Instructor: Tim McHeffey  
Office: Orient Building 211  
Email: mchefft@sunysuffolk.edu

Course Description:
This course attempts to acclimate students to the college environment and to introduce them to methods and strategies that may help them to succeed as students. It begins during the month of August in concentrated form and then continues into the fall semester to aid the developmental student in his/her first year transition. COL125 is intended to do the following:

a. To aid students in the transition into college life
b. To help students develop the skills, strategies, values and attitudes necessary to meet with “college success” goals
c. To encourage the personal self-examination, change and growth needed to be successful in all future educational, professional and personal undertakings.

Course Objectives:
Upon completion of this course the student will be able to:
A-Understand the appropriate relationship between the faculty and the students
B-Identify and know how to utilize available college resources
C-Better accommodate to socially challenging, culturally diverse, and academically demanding environments
D-Identify and utilize his/her most effective learning style and strengths
E-Utilize efficient note taking skills
F-Apply effective study and test taking strategies
G-Demonstrate enhanced critical thinking skills
H-Utilize effective library research techniques and computer literacy skills
I-Show changes in self-concept and patterns which may have held him/her back
J-Learn to refine reading and writing skills
K-Participate in scheduled social activities and be introduced to campus resources
L-Gain time management skills

Student Requirements for Successful Course Completion:
A-Regular class attendance
B-Completion of required textual readings
C-Satisfactory completion on all exams and assignments
D-Extensive class participation
Attendance Policy:
Much of the information in COL125 is learned through group discussion, performance and by watching others interact/perform. THUS, regular attendance is required of all students. Students are expected to complete all assigned work on time, to attend class regularly, and to participate in class discussions and activities. Excessive absence or lateness’, whether excused or unexcused, may result in a grade penalty and/or removal from the class roster.

If you have any personal circumstances that you believe may prevent you from meeting the attendance requirement, I recommend that you discuss them with me at the beginning of the semester so we can determine whether you can successfully complete the course. If circumstances develop that affect your work and attendance in the class, see me to determine if you will be able to continue successfully in the course.

Text:


** Students should also secure a copy of the “Student Handbook.”**

Grading Practices:

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Assignment</td>
<td>20%</td>
</tr>
<tr>
<td>Research Assignment</td>
<td>20%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>20%</td>
</tr>
<tr>
<td>Homework Folder</td>
<td>20%</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

(See notation explanations on next page)

+ Writing Assignment:
The student will write a two-page essay discussing the following points:

1. The student’s educational and professional goals
2. Personal qualities, strengths and successes and will help achieve goals
3. Obstacles (problems, weaknesses, fears, needs) that could get in the way of success
4. Ways to overcome those obstacles.

While the content of a paper like this is obviously more important than the presentation, feedback will be offered accordingly, this assignment is also meant as a sample of the student’s writing skills. Therefore, it will be graded based on such factors as spelling, sentence-structure, punctuation, usage, organization, argumentation, clarity, depth and presentation.

++ Research Assignment:
The student, when called upon, will select a topic relevant to a career s/he is considering. (The instructor will help brainstorm this with students). The class will visit the campus library, where the student can get started researching the topic. Thereafter, the student will independently use the campus library, campus career service centers, his/her public library and/or the Internet to continue the research and put together a two-page report on his/her topic of choice. The student will demonstrate knowledge of citing and avoiding plagiarism gained from class, submitting an original report. Grading will be based on the research skills, the writing skills, the effort, the presentation and the integrity shown.
* Final Examination:
The Exam will be based on what is covered in the text, articles and class. The exam will be a combination of multiple choice, fill-in and essay questions. Only one exam will be given.

** Homework Folder / Reading and Related Assignments:
For each class, the student will be required to complete readings, write a journal entry, keep a portfolio based on day-to-day activities. The student will be required to record one particularly important point from each session. At the beginning of each class, the student will submit the exercises / assignments to the instructor. When the instructor returns homework with comments, the student will read the comments and then file it in his/her portfolio/homework folder. This is to be maintained throughout the semester. The entire portfolio will be submitted to the instructor for grading at the end of the semester. It is important to note that the student will be prepared to discuss topics in class the day after it is assigned.

# Oral Presentation:
The student will prepare a five to ten minute oral presentation on something the student knows or cares about and would like to teach or share with others. It can be a particular talent, interest, knowledge, hobby, background or experience. The student is encouraged to use visual aids. The student is also encouraged to use an outline or note cards, but may not read verbatim from a report. Grading will be based on speaking skills, organization, effort, presentation, clarity, and sensitivity to his/her audience. It is not, however, expected that the student will give a polished and anxiety-free performance.

COURSE POLICIES:

Grades: Your grade will be based on the following scale:

- 90%-100% A
- 86% - 89% B+
- 80% - 85% B
- 76% - 79% C+
- 70% - 75% C
- 66% - 69% D+
- 60% - 65% D
- below 60% F

PLAGIARISM:

Plagiarism is the act of using someone else's work as your own. It will not be tolerated in either written or oral form. Anyone caught plagiarizing will be given an F for the class. Cheating, in any way, will be penalized in the same manner. Trusting each other’s integrity is vital.
# DAILY COURSE OUTLINE

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>8/3</td>
<td>Introduction to the Class, Review Syllabus &amp; Calendar Class Interviews. Chapter 1: Understanding Your College</td>
</tr>
<tr>
<td>T</td>
<td>8/4</td>
<td>Chapter 2: Who Are You? Student ID’s “Campus Involvement” Presentation S101 10:00am to 10:30am</td>
</tr>
<tr>
<td>W</td>
<td>8/5</td>
<td>“Scholarship” Presentation @ S101 10:00am – 10:30am</td>
</tr>
<tr>
<td>Th</td>
<td>8/6</td>
<td>Oral Presentations “Time/Stress/Energy Management”– Chapter 3 (continued)</td>
</tr>
<tr>
<td>F</td>
<td>8/7</td>
<td>“Technology” – Chapter 4 “Taste of the Major” @ Culinary Arts DTC 10:00am – 10:30am</td>
</tr>
<tr>
<td>M</td>
<td>8/10</td>
<td>Setting Goals &amp; Solving Problems &amp; Managing Conflict “Library” 10:45am – 12:00pm</td>
</tr>
<tr>
<td>T</td>
<td>8/11</td>
<td>Chap 6, 7 Reading, Listening and Note Taking</td>
</tr>
<tr>
<td>W</td>
<td>8/12</td>
<td>Oral Presentations “Library” “Studying and Tests–Chap 8”</td>
</tr>
<tr>
<td>Th</td>
<td>8/13</td>
<td>Session #6: Common Blox “Healthy Living” @ S101 10:00am – 11:30am</td>
</tr>
<tr>
<td>F</td>
<td>8/14</td>
<td>Read Chapter 10–“Thinking!” (Informative Speeches)</td>
</tr>
<tr>
<td>M</td>
<td>8/17</td>
<td>Oral Presentations “Chapter 11–Researching”</td>
</tr>
<tr>
<td>T</td>
<td>8/18</td>
<td>“Chapter 12–Healthy Living” “Chapter 13–What’s Next?!”</td>
</tr>
<tr>
<td>W</td>
<td>8/19</td>
<td>TESTING DAY</td>
</tr>
<tr>
<td>Th</td>
<td>8/20</td>
<td>Rescheduling and BBQ (11:30am)</td>
</tr>
</tbody>
</table>

(Monday Classes schedule will be distributed during the summer).

Tutoring will take place (locations TBA) from 12:30pm – 2:00pm: English/Reading on Tuesdays/Thursdays: August 4, 6, 11, 13, 18; Math on Monday/Wednesdays: August 5, 10, 12, 17.
There are three sections of College Success running this summer (two from 9:00am until noon). The following programs will be experienced during the course:

“Healthy Living” (Aids / Wellness Workshop)- Campus Nurse Meryn Pilzar
Career Services Workshop- (Pr. Reese / Pr. Southard)
Diversity Workshop-
Honors Program/Scholarships- (Pr. McHeffey / Pr. Fitzpatrick/ Pr. Booneker)
Library Workshop(s)
“A Taste of the Major”- will include a Business sampling; an English sampling; and a Sociology sampling.
Campus Tour- (Entire group will begin in the Orient Building, and meet and greet friendly faces in the various offices on campus.)
Campus Involvement / Club Membership- (Pr. Conzen)
Computer Literacy Orientation- (Banner training / getting email, addresses, etc).