

COUN 10 Course Outline as of Fall 2017**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	14	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 ESL 100

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 ESL 100

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:
---------------	----------------------	------------	-----------

CSU Transfer:	Transferable	Effective:	Fall 2006	Inactive:
----------------------	--------------	------------	-----------	-----------

UC Transfer:	Transferable	Effective:	Fall 2006	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. 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:

Upon completion of this course, the student will 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, vocational 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 of 500-700 words, including reaction paper, journals, and essays
3. Two faculty interviews (includes paper and oral presentation)

4. Attendance at two campus events and write a two-page reaction paper for each
5. Academic plan
6. Educational road map
7. Oral presentation on a campus resource
8. Case scenarios to practice a decision making process
9. Comprehensive written project
10. Topic quizzes from assigned reading
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.

Oral presentations

Skill Demonstrations 5 - 10%

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

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:

Orientation to College-A Reader on Becoming an Educated Person (2nd edition). Steltenpohl, Shipton, Villines. Wadsworth: 2004.

Foundations, a Reader for New College Students (4th edition). Gordon and Minnick. Wadsworth: 2007.

The Community College Experience, Foundations for Learning (1st edition). Baldwin, Amy. Prentice Hall: 2006.

Foundations for Learning (2nd edition). Hazard and Nadeau. Prentice Hall: 2009.

Your College Experience, Strategies for Success, Two Year Edition (tenth edition). John N. Gardner, Betsy O. Barefoot. Bedford St. Martin's: 2012.