**York College | The City University of New York**

**NESS100: College Survival and Success**

0 credits | 30 contact hours

Section:

Class Number:

Facilitator:

Email:

**COURSE DESCRIPTION**

This seminar provides orientation and facilitates transition for first time college students to the college environment, culture, and routine. Students will receive critical information on college services, policies, and procedures, as well as tools to empower them for a successful tenure as an undergraduate student.

**LEARNING OBJECTIVES**

By the end of the course, students will:

* Explore and develop the academic and personal skills necessary to succeed in college.
* Identify the location and function of various offices at the college directly related to student success.
* Relate knowledge of self and personal goals to major(s) of interest and possible careers.
* Identify strategies (e.g., most effective time management method) to help them succeed academically.
* Demonstrate the skills necessary to select, schedule, and register for courses.
* Use problem solving and critical thinking skills.
* Understand critical information on college policy and procedures.
* Understand the importance of Academic Integrity and identify instances of academic dishonesty.
* Understand the value of diversity in a global world.

**COURSE REQUIREMENTS**

Please note that with the exception of eightsupplemental face-to-face meetings, this is a completely web-based, asynchronous course. Course meetings will be in the form of weekly online modules on CUNY Blackboard. Course materials, activities and interaction will be distributed, collected and facilitated via CUNY Blackboard. Because we will be interacting completely online during the course, it is imperative that students are aware of the demands of taking a web-based course (e.g., logging onto the course site to participate regularly, submitting assignments on time, making substantive contributions to online forums, etc.) and should have a working knowledge of educational technology (e.g., Blackboard, Microsoft Office, etc.).

It is important to practice good time management and organizational skills to be a successful online student. The course facilitator will log in every day and check the Q&A forum for questions about the course as well as will interact with the students in the ongoing discussions. Questions that are not likely to be relevant to the rest of the class participants can be directed via York email to the facilitator who will respond within 24 hours.

**Blackboard**

Proficiency in Blackboard is required for this course. The following resources are available to guide students through using Blackboard and participating in an online course.

<https://www.york.cuny.edu/academics/academic-affairs/ctlet/for-students/bbstudent>

<https://www.york.cuny.edu/academics/academic-affairs/ctlet/for-students/online-hybrid-course-support>

**Get Started:** Students will need a York email account and a CUNY Portal account to login to Blackboard. Once students have logged in, they must choose their NESS 100 section and click **Get Started** on the toolbar for a Video Tutorial. Instructions in this video will show how the course is organized. Students will be told step by step what they are expected to do during the semester.

**Lynda.com**

Some course resources must be accessed through lynda.com. Students can access this content through the York College website (login required).

Current Students > Resources > Lynda.com

**Required & Supplemental Reading**

Students are expected to read the chapters from the text prior to each class. Supplemental readings are also required.

**Discussion Board Posts**

Students are required to participate in a class discussion on Blackboard responding to prompts related to the common reader. These posts serve as an interactive classroom dialogue. All written work is expected to be thorough and to meet college level academic writing standards (carefully proof read all work before posting it).

The initial post should be at least 100-150 words in response to each prompt or question. Students are also required to respond substantively to at least one classmate. The deadline for all posts will be Sundays (Day 7) at 11:59 PM.

**What qualifies as a substantive post/response?**

Quality and quantity are critical components of participation. A post that simply says “I agree,” for example, would not constitute participation because it does not add anything of substance to the discussion.

The following are acceptable responses to a classmate’s post:

* Asking a probing question
* Expanding on the classmate’s posting with additional insight and resources

**Scavenger Hunt**

Students will work in small groups on a scavenger hunt throughout the course in order to familiarize themselves with the campus, its resources, and the policies and procedures of the College.

**Course Schedule**

This represents most of the assigned readings and activities for the course. Other readings, individual objectives/activities for each session may be included and will focus on more specific issues than those outlined below. If so, these will be posted on a weekly basis in a Blackboard announcement (which will also be emailed to you). All required/recommended readings should be completed before the session in which they are listed so that they may be discussed and/or referenced.

**Please note that the course schedule is subject to change. Any updated syllabi will be posted to our Blackboard course site.**

| Week/Date | Mode | Topic | Reading & Assignment |
| --- | --- | --- | --- |
| Wed, Jan 16  New Student Orientation (NSO) | F2F | **Meet with Group and Peer Leaders (#1 F2F):** NSO  **Welcome to College!**  **Preparing for Success**   * Transitioning (difference between high school and college culture) * Meet with Peer Leaders and Academic Liaisons * Introduction to the Common Reader * Assign to Freshman Seminar group | Review of Course Syllabus  **Assignment:** NESS 100 Cardinal Commitment  Ice Breaker |
| Week 1  Mon 1/28 – Sun 2/3 | F2F | **Diversity**  **Academic Calendar**   * Academic Planning and Decision Making   **Navigating Systems**   * Introduction to Blackboard * CUNYfirst * DegreeWorks * Academic Calendar   **Bulletin**   * Academic Policies & Procedures * Pathways General Education * Major & Minor Programs   **Academic Integrity**   * What is Academic Integrity? * What are Ethics and Values? * Plagiarism & Avoiding it * Cheating & Avoiding it * Consequences for Plagiarism, Document falsification and Cheating | Developing Cultural Awareness  NESS 100 ILOs assignment  Download Academic Calendar and make notes of key dates  **Survey:**  Pre-test Assessment Survey  Freshman Workshop Experience Survey  **Attend a DegreeWorks Workshop (#2 F2F)**  -“What If” function  -GPA Calculator  -Student Educational Planner (SEP)  **Bulletin:** Explore major and minor program requirements  **Quiz:** Academic Integrity Quiz |
| Week 2  Mon 2/4 – Sun 2/10 | F2F  Online | **Meet with Group and Peer Leaders (#3 F2F):** Engage and discuss “This I Believe” Essays  **Discussion Board (DB):**  Common Reader | Review how to create, post and respond to Discussion Board  **DB:** “This I Believe” Assigned Readings and Responses |
| Week 3  Mon 2/11 – Sun 2/17 | F2F  Online | **Meet with Group and Peer Leaders (#4 F2F):**  *Attend* *Spring 2019 Symposium*  *Date: Thurs, Feb 14*  *Time: 12:00 p.m. – 2:00 p.m.*  *Location: PAC Building*  **Discovering and Connecting**   * Learning styles (how you learn) and communicate * Building Skills   -Study habits/skills  -Test-taking skills  **Networking**  (Building Relationships)   * Peers (study groups) * Faculty: Mentors * Programs(Honors, Scholarships) * Clubs * YC Cardinal App * YC Facebook   **Early Alert – Faculty Interaction Form**   * Assess Academic Progress * Meet with 2 Professors | **Assignment:** Create a Weekly Time Schedule  **Assignments:**   * Early Alert – Faculty Interaction Form * Make advising appointment with your academic advisor |
| Week 4  Mon 2/18 – Sun 2/24 | Online | **Discussion Board (DB):**  Common Reader | **DB:** Responses to “This I Believe” Essays Chosen by Students |
| Week 5  Mon 2/25 – Sun 3/3 | Online | **Campus Resources**   * Support Services * Student Development Handbook   **College Policy and Procedures**   * Academic integrity * FERPA * Title IX | Review all materials  Make advising appointment with your academic advisor  *There are no readings or assignments for this week. Use this time to review the materials, reading and assignments from the previous weeks.* |
| Week 6  Mon 3/4 – Sun 3/10 | F2F  Online | **Meet with Group and Peer Leaders (#5 F2F):** Collaborative Learning Exercise – Scavenger Hunt  **Discussion Board (DB):**  Common Reader | **Assignments:** NESS Scavenger Hunt and make advising appointment with your academic advisor.  **DB:** Responding to Song Lyrics |
| Week 7  Mon 3/11 – Sun 3/17 | F2F | **Academic Planning:** Proactive Advisement:   * Advisement awareness/month * Advisement readiness * Pathways Requirement * Academic Programs * Course scheduling   **4 to Soar!**  **Degree Maps**  **Critical thinking** | **Meet with an Academic Advisor (#6 F2F):** Meet with an academic advisor during *Advisement Month* for Summer/Fall 2019 registration  **To Do:** Bring a copy of Degree Map (major of interest) to advising session |
| Week 8  Mon 3/18 – Sun 3/24 | F2F  Online | **Meet with Group and Peer Leaders (#7 F2F)**   * Review * Mid-Semester Check-in   **Discussion Board (DB):**   * Common Reader | **Assignment:** Submit Mid-Semester Grades Assignment and Action Plan  Meet with an academic advisor  **DB:** Choosing and Responding to Song Lyrics |
| Week 9  Mon 3/25 – Sun 3/31 | Online | **Career Planning and Exploration**   * Connecting major to career * STEM | **Review:**  Websites (specific to career)  Occupational handbook FOCUS 2 Career Tool  Meet with an academic advisor |
| Week 10  Mon 4/1 – Sun 4/7 | F2F  Online | **Meet with Group and Peer Leaders (#8 F2F):** Engage and discuss song lyrics and how they reflect your personal beliefs.  **Discussion Board (DB):**  Common Reader | Review how to create, post and respond to Discussion Board  **DB:** Choosing and Responding to Song Lyrics (Continued)  Meet with an academic advisor |
| Week 11  Mon 4/8 – Sun 4/14 | Online | **Review/Wrap-up**   * Reflection * Challenges * Next Steps * Stress Management | **Discussion Board:**  Reflection of course content, activities and assignments  Meet with an academic advisor |
| Week 12  Mon 4/15 – Thur 4/18 | Online | **Post-Test Assessment Survey**  **NESS 100 End of Seminar Evaluation**  **Discussion Board (DB):**  Common Reader | **Survey:**  -Post-test Assessment Survey  -NESS 100 End of seminar Evaluation  **DB:** Formulating Core Belief Statements  Meet with an academic advisor |

**GRADING**

This seminar is graded as pass/no credit. In order to successfully complete this seminar course, the following is required:

* Attend a minimum of **six out of eight** face-to-face meetings (if extenuating circumstances prevent a student from attending **one** additional meeting, an alternative assignment will be provided)
* Complete both the pre-and post-survey
* Seek academic advisement, resulting in the release of their ADV service indicator
* Participate in the discussion board on Blackboard
* Complete the Freshman Workshop Experience Survey
* Complete the Scavenger Hunt

**Students who do not successfully satisfy the requirements of NESS100 will be required to retake the seminar during the following semester.**

**Equal access to education: accommodations for students with disability**

**“**CUNY York College is committed to providing access to programs and services for qualified students with disabilities. If you are a student with a disability and require accommodations to participate and complete requirements for this class, contact Center for Students with Disabilities; Academic Core Building, Room 1G02, 718-262-2191 for verification of eligibility and determination of specific accommodations."

<https://www.york.cuny.edu/student-development/csd>

# Center for Students with Disabilities (CSD) Services

Services provided by the Center for Students with Disabilities (CSD)

* **Workshops:**CSD offers workshops to students on how to best use the accommodations provided to them. CSD also offers workshops to faculty/staff on the office's policies and practices.
* **Priority Registration:**Students registered with the CSD office are given priority registration for classes each semester.
* **Testing Accommodations**
* **Note-Takers**
* **Readers/Scribes**
* **Assistive Technology:** CSD offers a wide array of assistive technology software and devices for use by our students in the CSD computer lab and throughout campus. CSD staff provides training to students who require assistive software or devices.
* **Information & Referrals**
* **CUNY LEADS (Linking Employment Academics and Disability Services):** A program established to facilitate successful academic and career outcomes for students with disabilities who are enrolled in CSD. [Click here to find more information about CUNY LEADS.](http://www.cuny.edu/about/administration/offices/sa/services/disabilities/LEADS.html)

**Policy on Academic Integrity**

*Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion from the College. Some examples for academic dishonesty include cheating (e.g., using notes during a closed book exam; changing graded exam and returning it for more credit, etc.), plagiarism (e.g., using another person’s words without quotation marks and footnotes attributing the words to their source; internet cut & paste techniques without proper attribution, etc.), or obtaining unfair advantage (e.g., stealing, reproducing or circulating examination materials; depriving other students of access to library materials, etc.).*

**Copyright**

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

**Third-Party Software and FERPA**

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these are required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identifiable/sensitive information. If you have any concerns about this, please contact your facilitator.

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**Cardinal Commitment**

York College is committed to the values of integrity, excellence, respect, and engagement.

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As a Cardinal,

I will dedicate myself to learning and practice personal INTEGRITY and academic honesty;

I will challenge myself and others to achieve the highest level of academic EXCELLENCE by taking responsibility for my success;

I will value our culture of diversity, RESPECT those around me, and foster an inclusive community through inquiry, compassion, and celebration;

I will promote ENGAGEMENT and involvement in our community and beyond through participation, leadership, and service;

I promise to honor these values and lead by example.

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Peer Leader \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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