

COUN 53 Course Outline as of Fall 2020**CATALOG INFORMATION**

Dept and Nbr: COUN 53 Title: COLLEGE SUCCESS

Full Title: Strategies for College Success

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 success strategies with critical thinking and personal development. Topics include: value of education and student responsibility; the impact of student attitudes, motivation and behaviors; critical thinking and effective study strategies; problem solving; life and time management; learning styles; personal and educational values and goals; effective written and oral communication; instructor-student relations; and maintaining health.

Prerequisites/Corequisites:**Recommended Preparation:**

Eligibility for ENGL 100 or ESL 100 or equivalent or appropriate placement based on AB705 mandates

Limits on Enrollment:**Schedule of Classes Information:**

Description: This course combines comprehensive academic success strategies with critical thinking and personal development. Topics include: value of education and student

responsibility; the impact of student attitudes, motivation and behaviors; critical thinking and effective study strategies; problem solving; life and time management; learning styles; personal and educational values and goals; effective written and oral communication; instructor-student relations; and maintaining health. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 100 or ESL 100 or equivalent or appropriate placement based on AB705 mandates

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	Fall 2010	
	Lifelong Learning and Self Development		

IGETC:	Transfer Area	Effective:	Inactive:
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CSU Transfer: Transferable	Effective:	Fall 2010	Inactive:
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UC Transfer:	Effective:	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. Formulate academic and personal goals.
2. Define social, psychological and physiological issues and behaviors that impact academic performance and develop strategies to support academic and personal success.
3. Identify and apply the use of effective study strategies, critical thinking skills and resources to the learning process.

Objectives:

Students will be able to:

1. Construct and analyze personal time management related to school, work, and personal life.
2. Identify academic and personal barriers and develop education and career goals.
3. Examine personal and educational values and how those relate to college majors and careers.
4. Compare and contrast various learning styles and apply them to life-long learning.
5. Apply learning strategies to enhance academic performance, including: critical thinking, note taking styles, active reading techniques, listening and concentration practices, memory tactics, study and test taking strategies, library resources.
6. Describe methods to deal with test anxiety.
7. Demonstrate effective communication skills in diverse environments.
8. Assess health and wellness concepts that impact academic/life success.
9. Analyze personal money management skills.

10. Identify college resources and services to aid in success.
11. Understand instructor and student roles and responsibilities.

Topics and Scope:

- I. Personal Values, Goals and Self-Efficacy
 - A. Personal identity, values and cultural diversity
 - B. Emotional intelligence
 - C. Motivation
 - D. Taking responsibility for educational goals
 - E. Life transitions
- II. 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. 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. SQ3R 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 systems
 - 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. Utilizing study groups
 - E. Utilizing the library
 1. Research materials and techniques
 2. Online databases for library research
 3. Library orientation
 4. Documentation
 5. Plagiarism and college policies
 - F. College based resources (including but not limited to)
 1. Financial Aid
 2. Tutorial Center
 3. Math Lab and Writing Center
 4. Student Health
 5. Counseling
 6. Transfer Center
 7. EOPS

- 8. MESA
- 9. Learning Communities
- 10. Student Life
- 11. Disability Resources Department

III. Learning Styles

- A. Active and passive learning
- B. Left and right brain learning
- C. Visual, auditory, kinesthetic, and tactile learning
- D. Idea generation, intuition, imagination, puzzles, patterns, curiosity

IV. 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
- E. Logical fallacies

V. Communication Skills

- A. Instructor-Student Interactions
 - 1. Faculty obligation to student and student responsibilities
 - 2. Assertive and passive classroom behaviors
 - 3. Communicating in the classroom and electronically
 - 4. Academic Freedom
- B. Building Relationships with Other Students
 - 1. In-person and online class environments
 - 2. Study groups
 - 3. Respecting differences

VI. Life Management

- A. Life and time management
- B. Setting short and long 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 and overcoming fear
- I. Money management

VII. Health and Wellness

- A. Physiological effects of stress
- B. Managing stress
- C. Relaxation techniques
- D. Impact of diet, sleep, and nutrition on learning
- E. Physiological effects of drug and alcohol usage

Assignment:

1. Weekly readings (40-60 pages).
2. Reaction papers (2-10) on readings, class discussions and/or videos.
3. Written reflection on personal procrastination and time management.
4. Summarize results of learning style and how to implement techniques into classroom interactions and study strategies.
5. Utilize online library resources to conduct a search of databases for research.
6. Develop study plan for exams.
7. Oral presentation or video on campus resources.

8. Attend a campus event or online workshop and write a one page reflection paper.
9. Quizzes (0-10)
10. Exams (0-3)
11. Midterm and/or final

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, reflection and reaction papers, summary of learning style and study strategies

Writing
45 - 70%

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.

Study plan, database research

Skill Demonstrations
5 - 10%

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

Quizzes, exams; midterm and/or final

Exams
10 - 35%

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

Participation, Oral presentation or video

Other Category
10 - 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.

Your College Experience: Strategies for Success, 13th ed. Gardner, John, Barefoot, Betsy. Macmillan Learning: 2018.

On Course: Strategies for Creating Success in College and in Life, 8th ed. Downing, Skip. Cengage Publishing: 2017.