEST-Instant Self Gratification
- How to Handle Stress –Top Ten Stressors
- What Is My Personality Style-Which Career Pathway Matches Best
- Behavior Styles- How do I interact with others –(CAPS)
- What’s my Strongest Learning Style-VARK
- Learning Styles Inventory
- Critical Thinking (OIC)
- What are “Soft Skills”
- Who Am I-Where Am I Going and How Do I Get There- (Educational Plan)
- How to write a Reflection Paper

DEPARTMENTAL GUIDELINES *(Optional)*

DIVISION CHAIR APPROVAL

DATE