COUN 53 Course Outline as of Fall 2016

CATALOG INFORMATION

Dept and Nbr: COUN 53 Title: COLLEGE SURVIVAL
Full Title: College Survival Techniques
Last Reviewed: 4/8/2019

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:	

Catalog Description:
This course combines comprehensive academic study strategies with critical thinking and personal development. This course includes the following topics: memory and concentration techniques, lecture note taking systems, textbook study systems, test taking, research strategies, critical analysis, effective problem solving, life and time management, learning styles, personal and educational values and goals, instructor-student relations, and maintaining health.

Prerequisites/Corequisites:

Recommended Preparation:
Eligibility for ENGL 100 or ESL 100

Limits on Enrollment:

Schedule of Classes Information:
Description: This course combines comprehensive academic study strategies with critical thinking and personal development. This course includes the following topics: memory and concentration techniques, lecture note taking systems, textbook study systems, test taking, research strategies, critical analysis, effective problem solving, life and time management,

learning styles, personal and educational values and goals, instructor-student relations, and maintaining health. (Grade or P/NP)
Prerequisites/Corequisites:
Recommended: Eligibility for ENGL 100 or ESL 100
Limits on Enrollment:
Transfer Credit: CSU;
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	Lifelong Learning and Self Development		Fall 2010	
IGETC:	**Transfer Area**			Effective:	Inactive:
CSU Transfer:	Transferable	Effective:	Fall 2010	Inactive:	
UC Transfer:		Effective:		Inactive:	

CID:

Certificate/Major Applicable:
Not Certificate/Major Applicable

COURSE CONTENT

Student Learning Outcomes:
At the conclusion of this course, the student should be able to:
1. Analyze and construct personal values and educational goals.
2. Formulate and apply academic study strategies to life long learning.
3. Develop and apply the use of critical thinking skills to the learning process.

Objectives:
Upon completion of the course, students will be able to:
1. Construct and analyze personal time management related to school, work, and personal life.
2. Identify specific barriers to motivation and their effect on time accountability.
3. Analyze goal setting criteria.
4. Examine personal and educational values and compare those values to those of diverse cultures.
5. Compare and contrast various learning styles and apply them to life-long learning.
6. Demonstrate effective instructor-student relations.
7. Assess wellness concepts.
8. Apply lecture note taking techniques.
9. Identify various methods to improve textbook reading.
10. Compare and contrast study techniques for math, science, and general courses.
11. Formulate test taking strategies for both objective and essay exams.
12. Describe methods to deal with test anxiety.
13. Analyze the different levels of college term papers.
14. Employ the use of computers to library research.

15. Describe and utilize college based resources.

Topics and Scope:

I. Life Management
  A. Life and time management
  B. Setting long term, mid term and short term goals and priorities
  C. Decision making
  D. Learning and motivation theory
  E. Organizational techniques
  F. Effective self management strategies
  G. Self esteem and self awareness
  H. Taking responsibility (locus of control) and overcoming fear
II. Personal and Educational Values and Goals
  A. Personal values, identity, and cultural diversity
  B. Emotional intelligence
  C. Taking responsibility for educational goals
  D. Educational and intellectual values
  E. Life transitions
III. Learning Styles
  A. Active and passive learning
  B. Left and right brain learning
  C. Self-directed and collaborative learning
  D. Visual, auditory, kinestethic, and tactile learning
  E. Relational, affective, lateral thinking styles
  F. Idea generation, intuition, imagination, puzzles, patterns, curiosity
  G. Mind mapping
IV. Academic Study Strategies
  A. Memory and concentration
    1. Principles of learning and forgetting
    2. Short and long term memory
    3. Recognition and recall techniques
    4. Concentration techniques and self-discipline
    5. Mnemonic devices
    6. Active listening
    7. 5R and other lecture note taking techniques
    8. Signal words and summarizing techniques
    9. Class participation techniques
  B. Textbook Study Systems
    1. Survey of textbooks and chapters
    2. SQ5R and other textbook study techniques
    3. Textbook reading techniques: topic sentences, main ideas, summarizing
    4. Textbook note taking techniques: lists, cards, mapping, outlining, summarizing
    5. Textbook marking
  C. Subject-specific Study Techniques
    1. Math
    2. Science
    3. General courses
  D. Test Taking
    1. Test preparation and test taking techniques
    2. Test anxiety
    3. Objective exams

4. Essay exams
5. Study group

E. Term Papers: Different levels of college term papers

F. Using the library
1. Research materials and techniques
2. Use of computers for library research
3. Library orientation
4. Documentation
5. Plagiarism and college policies

G. College based resources (including but not limited to)
1. Financial Aid
2. Tutorial Center
3. Math and English Lab
4. Student Health
5. Counseling
6. Transfer Center
7. EOPS
8. MESA
9. Puente
10. College Skills
11. Disability Resource Center

V. Instructor-Student Relations
A. Faculty obligation to student and student responsibilities
B. Assertive and passive classroom behaviors
C. Communicating in the classroom
D. Networking with other students
E. Academic freedom

VI. Health and Wellness
A. Physiological affects of stress
B. Managing stress
C. Relaxation techniques
D. Dietary, sleep and exercise requirements
E. Physiological affects of drug and alcohol usage

VII. Critical Analysis and Problem Solving
A. Analytical, cognitive and vertical thinking styles
B. Problem solving and decision making strategies
C. Data, information, bias, facts, opinion
D. Assumptions, evidence, arguments, judgments, evaluation, explanation

Assignment:

1. A 2-3 page educational profile
2. Written reflection on long term, mid term, short term educational and personal goals
3. One page analysis of personal procrastination data
4. Application of strategies to reduce stress
5. One page critical analysis of course lecture
6. Application of Cornell Method of lecture note taking in one lecture
7. Application of SQ3R formula to a college textbook
8. Formation of in-class study groups
9. One small group class presentation of study strategy
10. Develop and implement study plan for upcoming exam
11. Develop a study guide based on one's learning style

12. Utilization of library research skills to complete a critical thinking assignment
13. 2-3 page outline of educational research
14. 5 page term paper on educational path
15. 5 minute oral presentation on educational research
16. 5 minute oral presentation on term paper
17. Multiple choice and true/false exams

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, analytical papers, term paper	Writing 35 - 70%

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

Critical analysis, effective problem solving assignment	Problem solving 10 - 15%

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

Formation of in-class study groups	Skill Demonstrations 5 - 10%

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

Multiple choice and true/false questions	Exams 10 - 30%

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

Oral presentations	Other Category 0 - 10%

Representative Textbooks and Materials:
Students please note: do not buy textbooks before checking with the SRJC bookstore. These titles are representative only and may not be the same ones used in your class.
Becoming a Master Student (12th). Ellis, Dave. Houghton Mifflin: 2009 (classic).
Your College Experience: Strategies for Success (8th). Gardner, John, Jewler, A. Jerome, Barefoot, Betsy. Wadsworth Publishing: 2008 (classic).
On Course (6th). Downing, Skip. Wadsworth Publishing: 2010 (classic).