

**Northern Marianas College**  
**CURRICULUM ACTION REQUEST**

**Effective Semester / Session:** Fall and Spring sessions

**Type of Action:**

- New
- Modification
- Move to Inactive (Stop Out)
- Cancellation

**Course Alpha and Number:** BE 111

**Course Title:** College Success

**Reason for initiating, revising, or canceling:**

This course is being modified to meet the need for applying constructive criticism from students regarding the relevancy of this course. This three-credit course will improve the students' abilities to be successful in college and throughout adult life. This course will also help students succeed in their developmental math courses.

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Thomas D. Sharts



7/24/13

Proposer

Date

Thomas D. Sharts

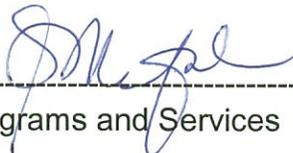


7/24/13

Department Chair

Date

Barbara K. Merfalen



7.29.13

Dean of Academic Programs and Services

Date

# Northern Marianas College Course Guide

Course: BE 111 College Success

## 1. Department

Social Sciences and Fine Arts

## 2. Purpose

The purpose of this course is to assist students in making a successful transition to college life and adult life beyond college as a result of becoming knowledgeable through exposure to four key instructional areas associated with academic and adult life success. First, the course will assist with helping students' identify/create an *individual student success life plan*. Second, students will then be educated regarding *the process of navigating the college experience* which entails learning all about campus and local community resources available to help students succeed in college and adult life. Third, this course will focus upon teaching students *classroom behavioral strategies* such as learning how to learn certain subjects, how to study, how to apply critical thinking skills, etc. in order to help students realize learning success inside and outside the classroom. Fourth, this course will focus upon those behavioral processes students should implement in order to realize and maintain *personal well-being* in five areas of being such as: spirituality, physicality, social relationships, psychological being and vocational actualization. Ideally, each of the four key instructional curriculum areas should be focused upon in 4 week intervals while individual student success plan should thematically be addressed all throughout the course in harmonious conjunction with the other three instructional areas.

The target population for this course consists of NMC students who need to take or are taking any developmental math course, and other NMC students who would benefit from the information covered in this course.

## 3. Description

### A. Required/Recommended Textbook(s) and Related Materials

Required: Kanar, Carol. *The Confident Student*. 6<sup>th</sup> ed. Boston: Houghton Mifflin Company, 2008.  
Readability level: Grade 7.7

Required Related Materials: (a) Two copies of the "Learning and Study Strategies Inventory" (LASSI). (b) The Kuder career assessments: The "Kuder Career Search with Person Match", "Kuder Skills Assessment", and "Super's Work Values Inventory".

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### B. Contact Hours

1. **Lecture:** 3 hours per week / 45 per semester
2. **Lab:**
3. **Other:**

### C. Credits

1. **Number:** 3
2. **Type:** Regular degree credits

### D. Catalog Course Description

The purpose of this course is to assist students in making a successful transition to college life and adult life beyond college as a result of becoming knowledgeable through exposure to four key instructional areas associated with academic and adult life success. First, the course will assist with helping students' identify/create an *individual student success life plan*. Second, students will then be educated regarding *the process of navigating the college experience* which entails learning all about campus and local community resources available to help students succeed in college and adult life. Third, this course will focus upon teaching students *classroom behavioral strategies* such as learning how to learn certain subjects, how to acquire certain skills such as academic listening comprehension, how to study, how to apply critical thinking skills, etc. in order to help students realize learning success inside and outside the classroom. Fourth, this course will focus upon those behavioral processes students should implement in order to realize and maintain personal well-being in five areas of being such as: spirituality, physicality, social relationships, psychological being and vocational actualization.

This course replaces BE 110 College Life Skills. English Placement Level: EN 083/084. Math Placement Level: None. (Offered Fall and Spring)

### E. Degree or Certificate Requirements Met by Course

This course is a required core-course for students pursuing the any degree program at Northern Marianas College. This course is a prerequisite or concurrent enrollment course for all developmental math courses: MA 087, MA 089, and MA 091.

### F. Course Activities and Design

Course activities include helping students develop a life plan for success, lectures, group discussions and team activities, homework assignments, viewing and discussing relevant videotapes, weekly self-appraisal exercises (skills, attitudes, strengths, limitations, progress in

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course), visits by NMC instructors and other specialists, skills practice and reinforcement in other content courses, quizzes, exams, etc. Also, the students take the "Learning and Study Strategies Inventory" (LASSI) at the beginning and end of the semester. The students also take the three Kuder career assessments during the semester.

#### 4. **Course Prerequisite(s); Concurrent Course Enrollment; Required English/Mathematics Placement Level(s)**

Prerequisite(s): None

English Placement Level: EN 083/084

Math Placement Level: None

#### 5. **Estimated Cost of Course; Instructional Resources Needed**

Cost to the Student: Tuition for a 3-credit course, cost of the textbook, and cost of two copies of LASSI.

Cost to the College: Instructor's salary.

Instructional resources needed for this course include computers and software, overhead projector, TV/VCR, videotaped programs, library books, photocopy machine, photocopy paper, chalk, and chalkboard.

#### 6. **Method of Evaluation**

Students' grades will be based on the regular letter grade system as described below:

A: Excellent – grade points: 4.0;

B: Above average – grade points: 3.0;

C: Average – grade points: 2.0;

D: Below average – grade points: 1.0;

F: Failure – grade points: 0.0.

NMC's grading and attendance policies will be followed.

#### 7. **Course Outline**

This is a topical outline and does not necessarily indicate the sequence in which the material will be presented.

##### 1.0 Developing an Individual Plan of Success

1.1 Identify self-actualization goals

1.2 Identify natural abilities

1.3 Identify spiritual, physical, social, psychological and vocational states of being, weaknesses strengths and goals.

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- 2.0 Setting Goals
  - 2.1 Define your values
  - 2.2 Differentiate between long-term and short-term goals
  - 2.3 Set reachable goals
  - 2.4 Write your action plan
  
- 3.0 Experience LASSI Survey
  - 3.1 Identify academic strengths and weaknesses
  - 3.2 Formulate an action for improving academic weaknesses.
  
- 4.0 Experience Kuder Career Assessment
  - 4.1 Experience Kuder Career Assessment to identify vocational strengths and career goals.
  - 4.2 Create a resume
  - 4.3 Learn how to compose a cover letter
  
- 5.0 Motivating Yourself to Learn
  - 5.1 Assess your strengths and weaknesses
  - 5.2 Discover and use your learning style
    - 5.2.1 Visual, auditory, and tactile/kinesthetic learning styles
    - 5.2.2 Your body's reactions
    - 5.2.3 Your preferred learning environment
    - 5.2.4 Your level of motivation
    - 5.2.5 Your locus of control: Internal or external
  - 5.3 Adapt to others' styles
  - 5.4 Develop critical thinking and learning strategies
  
- 6.0 Navigating the College Experience
  - 6.1 Examine the college catalog regarding: Degree program and courses offered; how grade point average is determined; withdrawal and other college registration policies
  - 6.2 Tour counseling and student support services
  - 6.3 Examine samples of individualized degree plans (IDP); choosing a major
  - 6.4 Visit computer lab
  
- 7.0 Library Skills
  - 7.1 Using the library for research
    - 7.1.1 Writing resources: Dictionary, thesaurus, spelling dictionary, and writing style guides
    - 7.1.2 Olympio T. Borja Library, Pacific Collections, and CNMI Archives
    - 7.1.3 General and specialized encyclopedias

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- 7.2 Information literacy
- 7.3 Recognizing and avoiding plagiarism
  
- 8.0 Discover Community Resources
  - 8.1 Identify local community resources regarding education, work and health maintenance, etc.
  
- 9.0 Classroom Behavioral Strategies for Academic Success
  - 9.1 Identify behavioral traits of confidence
  - 9.2 Choose success and plan for it
  - 9.3 Form an academic support group
  - 9.4 Be an active learner
  - 9.5 Keep yourself informed regarding classroom assignments
  - 9.6 Ask questions with confidence
  
- 10.0 Thinking Critically and Creatively
  - 10.1 Examine assumptions
  - 10.2 Predict outcomes
  - 10.3 Make inferences
  - 10.4 Evaluate information and sources
    - 10.4.1 Reliability
    - 10.4.2 Objectivity
    - 10.4.3 Usefulness
    - 10.4.4 Think through decisions and problems
    - 10.4.5 Apply the COPE strategy: Challenge (the problem), options, plan, evaluate
  
- 11.0 Sharpening Your Classroom Skills
  - 11.1 Prepare for class
    - 11.1.1 Become an active learner
    - 11.1.2 Develop a personal note-taking system
    - 11.1.3 Make effective oral presentations
    - 11.1.4 Participate in class and group activities
    - 11.1.5 Develop academic listening and comprehension skills
  
- 12.0 Making the Most of Your Time
  - 12.1 How to GRAB some time: Goals, responsibilities, analysis, and balance
    - 12.1.1 Scheduling your time
  
- 13.0 Creating Your Study System
  - 13.1 SQ3R: Survey, question, read, recite, review
  - 13.2 Understanding graphics
  - 13.3 How to create your study system

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- 14.0 Organizing Information for Study
  - 14.1 Concept maps (information maps)
  - 14.2 Comparison charts
  - 14.3 Time lines
  - 14.4 Process diagrams
  - 14.5 Informal outlines
  - 14.6 Branching diagrams
  
- 15.0 Becoming an Active Reader
  - 15.1 Contrast between active reading and passive reading
  - 15.2 Improve your reading comprehension
    - 15.2.1 Find the main idea
    - 15.2.2 Identify supporting details
    - 15.2.3 Make inferences
    - 15.2.4 Use a textbook marking system
  
- 16.0 Preparing for Tests
  - 16.1 Make a study schedule
  - 16.2 Decide what, when, and how to study
  - 16.3 Use your study system
  - 16.4 True-False tests
  - 16.5 Multiple-Choice tests
  - 16.6 Fill-in-the-Blank tests
  - 16.7 Answer essay questions with confidence
  
- 17.0 Reducing Test Anxiety
  - 17.1 Three major causes of test anxiety
  - 17.2 Expectations
  - 17.3 Grades and self-esteem
  - 17.4 Feelings of helplessness
  
- 18.0 Maintaining Your Health and Well-Being
  - 18.1 Eating sensibly
  - 18.2 Improving physical fitness
  - 18.3 Managing stress
  - 18.4 Avoiding harmful substances
  - 18.5 Managing your emotions
  
- 19.0 Developing Your Interpersonal Skills
  - 19.1 Building healthy relationships with friends and intimate partners
  
- 20.0 Controlling Concentration and Memory
  - 20.1 Control your concentration

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- 20.2 Eliminate distractions
- 20.3 Find your best study environment
- 20.4 Use active learning strategies
  - 20.4.1 Manage your memory
  - 20.4.2 Increase your memory power

### 8. Instructional Goals

This course will introduce students to:

- 1.0 Choosing success in college and in life;
- 2.0 Information on motivation to learn;
- 3.0 The three primary learning styles: visual, auditory, and tactile/kinesthetic;
- 4.0 Strategies of critical and creative thinking;
- 5.0 The COPE strategy (challenge, options, plan, evaluate) for solving problems;
- 6.0 Setting academic, personal, and career/work related goals;
- 7.0 Classroom skills involving class preparation, active listening, note-taking, effective oral presentations, and participation in group and class activities;
- 8.0 Workable time management techniques;
- 9.0 Information on maintaining health and well-being;
- 10.0 Effective study systems;
- 11.0 Different types of graphic organizers for organizing information for study;
- 12.0 Eliminating causes of poor concentration;
- 13.0 How memory works and ways to improve memory;
- 14.0 Steps and strategies for improving test-taking;
- 15.0 Causes of test anxiety and strategies for reducing test anxiety;
- 16.0 Active reading skills;

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17.0 Career planning;

18.0 Library skills;

19.0 Academic listening and comprehension skills.

### 9. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1.0 Explain how to choose success in college and in life;
- 2.0 Explain and contrast the three primary learning styles based on which of the five senses is used primarily in each learning style;
- 3.0 Explain and contrast internal locus of control and external locus of control in reference to sources of motivation;
- 4.0 Apply strategies of critical and creative thinking;
- 5.0 Apply the COPE strategy to solve problems;
- 6.0 Formulate reachable short-term and long-term academic, personal, and career/work related goals;
- 7.0 Demonstrate classroom skills involving class preparation, note-taking, effective oral presentations, and participation in group and class activities;
- 8.0 Apply workable time management techniques;
- 9.0 Identify common causes of stress that college students experience, and ways to manage this stress;
- 10.0 Explain and use the SQ3R study system;
- 11.0 Identify and use six types of graphic organizers for organizing information for study;
- 12.0 Identify common internal and external distractions that college students experience, and ways to eliminate or control these distractions;
- 13.0 Explain how memory works and ways to increase memory power;

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- 14.0 Identify and explain steps and strategies for improving test-taking;
- 15.0 Identify common causes of test anxiety that college students experience, and ways to reduce test anxiety;
- 16.0 Identify and use strategies of active readers that improve reading comprehension;
- 17.0 Identify possible suitable career choices and their corresponding majors; and
- 18.0 Identify and access library resources.
- 19.0 Demonstrate academic listening and comprehension skills.

### 10. **Assessment Measures**

Assessment of student learning may include, but not be limited to, the following:

- 1.0 Periodic testing to assess the students' understanding of concepts in college success skills and their abilities to use critical thinking skills in the application of these concepts to various situations;
- 2.0 Writing assignments and exercises that assess students' comprehension and application of various concepts;
- 3.0 Small group discussions through which students explore, apply, and evaluate topics; and
- 4.0 Oral presentations on students' comprehension, application, analysis, and evaluation of what they have learned.