

EDISON STATE COLLEGE

Division of Arts and Sciences
Student Support

COMMON COURSE SYLLABUS

PROFESSOR:

PHONE NUMBER:

OFFICE LOCATION:

E-MAIL:

OFFICE HOURS:

SEMESTER:

I. COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:

SLS 1515 CORNERSTONE EXPERIENCE (3 CREDITS)

The Cornerstone Experience course at Edison 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 who meet criteria as set forth in the college catalog.

II. PREREQUISITES FOR THIS COURSE:

None

CO-REQUISITES FOR THIS COURSE:

None

III. 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)

IV. LEARNING OUTCOMES AND ASSESSMENT:**GENERAL EDUCATION COMPETENCIES:**

General education courses must meet at least four out of the five following outcomes. All other courses will meet one or more of these outcomes.

Communication (COM): To communicate effectively using standard English (written or oral).

Critical Thinking (CT): To demonstrate skills necessary for analysis, synthesis, and evaluation.

Technology/Information Management (TIM): To demonstrate the skills and use the technology necessary to collect, verify, document, and organize information from a variety of sources.

Global Socio-cultural Responsibility (GSR): To identify, describe, and apply responsibilities, core civic beliefs, and values present in a diverse society.

Scientific and Quantitative Reasoning (QR): To identify and apply mathematical and scientific principles and methods.

ADDITIONAL COURSE COMPETENCIES:

At the conclusion of this course, students will be able to demonstrate the following additional competencies:

LEARNING OUTCOMES	ASSESSMENTS	GENERAL EDUCATION COMPETENCIES
Apply the intellectual traits, standards, and elements of reasoning in the context of their personal and academic lives	Students will complete journal entries that will be evaluated based upon the course critical thinking rubric to demonstrate their ability to apply the Elder-Paul model of critical thinking in their personal and academic lives. Students will take the California Critical Thinking Skills Test after completing the critical thinking module of the course and again near the end of the Cornerstone Experience.	CT
Demonstrate intellectual rigor and problem-solving skills by analyzing and evaluating information, generating ideas, and resolving issues	Students will participate in a final group presentation assignment (How to Succeed in College) and will be evaluated using a rubric designed to assess the following skills: time management, small group communication skills and problem-solving skills.	

Explore how background experiences impact their values and assumptions and explain how they influence personal relationships	Students will complete a Myers-Briggs type personality profile to increase self-awareness. They will reflect upon how their profiles influence personal relationships, career choices and success skills in their critical thinking journal. Entries will be evaluated based upon the course critical thinking rubric.	COM, CT
Evaluate student-to-student and student-to-faculty interactions, and reflect on their relationship to academic, career, and social development	Students will participate in a final group presentation project in which they will apply effective group communication skills. Students will reflect upon the lessons learned from this experience and relate them to their academic, career and social development in their critical thinking journal entry which will be evaluated based upon the course critical thinking rubric.	CT
Reflect on the General Education requirements at Edison State College and articulate their application to academic and career goals	Students will engage in career exploration assignments and will learn how to develop an education plan to help them achieve their career goals. They will critically reflect upon suitable career choices and how to develop an education plan to accomplish their career aspirations in a critical thinking journal entry which will be evaluated based upon the course critical thinking rubric.	CT
Enhance their awareness of the larger diverse community both inside and outside Edison State College	Students will engage in a variety of classroom assignments including a passport activity to enhance awareness of the diverse community inside and outside Edison State College to encourage an appreciation of diversity. They will critically reflect upon how valuing diversity will contribute to success in their personal life, academic success and obtaining future career goals in a critical thinking journal entry which will be evaluated based upon the course critical thinking rubric.	CT

Apply one or more skills learned in the FYE course to other academic endeavors	Students will complete journal entries demonstrating how two or more of the skills learned in the FYE course apply to assignments in other courses. Entries will be evaluated based upon the course critical thinking rubric.	CT
Develop strategies for effective written and verbal communication, use of technology, listening, reading, critical thinking and reasoning	Students will demonstrate their ability to engage in critical listening as they learn to utilize a researched-based note taking method. Students will explore the use of technology to research databases for college assignments, complete assessments in SMARTERMEASURE, and to navigate MyEdisonState Portal and/or the learning management system adopted by the college.	COM
Demonstrate independence and self-efficacy through effective personal management, use of college resources and the development of positive relationships with peers, staff and faculty	Students will write an essay in which they reflect upon the journals entries completed throughout the course and extract those ideas that they found most influential or important. Students will then create a “new” plan for achieving success in college and for establishing positive relationships with peers, staff and faculty. The essay will be evaluated using the course critical thinking rubric.	COM, CT

V. DISTRICT-WIDE POLICIES:

PROGRAMS FOR STUDENTS WITH DISABILITIES

Edison 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.

Lee Campus	Taeni Hall, S-116A	(239) 489-9427
Charlotte Campus	Spatz Hall, J-101	(941) 637-5626
Collier Campus	Student Services, M-113	(239) 732-3104
Hendry/Glades Ctr.	Building A, A-123	(863) 674-0408

VI. REQUIREMENTS FOR THE STUDENTS:

List specific course assessments such as class participation, tests, homework assignments, make-up procedures, etc.

VII. ATTENDANCE POLICY:

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

VIII. GRADING POLICY:

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

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.”)

IX. REQUIRED COURSE MATERIALS:

(In correct bibliographic format.)

X. RESERVED MATERIALS FOR THE COURSE:

Other special learning resources.

XI. CLASS SCHEDULE:

This section includes assignments for each class meeting or unit, along with scheduled Learning Resource Center (LRC) media and other scheduled support, including scheduled tests.

XII. ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:

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