

CATALOG INFORMATION

Dept and Nbr: COUN 10 Title: FIRST YEAR EXPERIENCE
Full Title: Student Success-The First Year Experience
Last Reviewed: 3/11/2019

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable
Grading: Grade or P/NP
Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP
Also Listed As:
Formerly: COUN 51

Catalog Description:
This course provides students in their first year of college with an introduction to the nature, meanings and outcomes of higher education through the exploration and application of intellectual, social, and psychological principles that lead to well-being and success in college. Students will examine the stages of adult development, learn successful life management techniques, learn strategies for motivation and stress management, and apply creative and critical thinking techniques.

Prerequisites/Corequisites:

Recommended Preparation:
Eligibility for ENGL 100 OR EMLS 100 (formerly ESL 100) or equivalent

Limits on Enrollment:

Schedule of Classes Information:
Description: This course provides students in their first year of college with an introduction to the nature, meanings and outcomes of higher education through the exploration and application of intellectual, social, and psychological principles that lead to well-being and success in college.

Students will examine the stages of adult development, learn successful life management techniques, learn strategies for motivation and stress management, and apply creative and critical thinking techniques. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 100 OR EMLS 100 (formerly ESL 100) or equivalent

Limits on Enrollment:

Transfer Credit: CSU;UC.

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area	Effective:	Inactive:
CSU GE:	Transfer Area	Effective:	Inactive:
	E	Fall 2008	
	Lifelong Learning and Self Development		

IGETC:	Transfer Area	Effective:	Inactive:
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CSU Transfer:	Transferable	Effective:	Fall 2006	Inactive:
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UC Transfer:	Transferable	Effective:	Fall 2006	Inactive:
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CID:

Certificate/Major Applicable:

Certificate Applicable Course

COURSE CONTENT

Student Learning Outcomes:

At the conclusion of this course, the student should be able to:

1. Describe the history, role, and value of higher education in a multicultural society.
2. Identify opportunities for engagement with instructors, students, campus activities, and community resources.
3. Identify and clarify values, interests, learning, and personality styles.
4. Explain the academic requirements needed to meet their academic goals.

Objectives:

At the conclusion of this course, the student should be able to:

1. Explore personal choices in higher education.
2. Assess personal growth and life management.
3. Relate technology use to academic and personal life.
4. Discuss and analyze cultural diversity in higher education and society.
5. Describe lifelong learning skills.
6. Identify strategies to promote lifelong health and wellness.
7. Integrate critical and creative thinking in personal and academic life.

Topics and Scope:

I. Higher Education

- A. The role and value of higher education in society today
- B. The history, purpose and unique attributes of the California higher education system
- C. College curriculum, general education, majors, career education training
- II. Personal Growth and Life Management
 - A. Self-assessment
 - B. Personality type
 - C. Values
 - D. Multiple intelligences
 - E. Goal setting
 - F. Decision making
 - G. Time management
 - H. Money management
 - I. Techniques for positive thinking
 - J. Motivation strategies
- III. Technology Management in Academic and Personal Life
 - A. Cyberspace conduct
 - B. Necessary technological skills for academic success
- IV. Diversity
 - A. Prejudice and discrimination
 - B. Cultural and social diversity
 - C. Interpersonal communication
- V. Lifelong Learning
 - A. Life stages
 - 1. Stages of adult development including emerging adulthood (Arnett, Erickson, Piaget)
 - 2. Stages of college student development (Tinto, Chickering)
 - B. Principles of learning and memory
 - 1. Stages
 - 2. Principles
 - 3. Memory techniques
 - C. Learning style
 - 1. Visual, auditory and kinesthetic styles
 - 2. Personality and learning style
 - 3. Multiple intelligences
 - 4. Personal learning strategies
 - D. Writing and speaking
 - 1. Power writing: preparing, organizing, writing, editing and revising
 - 2. Writing a term paper
 - 3. How to prepare an oral presentation
- VI. Health and Wellness
 - A. Biological, emotional, intellectual and social concepts
 - B. Stress management techniques
- VII. Critical and Creative Thinking
 - A. Fallacies in reasoning
 - B. Critical thinking processes
 - C. Creativity techniques (brainstorming, relaxed retention, visualization, imagination)

Assignment:

1. Weekly reading assignments of 30-60 pages
2. Written assignments including reaction paper, journals, and essays
3. One to two faculty interviews (includes presentation)
4. Attendance at campus events and written reaction paper

5. Academic plan
6. Education career road map
7. Presentation on a campus resource
8. Case scenarios to practice a decision making process
9. Culminating project related to the application of intellectual, social and psychological principles leading to well-being and success in college
10. Quizzes (0 - 5)
11. Final exam

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written homework, comprehensive written project

Writing
50 - 60%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Academic plan, educational road map

Problem solving
10 - 15%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Presentations

Skill Demonstrations
5 - 10%

Exams: All forms of formal testing, other than skill performance exams.

Quizzes and final: multiple choice, true/false, matching items, completion

Exams
20 - 35%

Other: Includes any assessment tools that do not logically fit into the above categories.

Attendance, class participation, case scenarios

Other Category
0 - 10%

Representative Textbooks and Materials:

Your College Experience, Two Year College Edition: Strategies for Success. Gardner, John and Barefoot, Betsy and Farakish, Negar. Bedford St. Martin's. 2015
SRJC Catalog. Current