Course ID: **COLL 101**

Course Title: **College Strategies**

Total Units: 5.0

Contact hours LECTURE: 55

Contact hours LAB: 0

Contact hours OTHER: 0

Total Contact Hours: 55

Course CIP: 37.0104

Course Fee: None

Program Area: Academic Transfer

# Program Distribution Area(s)

* Restricted Elective (RE)

# Course Designation(s)

* None

# Course Description:

This course introduces students to the higher education system and to the habits and skills of successful college students. Together we’ll explore Cascadia’s educational framework, learning model, institutional values, academic resources, and academic plans and career paths. Students will practice critical and contextual thinking, navigate learning technologies, gain experience in collaborative work and active learning, and develop information literacy skills. By the end of the quarter, students will have produced actionable academic learning plans and identified practical learning strategies that they can use in future courses. This course may be linked with another course in order to integrate students’ development within a specific disciplinary context. NOTE: Students are expected to take this course within the first 30 credits earned at Cascadia College, or in their first year of attendance if attending part-time. This course serves as a prerequisite to ENGL&102, ENGL&235, and EDUC&205 with a minimum grade of 2.0.

Prerequisite(s):

Placement into ENGL 95 or above, OR co-enrollment with EF or EFI 65

# Course Content, Topics, and Themes:

* Career and Educational Planning
  + Career interest areas and specific titles
  + Academic areas of interest related to career interests
  + Cascadia educational plan drafting
  + Finances and funding related to educational, career and other plans
  + Cascadia College’s educational framework, learning model, institutional core values, culture, and learning outcomes
  + Curricular and co-curricular resources and personnel available at Cascadia
  + System of higher education: role of community colleges, and college majors, academic disciplines, higher education credentials
  + University transfer process
  + Educational protections and the structural inequalities and privileges in the system of higher education (e.g. FERPA, Title IX, gender and racial biases)
* Habits and Skills of Successful College Students, grounded in learning science
  + Agency and personal responsibility and values of productive struggle and persistence in higher education
  + Student accounts necessary for access to campus services and class requirements
  + Technological resources and information services support at Cascadia
  + Communication strategies and netiquette in online communications in higher education
  + Digital tools for learning and educational planning, communication, collaboration, research (e.g. Canvas, ctcLink, course catalog, campus library website, collaboration tools, backchannel tools)
  + College resources to register and plan for each quarter
  + Synchronous, asynchronous, hybrid, online, and face-to-face classes
  + Daily/weekly time management strategies
  + Small group work
  + Information literacy
  + Personal learning strategies for note taking, studying, and recall
  + Constructive feedback
  + Assignment prompts and grading rubrics
  + Academic integrity
  + ~~I~~mplicit biases and disinformation
* Health, Wellness, and Safety
  + Campus safety and security resources
  + Personal wellness and strategies to improve wellness
  + Campus wellness resources (e.g. exercise facilities, mental health resources, food insecurity resources, sexual assault protocols, emergency resources)

# Course Outcomes:

1. Learn Actively - *Learning is a personal, interactive process that results in greater expertise and a more comprehensive understanding of the world.*

* Identify and use college resources and personnel including those that support career and academic advising, learning services, retention, information and research, and student wellness
* With support from faculty and academic advising, draft an individual education plan and learning plan portfolio around personal self-assessments, academic areas of interest, career goals, life circumstances, personal resources
* Practice the habits and skills of successful college students

1. Think Critically, Creatively and Reflectively - *Reason and imagination are fundamental to problem solving and critical examination of ideas.*

* Synthesize new academic knowledge and information with previous learning to expand one’s understanding
* Assess personal academic strengths, challenges, career interest, wellness, emotional readiness and recognize how struggle and persistence are key to learning new things
* Recognize challenges posed by systemic inequalities and privileges in higher education
* Apply information literacy skills, as outlined in the library’s Cascadia COLL101 Course Guide

1. Communicate with Clarity and Originality - *The ability to exchange ideas and information is essential to personal growth, productive work, and societal vitality.*

* Practice communication strategies for different contexts and audiences in higher education
* Use assigned digital tools to communicate, collaborate, and share information and ideas
* Demonstrate learning in ways that reflect academic integrity, contextual understanding, critical thinking

1. Interact in Diverse and Complex Environments- *Successful negotiation through our increasingly complex, interdependent and global society requires knowledge and awareness of self and others, as well as enhanced interaction skills*.

* Recognize benefits and potential challenges of group work in order to practice and reflect on effective small group skills and roles
* Collaborate in class and small group discussions, activities, or projects respectfully, accessibly, and equitably
* Identify potential challenges to learning, group, and personal interactions in an inclusive learning environment (e.g. implicit biases and disinformation)

# Required Assessment Methods and Measures:

* + Learning Plan Portfolio
  + Digital Technology Audit (redesigned eLearning Workshop)
  + Wellness Inventory and Reflection
  + Small Group Assessment and Reflection
  + Information Literacy Workshop, in partnership with campus librarian

*Note: The COLL101 team maintains a repository and publishes quarterly blueprints with the most current versions of the required assessments to be used in a given quarter.*

# Suggested Assessment Methods and Measures:

Additional assessment methods will be varied and accessible, giving students multiple ways to reflect their development. Criteria for evaluation will be made evident to students through rubrics or other assessment tools.

* + Time Management Assessment and Exercise
  + Financial Savvy Activity
  + Course Evaluations Reflection reading + exercise
  + Emergency preparedness exercise
  + Title IX Understanding and Reflection Exercise
  + Campus resources explorations
  + Small group work charters, contracts, evaluations
  + Annotated bibliographies
  + Journals
  + Concept maps
  + Presentations (oral, digital, written, visual)
  + Self-reflections
  + Group reflections
  + Quizzes
  + Reading responses

# Notes:

## Required instructional elements:

This course uses a common grading scale (see appendix) and some common assignment rubrics.

## Recommended instructional elements:

Instructors may incorporate a course theme, possibly based on a (low-cost) book. Previous themes include:

* Capital (with book**:** $2 A Day)
* Communication Competence (with book: Reclaiming Conversation)
* Community
* Exploration
* Happiness
* Identity and Integrity (with book: *Dear America: Notes of an Undocumented Citizen****)***
* Life/work Balance
* Wellness

**Appendix: Grade Scale**

**COMMON GRADE SCALE for COLL 101 (Required as of Fall 2021)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| % earned | GPA grade | Letter grade |  | % earned | GPA grade | Letter grade |
| 98-100 | 4.0 | A |  | 74 | 2.4 | C+ |
| 95-97 | 3.9 | A |  | 73 | 2.3 | C+ |
| 92-94 | 3.8 | A- |  | 72 | 2.2 | C+ |
| 89-91 | 3.7 | A- |  | 71 | 2.1 | C |
| 87-88 | 3.6 | A- |  | 70 | 2.0 | C |
| 85-86 | 3.5 | A- |  | pre-req pass |
| 84 | 3.4 | B+ |  | 72 | 1.9 | C |
| 83 | 3.3 | B+ |  | 69 | 1.8 | C- |
| 82 | 3.2 | B+ |  | 68 | 1.7 | C- |
| 81 | 3.1 | B |  | 67 | 1.6 | C- |
| 80 | 3.0 | B |  | 66 | 1.5 | C- |
| 79 | 2.9 | B |  | 65 | 1.4 | D+ |
| 78 | 2.8 | B- |  | 64 | 1.3 | D+ |
| 77 | 2.7 | B- |  | 63 | 1.2 | D+ |
| 76 | 2.6 | B- |  | 62 | 1.1 | D |
| 75 | 2.5 | B- |  | 61 | 1.0 transfer pass | D |
|  |  |  |  | ≤ 60 | 0.0 | F |