



Albertus Magnus College **ONLINE** Course Syllabus

Course Code and Title: CC-101-DL1 Preparation for College Study

Course Description: This course is recommended for any Accelerated Degree Program student who has not taken a college level course or any student who would like to enhance their skills in the areas of self-management, learning techniques, time management, using eLearning and MyAlbertus. An emphasis will be placed on methods for managing the unique challenges experienced by adult learners.

Program and Course Offering Information:

Session: **Number of Credits:** 3

Class Meeting Days/Times: Fully Online Students: Tuesdays (activities due by 11:55pm est) and Thursdays (activities due by 11:55pm est). Some homework will be due by 5:30pm on Tuesdays.

Please see the full schedule below for more information and the assignment area in e-learning for specific information.

Delivery method: Online Delivery of a “Flex” Course, meeting asynchronously twice a week

IMPORTANT: As part of the Albertus “Flex” program, this course is being offered in both a blended and fully online format simultaneously. It is very important for you to pay attention to what is expected of you as a student – there are different weekly requirements for fully online students that must be accomplished.

Textbook and Supplementary Readings:

- The Adult Learner’s Companion: A Guide for the Adult College Student
By Deborah Davis, PhD.
ISBN: 978-0495913832
- Additional handouts, links, and assessments will be supplied by the instructor.

CC-101 Course Objectives:

- Utilize campus and library resources to assist with studying and academic success.
- Familiarize self with Albertus course management system, MyAlbertus portal, and history.
- Compare and contrast different self-management and time management techniques.
- Describe mindset and the impact it has on learning.
- Demonstrate how your learning style relates best to certain study skills.
- Implement time management and study skills based on learning styles.

CC-101 Course Outline:

- Week 1: Introduction, Chapter 1 College Success and Chapter 2 The Life Experience, College and Career Relationship
- Week 2: Career Services, Campus Resources, and Chapter 5 Help and Support
- Week 3: Chapter 10 Writing, and Appendix: Avoiding Plagiarism and Citing Sources
- Week 4: Library Week
- Week 5: Chapter 6 Critical Thinking and Problem Solving and Chapter 7 Class Skills
- Week 6: Chapter 3 Stress Management and Chapter 4 Time Management
- Week 7: Chapter 8 Studying and Chapter 9 Tests
- Week 8: Review, Case Studies, Wrap up and Reflection

Instructor Information:

Name: Melissa Laskowski, MBA

Instructor Biography: I joined Albertus in May of 2011 as an advisor for the New Dimensions program. I then became an advisor for the Professional and Graduate Studies undergraduate students. In January of 2019, I became the Student Success Counselor (a new position) that works with students with academic and life challenges. Previously, I have worked in college admissions and taught Freshmen Experience classes. I am looking forward to teaching CC-101 because I believe that the course contains a good foundation for college success!

College Email: mlaskowski@albertus.edu

Ask the instructor: In addition to my phone numbers and email, you may also use the “Ask the Instructor” forum in our eLearning course portal.

Office Hours and Location: My schedule varies each week due to appointments and meetings. It is best to schedule an appointment by calling or emailing me in advance. You can also schedule an appointment through NavigateAlbertus. ***For Fall 2020, you MUST have an appointment to come into the PGS Office. In most cases, we will meet virtually instead of in-person due to COVID precautions.*** I will follow up with more details when you schedule an appointment.

Announcement Forum: Please make sure to check the announcement forum daily. Here, I will post reminders, any changes or additional contact information you need for the course. You can set up your account to have an email of forum announcements sent to your Albertus email. I may or may not post something every day, but it is good to get in the habit of checking this forum and eLearning daily.

QuickMail Feature: If an unexpected situation arises and I need to communicate to the class, I will use the QuickMail Feature that will send an email to everyone's Albertus email only.

Green Dot Statement: Because I know reducing the number of people on this campus who get hurt by interpersonal violence requires everyone doing their part, I pledge to be an active bystander, support survivors of violence, and proactively reinforce campus prevention activities. Ask me how you can get involved too: "What is your Green Dot?"

If you or someone you know experiences stalking, relationship violence, or sexual assault, please know you are not alone. There are resources that can help: Nathan Friesema, Assistant Dean for Student Services and Title IX Coordinator (nfriesema@albertus.edu), Kelsey Alexander, Coordinator for Prevention of Gender-Based Violence (kalexander@albertus.edu), the Counseling Center (counseling@albertus.edu), or the Health Clinic (healthclinic@albertus.edu).

Inclusivity statement: "Tradition of Respect: In our class: 1) Everyone is allowed to feel they can work and learn in a safe and caring environment; 2) Everyone learns about, understands, appreciates, and respects varied races, classes, genders, ethnicities, physical and mental abilities, and sexualities; 3) Everyone matters; 4) All individuals are to be respected and treated with dignity and civility; and 5) Everyone shares the responsibility for making our class, and the College, a positive and better place to live, work, and learn."

Basic Needs Insecurity Statement: "It can be challenging to do your best in class if you have trouble meeting basic needs like safe shelter, sleep, and nutrition. If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live, I urge you to contact me for resources. We are here to help."

Technical Support: If you should have difficulty navigating eLearning, posting an assignment, using a discussion forum, etc. please contact ITS for technical support. Their number is 203-773-0205 and email is its-help@albertus.edu. Their hours can be found in MyAlbertus in the [ITS](#) tile.

Academic Success Center: Should you find yourself needing tutoring in this course, or any other, please reach out to the Academic Success Center located on the 2nd Floor of Rosary Hall (the library). You can find more information about the Center by clicking on the Tutoring, Academic Success Center Tile in MyAlbertus. I should also note, that you can find access to online tutoring 24/7 through the tile as well. There is also a link to the online tutoring in each of your eLearning courses.

Assignment Grading and Feedback: It is my plan to grade assignments in a timely manner, 48-72 hours. However, I want to provide as much constructive feedback as possible. Therefore, in some cases, the review may take longer. The feedback will contain positive points and areas for improvement. The goal is to give you the foundation to grow upon and become a successful college student. The feedback will be found in your eLearning course page with the appropriate assignment. For example, quiz grades will be located with the recent quiz. I will also post grades in the gradebook section. I will review all discussion board main posts and response posts. I will reply as needed, but may not directly respond to all posts. If necessary, I may email individual students with feedback that is not for full class discussion.

Class Participation Grade: All students must be adding value to and participating in the classroom and/or the online discussion forums. Timely submission of assignments is also a key to successful class participation.

Course Policies

Tradition of Honor: As a member of the Albertus Magnus College Community, each student taking this course agrees to uphold the principles of honor set forth by this community, to defend these principles against abuse or misuse, and to abide by the regulations of the College. To this end, every student must write and sign the following statement at the end of each examination: "I declare the Honor Pledge."

Intellectual Honesty: Plagiarism is a serious offense against academic integrity and intellectual honesty. In completing written assignments, the student must work independently, unless the class instructor indicates otherwise. It is important for students to understand that they must reference the sources for all direct quotes, for the rephrasing of information from an outside source, and for ideas borrowed from readings. Students will be required to use APA format when referencing sources. Failure to cite appropriate references in any of these instances results in an act of plagiarism, intentional or unintentional. If it has been determined that a student plagiarized a written assignment, the student may be dismissed from the program. The instructor will report instances of plagiarism to the college administration.

Writing Guidelines: The writing guidelines for this course will follow the

...American Psychological Association's (APA) style format standards. Referenced pages must be correctly formatted and alphabetized; sources must be appropriate to the assignment, correctly cited, and traceable; and the number of citations and sources must be adequate for each paper. Citing your sources properly requires following the APA style format rules. Please use the documentation guidelines found in your citation manual or through the online [Purdue Online Writing Lab](#) (OWL).

Appropriate Classroom Conduct: Students are expected to show a respect for order, the rights of others, and to exemplify a sense of honor and integrity in the classroom. Student conduct is considered an integral part of the educational process. Therefore, no student should be denied the right to learn as a direct result of disruptions in the classroom. Active learning, open inquiry, and the free expression of informed opinion are the foundations of a liberal education at Albertus Magnus College. However, student behavior that interferes with an instructor's ability to conduct the class is prohibited. Students are expected to be considerate and respectful of the rights, views, and interests of other students and faculty. The faculty member will take appropriate action if students do not abide by these rules.

CELL PHONE use in class is prohibited. Anyone seen texting, talking on their phones or "scrolling the internet" on a phone, tablet, or laptop during class times will have points deducted from their final grade. If you need to use your phone, please quietly exit the classroom and return when your conversation is completed. Phone use is limited to before and after class and during breaks.

Accommodations and Special Needs: Please advise the instructor of any special problems or needs at the beginning of the semester. *Those students seeking reasonable accommodations based on disabilities should contact the Director of Academic and Student Disability Services, Aquinas Hall, Room 114 at (203)672-1050, email: asejdic@albertus.edu, to obtain a Faculty Accommodation Letter.* Albertus

Magnus College complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.

In order to respect the independence, rights and dignity of students with disabilities, the College initiates services only after a student makes a voluntary disclosure of a disability to the Office of Academic and Student Disability Services. Students who are approved for accommodations are responsible for approaching instructors in a timely manner to provide faculty accommodation letters and to arrange how accommodations will be implemented. Accommodations cannot be retroactive, so we strongly advise students to make accommodation appointments as soon as possible.

In providing reasonable accommodations, the College shall not fundamentally alter the nature of programs, services, or activities; require waiver of essential academic standards or violate accreditation requirements.

Library and Information Services Component: The blended students of CC-101 (meeting in-person on Tuesday nights) will meet in the library for one class session (*if COVID precautions allow*). The fully online students and any students who miss the library night will be required to view library videos located in the course page. See eLearning and our schedule for more specific information.

Blended and Online Course Etiquette: This course involves use of the Albertus eLearning system online. It is important to maintain appropriate professional interactions with your classmates and instructor in the online environment. Please click the following link to review the Albertus policies regarding proper etiquette for interaction in all blended and online course work: [Albertus's Netiquette Guide](#).

Albertus Magnus College Definition of a Credit Hour: Albertus Magnus College adheres to the definition of a credit hour in compliance with and as defined by [NECHE commission policy](#).

NECHE's definition of a credit hour is as follows:

The Commission defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than –

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Albertus Mission Statement: The mission of Albertus Magnus College is to provide an education that promotes the pursuit of truth in all of its dimensions and is practical in its application.

Attendance Policies:

Attendance: Students are expected to attend all class sessions and to complete all course requirements as assigned.

Should you miss any classes your assignments and any assigned homework, quizzes, and exams are still required to be submitted by their due dates and times.

Excessive absenteeism can and will negatively impact your grade.

Class Cancellations: When classes are cancelled due to inclement weather or another emergency, the instructor will make arrangements to cover the material missed during this class session. This may be done through email, an assignment submitted through eLearning, or with an additional on-ground session. It will be up to the instructor's discretion to determine how this will be handled.

Because you are taking this course fully online, we will disregard college cancellations unless there is catastrophic weather which causes massive power outages. Unless otherwise advised, when you receive an announcement that the college is closed due to weather, students are still expected to complete any and all assignments by their due dates and times.

In addition, please sign up for the emergency alert system. This system will notify you about any cancellations or emergencies campus-wide.

Attendance and Assignment Due Dates: Specific due dates will be set for each assignment and/or forum. These will be clearly marked in the syllabus and in your eLearning course portal. This is essential for the development of knowledge in each class and to ensure the learning objectives and outcomes for the course are met. **Assignments not submitted on time for the online portions of the course will result in you being marked "absent" for the online class.** *Because ALL assignments carry a "grading" weight, it is important that they be submitted, even if they are submitted late. You will still be marked absent, if they are not submitted on time. Late assignments will be graded, but penalized on a sliding scale based on the severity of lateness.*

Withdrawing from a Course: It is the responsibility of the student to officially drop or withdraw from a course. However, failure to attend a course for 14 calendar days (4 class meeting dates in a row) will result in an administrative withdrawal from the course. The policies on course withdrawals and [administrative withdrawals](#) may be found online.

Grading and Assessment:

Assignment Criteria:

- All assignments must be typed/word processed using APA format. You should use Times New Roman font in 12 point type. For papers, you should also double space the paragraphs.
- Assignments must be submitted in Microsoft Word compatible form (If you use a Mac/Apple product contact Information Technology Services (ITS) for information on how to export your file to a compatible word file). You may also use Google Docs.
- DO NOT email assignments. You must submit them in the appropriate section of the CC-101 course page in eLearning.

Discussion Forums:

- Unless otherwise stated, all discussion forums must consist of a minimum 250 word initial post called a "main post" and a quality 3-5 sentence response posts to at least one other member of the course, a "response post".

- You must type directly into the “message” area of the forum or copy and paste your forum post from another source. Do not upload an attachment of your response.
- Academic writing is expected in the discussion forum. Do not use emoji’s, text slang, contractions, or abbreviations. Make sure you are using proper grammar and punctuation.

Plagiarism:

First Offense: Failure of the plagiarized assignment. This will also be reported to the Associate Dean of Student Success and Retention.

Subsequent Offense: Will also be reported to the Associate Dean of Student Success and Retention. This will lead to failure of the course.

Grade Equivalencies:

Letter grades are based on the numerical equivalents as follows:

<u>Letter Grade</u>	<u>Percentage</u>
A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	60-66
F (Failure)	0-59

Grading Policy and Methods of Assessment*:

Assignment	Weight
Discussion Forums	30%
Journals	20%
Quizzes	5%
Time Management Log and Analysis	20%
GRIT/Mindset Paper	15%
Class Participation	5%
Final Quiz	5%
Total	100%

**Should additional assignments (pop quizzes, etc) be required, these weights may be modified.*

Week One:

Week One Objectives:

- Identify and set goals for your time in college and earning your degree. (W1)
- Use past experiences that can help you in college life. (W2)
- Discover growth and fixed mindset. Think about your mindset and how you can apply growth mindset from the videos and readings to college success. (W3)
- Discuss grit and how you can apply it and revise your skill set to be more “gritty.” (W4)
- Locate syllabus for policies and success in CC-101. (W6)
- Set one goal (or more) based on the readings from Chapters 1 and 2. (W7)
- Share class introductions and meet your classmates. (W8)

Week One Assignments:

All Students Must Complete by Tuesday at 5:30pm est:

- Read Chapter 1 College Success and Chapter 2 The Life Experience, College and Career Relationship. (W1, W2)
- Quiz on the Chapter 1 and Chapter 2 readings. (W1, W2)
- Take the GRIT assessment (W4)

Online Students Must Complete by Tuesday at 11:55pm est:

- View PowerPoint for Chapters 1 and 2 (All)
- Discussion Forum Online: What scares you about attending college and what you do you plan to do about it? Tell me about at least one goal you have set for yourself related to attending college. (W1, W2,)
- Discussion Forum Online: What I know, what skills do I have, and how I can use these in college and work life? (W2)

All Students Must Complete by Thursday at 11:55pm est:

- Discussion Forum: Introduce yourself to all of your classmates and also tell them something you hope to get out of this course, along with something interesting about yourself? (W8)

Week Two Objectives:

- Develop and understanding of tutoring resources: tutor.com, Academic Success Center, and Tech Tutors. (W1)
- Demonstrate when to ask for help from employers, friends, family, and Albertus. (W2)
- Demonstrate approaches to talk with friends, family, and employer about commitments. (W3)
- Construct a Handshake account and upload work experience. (W4)
- Demonstrate knowledge about other campus resources and when to access them. (W5)

Week Two Assignments:

All Students Must Complete Prior to Tuesday at 5:30pm:

- Respond to at least one person for each discussion forum for Week 1, unless otherwise noted.
- Read Chapter 5 Help and Support
- Quiz on Chapter 5 reading (All)

Online Students Must Complete by Tuesday at 11:55pm:

- View PowerPoint for Chapter 5. (All)
- Discussion Forum Online: What technique do you plan to use when you ask for help? Does the technique depend on who you are asking? (All)

All Students Must Complete by Thursday at 11:55pm:

- Discussion Forum: Why do you think that adults wait until it is too late to ask for help? (W2, W3, W5)
- Journal: How do you feel about the second week of college life? Did you adjust as you thought? Was it what you expected? Explain. (All)
- Journal: What is the Academic Success Center and what resources are offered? (W1, W5)
- Set up Handshake Account (W4)
- Get your Falcon ID Card, if you haven't done so.

Online Students Must Complete by Thursday at 11:55pm:

- View the video from Sister Anne about Albertus' Dominican Heritage and Tradition (W5)
- View the video from Patrick Clifford, Director of Career Services (W4, W5)

Week Three:

Week Three Objectives:

- Acknowledge why good writing skills are important. (W1)
- Discuss the eight steps to writing a paper. (W2)
- Identify two main formats to writing papers. (W3)
- Clarify plagiarism and know resources to avoid it. (W4)

Week Three Assignments:

All Students Must Complete by Tuesday at 5:30pm est:

- Respond to at least one other person for each discussion forum for Week 2, unless otherwise noted.
- Read Chapter 10 Writing and Appendix: Avoiding Plagiarism and Citing Sources (All)
- Quiz on Chapter 10 and Appendix, readings (All)

Online Students Must Complete by Tuesday at 11:55pm est:

- View PowerPoint for Chapter 10 and the Appendix (All)
- Discussion Forum Online: Do you agree or not that it is important to know your audience? Why or why not? (W1, W2)
- Discussion Forum Online: Discuss one of the ways to plagiarize a paper. (W4)

All Students Must Complete by Thursday at 11:55pm est:

- Discussion Forum: What is your response to the following quote: "Writer's block is for people who have the luxury of time. . .if it's writing time, I write. I may write garbage, but you can always edit garbage. You can't edit a blank page." Jodi Picoult (W1, W2)
- Submit a paper about your thoughts on your GRIT score and how you feel about the mindset exercise and applying it to college life. Do you think GRIT and mindset are related or not? Why or Why not? (From Week 1: W4, W5, W8, W9)

Week Four: (Please note: This week's class may change due to COVID Protocols)

Week Four Objectives:

- Utilize library databases and resources. (W1)
- Describe library databases and resources. (W2)
- Develop an understanding of basic research sources and how to evaluate sources, through attending and participating in a library information session. (W3)

Week Four Assignments:

All Students Must Complete by Tuesday at 11:55pm est:

- Respond to at least one other person for each discussion forum for Week 3, unless otherwise noted.
- Journal: Week four marks the halfway point for the mod. What are your thoughts on the first four weeks? (Prior weeks' Ws)

All Students Must Complete by Thursday at 11:55pm est:

- Watch the Library Videos (All)
- Discussion Forum: What were some of the things that stood out to you from the library discussion and overview? Name at least one and explain. (All)
- Discussion Forum: For the library itself, what are some things that stood out to you and why? (All)
- Quiz on the library visit/videos (All)
- Download or print a copy of the Time Management Log and begin to fill it out.

Week Five:

Week Five Objectives:

- Define and explain the process and benefits of critical thinking. (W1)
- Outline six key strategies of critical thinking. (W2)
- Implement companion strategies of critical thinking. (W3)
- Recognize different learning styles and understand your style through the learning styles quiz. (W4)
- Explain the value of listening skills to improve notetaking. (W5)
- Compare the four note taking systems in Chapter 7 Class Skills. (W6)
- Describe the companion strategies for class skills. (W7)
- Explain what should be effective study habits for your learning style. (W8)

Week Five Assignments:

All Students Must Complete by Tuesday at 5:30pm est:

- Respond to at least one other person for each discussion forum for Week 5, unless otherwise noted.
- Read Chapter 6 Critical Thinking and Problem Solving and Chapter 7 Class Skills (All)
- Quiz on Chapter 6 and Chapter 7 readings (All)
- Learning Styles Assessment (W4)

Online Students Must Complete by Tuesday at 11:55pm est:

- View PowerPoint for Chapters 6 and 7 (All)
- Discussion Forum Online: Discuss your learning style. Do you agree or disagree? (W4)
- Discussion Forum Online: Pick someone and after listening to him or her for about three minutes without interrupting, how did you feel? Was it hard not to interrupt? Was it easy to listen? Did you want to react emotionally or were you able to contain your emotions? (W5)

All Students Must Complete by Thursday at 11:55pm est:

- Journal: Think about a problem that you are currently having. Use either the Bloom's Taxonomy or the six steps of problem solving from Chapter 6 to help you figure out a solution. Discuss the process and why you selected that method. (W3)
- Discussion Forum: What is mindfulness to you? How do you focus on people, tasks, etc? (W7)

Week Six:

Week Six Objectives:

- Discover symptoms and signs of stress. (W1)
- Give examples of how stress effects a person. (W2)
- Discuss time management and ways to prioritize time to allow for studying, work, life and other plans. (W3)
- Explain ways to motivate yourself when you feel you are losing focus. (W4)
- Recognize stress and apply coping mechanisms to help deal with stress. (W5)
- Identify current ways time is used through a weekly time log. (W6)
- After completing time log, analyze and determine where changes/improvements can be made. (W7)

Week Six Assignments:

All Students Must Complete by Tuesday at 5:30pm est:

- Respond to at least one other person for each discussion forum for Week 4, unless otherwise noted.
- Read Chapter 3 Stress Management and Chapter 4 Time Management (W1-W5)
- Quiz on Chapter 3 and 4 readings (W1-W5)

Online Students Must Complete by Tuesday at 11:55pm est:

- View PowerPoint for Chapters 3 and 4 (All)
- Discussion Forum Online: What are some ways to handle procrastination? (W4, W7)
- Discussion Forum Online: What is the biggest thing you have had to sacrifice to return to college? (W3, W4, W6, W7)

All Students Must Complete by Thursday at 11:55pm est:

- Submit your time management log with a paper with your thoughts about how you use your time. (W3, W6, W7)
- Journal: What is your biggest sign of stress and how do you handle it? (W1, W2, W5)
- Discussion Forum: What suggestion do you have for your classmates to handle stress? (W1, W2, W5)

Week Seven:

Week Seven Objectives:

- Discuss effective study techniques. (W1)
- Recognize when techniques may need to be adjusted based on success and learning style. (W2)
- Discuss textbook similarities in layout. (W3)
- Explain how to use textbooks for studying and preparing for class. (W4)
- Explain test anxiety and learn techniques to deal with it. (W5)
- Describe different types of test questions. (W6)
- Select a few study techniques and apply them for success. (W7)
- Demonstrate ability to adjust techniques based on need and learning what works and what does not work for individual. (W8)

Week Seven Assignments:

All Students Must Complete by Tuesday at 5:30pm est:

- Respond to at least one other person for each discussion forum for Week 6, unless otherwise noted.
- Read Chapter 8 Studying and Chapter 9 Tests (All)
- Quiz on Chapters 8 and 9, readings (All)

Online Students Must Complete by Tuesday at 11:55pm est:

- View PowerPoint for Chapters 8 and 9 (All)
- Discussion Forum Online: Discuss the eight R's of retention. Does one of these stand out to you? Why?(W1, W7)
- Discussion Forum Online: How do you feel about Mnemonics? Do they appeal to you? If you have a good Mnemonic, please share it and what it relates to. (W1, W7)

All Students Must Complete by Thursday at 11:55pm est:

- Journal: How do you study and what do you think the pros and cons are of the method? Do you think you will adjust your strategies after this session? (W7, W8)
- Discussion Forum: What did you learn the most from the chapter on studying and why? (W1-W4, W7-W8)
- Journal: What are your thoughts now that you are approaching the last week of the mod? (All from past 7 weeks)

Week Eight:

Week Eight Objectives:

- Review course material to answer college preparation questions. (W1)
- Demonstrate how to use resources and tools to succeed in college. (W2)

Week Eight Assignments:

All Students Must Complete by Tuesday at 5:30pm est:

- Respond to at least one other person for each discussion forum for Week 7, unless otherwise noted.

Online Students Must Complete by Tuesday at 11:55pm est:

- Discussion Forum Online: Case study question A (All)
- Discussion Forum Online: Case study question B (All)

All Students Must Complete by Thursday at 11:55pm est:

- Exam from all prior weeks' materials. (All)
- Journal: Reflect on when you started seven weeks ago. Have you revised any of your goals? Have your thoughts changed about what it means to be successful in college? (All)
- Discussion Forum: What is the best thing(s) you have learned in this course? (All)

All Students Must Complete by Saturday:

- Advice for Future Students
- Complete end of Course Survey