In COL 103, instructors can make all the difference in student’s long-term success here at PCCC. This book is to help you navigate through the textbook, a tough crowd in your classroom, and an uncertainty of how to “teach” what for some is innate.
It takes a village, so use the one that’s in place here.

Relax & enjoy.

Below is a breakdown of chapters, helpful ideas, exercises, assignments, and reminders.

Best,
Kelly Bender, COL 103 Liaison
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Housekeeping

Libguide/BlackBoard Page
These helpful resources are FULL of assignments used in class, supplemental tools/quizzes, Power Points, video clips, worksheets – please use them. Also, I welcome any ideas to add to this stockpile of success!

Library Visits
If you would prefer to have a librarian walk your class through the newly revised Information Literacy assignment, please schedule your visit with the library ASAP. Also, please note that the Information Literacy assignment has been revised and streamlined. It is still available on the COL 103 Libguide. *Note: the Infor Lit assignment differs depending upon which section DE, College Level, or ELS section you are teaching.

Laptops
There are carts available should you want laptops in your classroom. Contact Riad Hammoudeh, Manager of Technical Services, at rhammoudeh@pccc.edu.

To be shared with students:

Financial Aid
Title IV (Pell Grant, SEOG Grant, and Direct Loans) financial aid will only pay for courses which are a part of the student’s active program of study. This means that students should only register for courses which are included in their major. If a student registers for a course which is not included in their major or “active program of study”, the student will be required to pay for the course out of pocket.

For example: Student registers for 12 credits, but only 9 of these credits are part of the students’ major and considered Title IV eligible. Financial aid will pay for the 9 credits, and the student will be billed for the remaining 3 credits which are considered non-Title IV credits.

For further assistance please feel free to contact your Financial Aid Advisor. Each student is assigned their own counselor based on the starting letter of their last name. The list of advisors can be found on the COL 103 BB Shell and Libguide

Please note: Developmental (remedial) courses are considered Title IV eligible courses. However, a student can only receive financial aid for a maximum of 30 credits of remediation.

Textbook
The textbook is to be bought and returned at any PCCC campus bookstore (keeping in mind PAC and WAC have limited “book store” availability). Enrollment in the course automatically generates a charge to the students account for the book. Once the book is returned, the students are issued a credit back to their financial accounts.
The Textbook & You, Perfect Together

The information below is here to help you stress the importance of certain topics. Hopefully, you find it to be a buoy to the material that is listed on the syllabus.

Week One
Make very clear the need for the textbook. EVERY assignment comes from the book, they will need it in class every time you meet. Stress the importance of the course. This course matters! Their attendance is counted and work is graded – remind them of that! The skills acquired or fine-tuned here help them:
1. Save money and time
2. Work smarter, choosing better majors for themselves
3. Navigate the college more successfully
4. Become [better] critical thinkers, of themselves and all that surrounds them

Chapter by Chapter
Chapter One – Goal Setting and Creating Positive Change
Review:
- What employers want (pg 5)
- Figure 1.1 lists essentials for success – all of which are covered in this course (pg 6)
- M&M, and that their education is just as important (pg 11); reinforcing this by covering Figure 1.2 (pg 12)

Chapter Two – Developing Motivation
Review:
- “Think About It” #2 (pg 33) What motivates you? (No Nike slogans!) Short writing assignment. Discuss in class as a whole.
- Complete 2.3 (pg 38-39)
- Overcoming Doubts and Fears (pg 40) Discuss in class as a whole.
- Your name, and what it means to you? Others? Point 7 (pg.44) Short writing assignment.

Chapter Three – College Expectations
Review:
- With the class, review Figure 3.2 (pg 58-62) Ask them how they feel about some of our college policies (found in College Catalog)
- Instructors and Students (pg 64)
- Who are you when no one is looking? Short writing assignment. (pg 66)
- Review student services – and relate this to PCCC specifically. What is where? What is lacking? (pg 69)

Chapter Four – Information Literacy
Review:
- Know our library
- Do Information Literacy assignment – schedule a library visit or have a librarian come to your classroom.
  The assignment can be found on the Col 103 Libguide.
- Are you addicted? Do Figure 4.1 (pg 84)
- Check out some websites (maybe pick one to scroll through together on the big screen) (pg 89)

Chapter Five – Critical Thinking
Review:
- Show clips of ‘Enron: The Smartest Guys in the Room’ to demonstrate the devastating power of a heard-like mentality; Show clips from ‘Corporations’ to highlight a complete lack of critical thinking
- Review steps of thinking critically (pg 123)
- Figure 5.11, Creative Thinking is NOT just for artists

Chapter Six – Time Management
Review:
- Review and discuss as a whole “Self-discipline” and do 6.5 (pg 150)
- Figure 6.7 – have students explore any that apply to them (pg 154)
- Figure 6.9 – discuss physical effects of stress (pg 159)

Chapter Seven – Learning Styles
Review:
- “Think About It” #1 (pg 167) Short writing assignment. Discuss in class as a whole.
• Do 7.3-7.4 (in class or for homework and discuss) *Free Personality Test 16 Personalities.com and share results – need computers for this, and need to prepare students for the “test” that they need to simply answer with the first thought that comes to their mind, not to overthink it.

Chapter Eight – Reading Review:
• Do 8.1 and discuss
• Do 8.2 - Binge Drinking – relate this to college life, commuter students, learning styles, critical thinking, time management, setting goals, physical effects of stress… ALL that the course has covered thus far!

Chapter Nine – Note Taking Review:
• Read introductory story and answer “Think About It” questions (pg 214-215)
• Respond to Obstacles (pg 219). Choose one and write about a time when an obstacle occurred and the student lost out and maybe even learned a lesson. Short writing assignment. Discuss in class as a whole.
• Review common note taking systems (pg 225)

Chapter Ten – Studying and Test Taking Review:
• Read story (pg 239) and answer questions – review together in class
• Do 10.1 together in class
• Check Libguide and BB shell for additional assignments on successful note taking systems
• Figure 10.3 for STEM students

Chapter Eleven – Financial Literacy Review:
• Review ‘Can You Mind Your Own Business?’ Discuss. Short writing assignment: Is there a need to change your spending habits? If so, are you willing? Discuss in class.
• Review Figure 11.1 (pg 264)
• Tips for applying for Financial Aid (pg 266)
• Figure 11.5 (pg 269) and relate this to the students’ lives!
• Bring in a visitor from the Financial Aid department
• Show clips from the documentary ‘Maxed Out’ – the primary focus is how students amass debt at a dangerous rate, and the consequences can be deadly.

Chapter Twelve – Communicate Effectively Review:
• Review ‘Can We Communicate Without Words?’ (pg 291) “How do your physical actions influence your message?” Short writing assignment. Discuss in class as a whole
• Figure 12.4 Nonverbal Communication (pg 293) – do in class and review – shared answers prove to be very interesting
• Figure 12.6 (pg 297) for homework and discuss in class