| **PROFESSOR:** |   |
| --- | --- |
| **OFFICE LOCATION:** |   |
| **OFFICE HOURS:** |   |
| **PHONE NUMBER:** |   |
| **E-MAIL:** |   |
| **SEMESTER:** |   |
| **DELIVERY METHOD:** |   |

# COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:

## SLS 1515 Cornerstone Experience (3 Credits)

The Cornerstone Experience course at Florida SouthWestern State College is an integrative and interdisciplinary course designed to help first-year students acquire critical thinking and decision-making skills that promote academic success. In this course, students will learn about college resources and requirements, explore career objectives and programs of study, establish relationships with mentoring faculty and develop a support group among peers. This course is a College requirement for First Time in College (FTIC) students. To successfully complete this course, a minimum grade of “C” or better is required.

## PREREQUISITES FOR THIS COURSE:

None

### CO-REQUISITES FOR THIS COURSE:

None

## GENERAL COURSE INFORMATION:

Topic Outline

* Learning to Apply Critical Thinking Skills to be Successful Academically, Personally, and Professionally (The Elder Paul Critical Thinking Model)
* Critically Assessing Your Readiness for College (Time Management, Learning Styles, Emotional I.Q., Using technology)
* Thinking Critically About Success Strategies (Study skills, Test Taking Strategies, Effective listening, Note-taking Methods, Working Effectively in Groups)
* Locating and Accessing Resources and Managing the Information Highway to Become a Self-Reliant Learner (Locating and accessing resources on campus, information literacy)
* Thinking Critically About Choosing A Career (Occupational Outlook, Work Ethic, Selecting a Career Choice based on Personality, Interviewing Skills, Resume Writing, Cover Letter, How to Dress for Success)
* Thinking Critically About Your Education Plan (General Education Competencies, Student Learning Outcomes, and Rubrics, Long-term Education Plan)
* Thinking Critically About Diversity and Social Justice (Appreciating College and Community Diversity, Raising Awareness to Combat Insensitivity, Advocating for Social Justice)

## ALL COURSES AT FLORIDA SOUTHWESTERN STATE COLLEGE CONTRIBUTE TO THE GENERAL EDUCATION PROGRAM BY MEETING ONE OR MORE OF THE FOLLOWING GENERAL EDUCATION COMPETENCIES:

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

**A. General Education Competencies and Course Outcomes**

Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student’s general education along with the general education competency it supports.

General Education Competency: **Think**

Course Outcomes or Objectives Supporting the General Education Competency Selected:

* Apply and demonstrate the intellectual standards and elements of reasoning in the context of their personal and academic lives by demonstrating intellectual rigor and problem-solving skills by analyzing and evaluating information, generating ideas, and resolving issues.
* Utilize self-assessments to identify academic pathways and develop strategies that will lead to achievable career progression goals.
* Develop and apply learning skills and strategies including goal setting, studying, information retention, note taking, and time management.
* Develop financial literacy and create a financial action plan through identifying financial needs, budgeting, goal setting and knowledge of college financial aid resources.

General Education Competency: **Communicate**

Course Outcomes or Objectives Supporting the General Education Competency Selected:

* Engage in collaborative learning strategies and reflect on their relationship to academic, career, and social development.
* Develop strategies for effective written and verbal communication, use of technology, listening, reading, critical thinking and reasoning.

General Education Competency: **Engage**

Course Outcomes or Objectives Supporting the General Education Competency Selected:

* Enhance awareness of a larger diverse community and explore how background experiences impact values and assumptions.
* Demonstrate independence and self-efficacy through effective personal management, use of college resources and the development of positive relationships with peers, staff and faculty.

General Education Competency: **Investigate**

Course Outcomes or Objectives Supporting the General Education Competency Selected:

* Reflect on General Education requirements at Florida SouthWestern State College and articulate their application to academic and career goals.

General Education Competency: **Evaluate**

* Develop financial literacy and create a financial action plan through identifying financial needs, budgeting, goal setting and knowledge of college financial aid resources.

## DISTRICT-WIDE POLICIES:

### PROGRAMS FOR STUDENTS WITH DISABILITIES

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at https://www.fsw.edu/adaptiveservices.

### REPORTING TITLE IX VIOLATIONS

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct. Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at equity@fsw.edu. Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online. Additional information and resources can be found on the College’s website at https://www.fsw.edu/sexualassault.

## REQUIREMENTS FOR THE STUDENTS:

**Critical Thinking Journal**

The purpose of the Critical Thinking Journal assignment is to reflect upon the topics below demonstrating

Critical Thinking skills (see specific outcomes on the Critical Thinking Rubric).

Each entry should include a standard heading and title, following MLA guidelines. The journal number (example: Journal #1) should appear centered as a title. The journal should be written in paragraph form with appropriate indentation. Entries should be double-spaced and have a minimum of 250 words.

Students must use Standard English grammar and mechanics in all college assignments.

Critical Thinking Journal Prompts:

1. Critically thinking about your college decision:

Reflect and analyze why you are attending college. What motivated you to enroll? What academic and career goals do you hope to achieve?

1. Critically thinking about your identity and a possible career choice:

Part 1: Based upon your personality assessment, describe your personality traits and identify a career path that is suitable.

Part 2: Analyze and explain how the career relates to your personality type (personality assessment results), personal values and career interests.

1. Critically thinking about the relevance of FSW’s general education competencies:

Florida SouthWestern State College has established General Education Competencies to prepare students for academic and professional success.

* 1. Choose one competency and explain how it will help you to be successful both academically and professionally.
	2. Choose a second competency and explain how it will help you to be successful both academically and professionally.
1. Critically thinking about personal financial management and college success:
	1. Summarize what you have learned about financial management through reading the textbook, class discussions, and/or course-related activities.
	2. Describe a financial action plan that demonstrates budgeting, goal setting, and/or knowledge of financial resources.
	3. Explain how what you’ve learned, and your action plan will help you to complete your college education.

*(See Canvas for more details and assignment rubric)*

**Group Presentation**

The purpose of this assignment is to reflect upon what it takes to be successful in academics and careers.

Groups must analyze, evaluate and demonstrate what it takes to attain, and be successful in an academic degree program and ensuing career path. This includes applying effective success strategies, developing higher level communication, and utilizing critical thinking skills. The conclusions drawn by the group must be shared with the whole class in a final project.

Groups may choose to focus on a single major/ career path, related majors/ career paths, or general success and career acquisition strategies.

*(See Canvas for more details and assignment rubric)*

**Final Essay Assignment**

The purpose of this assignment is to write an essay that reflects upon the main themes /topics of the course that were most influential or important to you.

The essay will be evaluated on the demonstration of Critical Thinking (see specific outcomes on the Critical Thinking Rubric). It is our expectation that all college written work must adhere to Standard English grammar and mechanics.

Final essay guidelines:

Write an essay that is a minimum of 500 words that includes the following components:

1. **Introduction**-Start by describing your thoughts and feelings at the beginning of the term. Then introduce your main topics/ideas that you found most influential across the semester.

(1-2 paragraphs)

1. **First idea/topic** that was influential to you. Develop with specific examples and discussion.

(1-2 paragraphs)

1. **Second idea/topic** that was influential to you. Develop with specific examples and discussion.

(1-2 paragraphs)

1. **Third idea/topic** that was influential to you. Develop with specific examples and discussion.

(1-2 paragraphs)

1. **Conclusion-** Describe your plan for achieving academic and career success and summarize the three topics/ideas that you found to be most influential. (1-2 paragraphs)

*(See Canvas for more details and assignment rubric)*

**Complete one of the following assignments (GPS or My Guided Pathway):**

| **GPS (Go Picture Scribe)** | **MGP (My Guided Pathway)** |
| --- | --- |
| To be a successful college student requires that you utilize college resources to enhance your overall college experience. Every student needs help at some point and taking advantage of campus resources eases the challenges of college. The purpose of this activity is to engage and connect with resources and purposeful events at FSW (Florida SouthWestern State College). For this assignment you will:* Download the Assignment Template in Canvas. A different presentation platform (PPT, Google Slides, Prezi, etc.) can be used, but the order should remain the same.
* Engage in ten different quality campus activities that fall under five categories.
* Document the experience through photos/ screenshots and narrative. Documentation requires an identifying photo of you attending an event or participating in an activity, or a screenshot of an online event or activity that contains your name or face.

 Note:• Volunteering at FSW service events will count for two  events in the “Other Resources” category.• It is possible to receive credit for participating in a non- FSW-sponsored community service event with prior approval from your instructor. Please consult your instructor to verify that the event will count towards “Other Activities.”• For “ground” classes, a maximum of 5 online GPS  activities can be used for the GPS. | Guided Pathways is an initiative to help students choose a program of study and create a plan to either transfer to a four-year university or earn a two-year degree or certificate. While many students enter college unsure of their future career goal or major, or change their goals, critically thinking about these options and increasing your level of self-awareness can help you get on the right academic pathway.The purpose of this assignment is to explore one of FSW’s guided pathways. For this assignment you will:* Download the Assignment Template in Canvas. A different presentation platform (PPT, Google Slides, Prezi, etc.) can be used, but the order should remain the same.
* Research your interests, strengths, and values and identify a guided pathway that matches.
* Consider the pros and cons of two different degree programs within a pathway.
* Develop a plan for financing your college education.
* Explore resources at FSW that will help you accomplish your academic and career goals.

   |
| **Components**Title slide +10 slides of content* 1 professor/professional visit
* 2 workshops
* 1 academic advisor visit
* 1 academic support center
* 1 OBOC event or activity
* 4 “other” activities/events

See assignment guidelines and rubric in Canvas for more information. | **Components**Title slide +9 slides of content + works cited slide* 6 topics (see MGP template)
	+ Get to know yourself
	+ Get to know your field/guided pathway
	+ Prioritize your dealmakers and rule out dealbreakers
	+ Financial Comparisons
	+ Make a preliminary choice and create a plan of action
	+ Take steps to achieve it
* 1 works cited (see MGP template)

See assignment guidelines and rubric in Canvas for more information.  |
| **Guidelines for Slides**• Name of event• Date of event• A picture of you at the event or activity• Significance/summary | **Guidelines for Slides*** Follow the directions on each slide of the MGP template
* With visuals and text, show application, analysis, and evaluation of each slide’s topic
* MLA style required for “Works Cited” slide
 |

*(See the prompt in Canvas for more details and to download the Assignment Template)*

## ATTENDANCE POLICY:

The professor’s specific policy concerning absence. (The College policy on attendance is in the Catalog and defers to the professor.)

FOR SYNCHRONOUS SLS 1515 COURSES (Ground, Live Flex, or Live Online): Attendance is a required 10% of final grade, professor must adjust in section VIII and on Canvas.

## GRADING POLICY:

Each assignment category is listed below along with how your score will impact the percentage of your total grade.

Critical Thinking Journal 30%

Group Presentation 15%

Final Essay Assignment 15%

GPS/My Guided Pathway 20%

\*\*Attendance/assignments to be determined by Professor 20%

| **Grade Percent** | **Letter Grade** |
| --- | --- |
| 90 - 100 | A |
| 80 - 89 | B |
| 70 - 79 | C |
| 60 - 69 | D |
| Below 60 | F |

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

## LATE WORK POLICY:

Describe your specific policy for accepting late work from students.

## REQUIRED COURSE MATERIALS:

Open-source materials - <https://www.coursehero.com/study-guides/lumencollegesuccessxtraining2/>

## RESERVED MATERIALS FOR THE COURSE:

Other special learning resources.

## CLASS SCHEDULE:

This section includes assignments for each class meeting or unit, along with scheduled Library activities and other scheduled support, including scheduled tests.

## ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:

(Which would be useful to the students in the class.)