

**ADLTED 614.1 Course Outline as of Spring 2020****CATALOG INFORMATION**

Dept and Nbr: ADLTED 614.1 Title: ORG SKLLS FOR SUCCESS

Full Title: Organizational Skills for Success

Last Reviewed: 5/13/2019

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	0	Lecture Scheduled	0	17.5	Lecture Scheduled	0
Minimum	0	Lab Scheduled	3.00	6	Lab Scheduled	52.50
		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: 0.00

Total Student Learning Hours: 52.50

Title 5 Category: Non-Credit

Grading: Non-Credit Course

Repeatability: 27 - Exempt From Repeat Provisions

Also Listed As:

Formerly: ADLTED 614

**Catalog Description:**

This first course in a four-course sequence builds foundation skills for academic and vocational success. Students will be introduced to information about the resources, services, skills, tools, and processes to make important decisions about their individual pathways for success. They will also build awareness about their personal needs and challenges to success, and learn behaviors that establish a platform from which to build patterns of success in academic, personal, and workplace endeavors.

**Prerequisites/Corequisites:****Recommended Preparation:****Limits on Enrollment:****Schedule of Classes Information:**

Description: This first course in a four-course sequence builds foundation skills for academic and vocational success. Students will be introduced to information about the resources, services, skills, tools, and processes to make important decisions about their individual pathways for

success. They will also build awareness about their personal needs and challenges to success, and learn behaviors that establish a platform from which to build patterns of success in academic, personal, and workplace endeavors. (Non-Credit Course)

Prerequisites/Corequisites:

Recommended:

Limits on Enrollment:

Transfer Credit:

Repeatability: Exempt From Repeat Provisions

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>	<b>Effective:</b>	<b>Inactive:</b>
<b>CSU GE:</b>	<b>Transfer Area</b>	<b>Effective:</b>	<b>Inactive:</b>
<b>IGETC:</b>	<b>Transfer Area</b>	<b>Effective:</b>	<b>Inactive:</b>
<b>CSU Transfer:</b>		<b>Effective:</b>	<b>Inactive:</b>
<b>UC Transfer:</b>		<b>Effective:</b>	<b>Inactive:</b>

**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. Identify key resources for academic, personal, and professional support on campuses and in the workplace
2. Develop vision statement and appropriate, realistic goals
3. Implement strategies for effective reading, writing, recording information, and creating performance assessments

### **Objectives:**

Students will be able to:

1. Describe a range of resources, services, skills and processes for making informed decisions about an individual pathway to success
2. Reflect on and analyze personal strengths, weaknesses, and challenges to academic and vocational success
3. Develop a personal vision statement and Ten-Year Plan for educational and professional goals
4. Apply effective academic skills to achieving student success

### **Topics and Scope:**

- I. Resources for Success - Resources and Services on Campuses
  - A. Admissions and Records
  - B. Bookstore
  - C. Campus Police
  - D. Career Hub
  - E. Counseling

- F. Disability Resources Department
- G. Financial Aid
- H. Student Health and Psychological Services
- I. Scholarship Center
- J. Transfer Center
- K. Tutorial Center

## II. Self-Awareness - Personal Inventories

- A. Clifton Strengths Finder
- B. DISC (Dominance, Influence, Steadiness, Conscientiousness)

## III. Organization and Planning

- A. Vision Statements
- B. Goal-Setting
  - 1. SMART goals (Specific, Measurable, Attainable, Relevant, Time-based)
  - 2. My Ten-Year Plan for educational and professional success

## IV. Academic and Workplace Skills

- A. Life-long Learning
- B. Active Listening
- C. Active Reading
- D. Note-taking Strategies and Templates
- E. Research Strategies
  - 1. Finding and Evaluating Sources
  - 2. Citing Sources (in text and Works Cited)
  - 3. Plagiarism and Unintentional Plagiarism
- F. Test-taking Tools and Strategies
- G. Short-answer responses
- H. Thesis Development and Essay Writing Strategies

### **Assignment:**

#### Self-Awareness Activities

1. Assigned readings on self-awareness, organization, and planning (10-15 pages per week)
2. Student surveys on habits for success (3-5)
3. Written reflections on SMART goals and Strength Finder outcomes (2-3)
4. Quizzes (5-7)

#### Organization and Planning Activities

1. Written Vision Statement
2. SMART Goals Report

#### Academic Skills Practice Exercises

1. Practice and application worksheets (3-5)
2. Annotated readings (2-3)
3. Formatted notes (2-3)
4. Written and edited paragraphs (2-3)

### **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.

Vision statement; SMART goals report; written reflections

Writing  
20 - 30%

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

None

Problem solving  
0 - 0%

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

Academic Skills Practice Exercises

Skill Demonstrations  
20 - 30%

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

Quizzes

Exams  
10 - 20%

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

Class participation and attendance; class discussion of assigned reading; student surveys

Other Category  
30 - 40%

### **Representative Textbooks and Materials:**

SRJC Student Guide

Strengthsfinder 2.0; Discover Your CliftonStrengths. Gallup and Rath, Tom. Gallup Press. 2007 (classic)

Instructor prepared materials