

CATALOG INFORMATION

Dept and Nbr: COUN 355 Title: COLLEGE PREP SKILLS
Full Title: College Preparation Skills
Last Reviewed: 5/9/2016

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	1.00	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 Non-Applicable
Grading: Grade or P/NP
Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP
Also Listed As:
Formerly: GUID 355

Catalog Description:
This course is designed to assist students in developing their skills to prepare for college. This course will include the following topics: study skills, memory and concentration techniques, lecture and note taking strategies, text book reading for college, test taking, life and time management, learning styles, personal and educational values and goals, health and communicating effectively with instructors.

Prerequisites/Corequisites:

Recommended Preparation:
Course Eligibility for CSKLS 313

Limits on Enrollment:

Schedule of Classes Information:
Description: This course is designed to assist students in developing their skills to prepare for college. This course will include the following topics: study skills, memory and concentration techniques, lecture and note taking strategies, text book reading for college, test taking, life and time management, learning styles, personal and educational values and goals, health and

communicating effectively with instructors. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Course Eligibility for CSKLS 313

Limits on Enrollment:

Transfer Credit:

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:
IGETC:	Transfer Area	Effective:	Inactive:
CSU Transfer:		Effective:	Inactive:
UC Transfer:		Effective:	Inactive:

CID:

Certificate/Major Applicable:

Not Certificate/Major Applicable

COURSE CONTENT

Outcomes and Objectives:

Upon completion of the course, students will be able to:

1. Describe personal time management strategies related to school, work, and personal commitments.
2. Identify barriers to motivation and their effect on personal 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. Apply various methods to improve textbook reading.
10. Analyze various study techniques for math, science, and general college courses.
11. Describe test taking strategies for both objective and essay exams.
12. Explain methods to deal with test anxiety.
13. Employ computers for library research and college assignments.
14. 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. Organizational techniques

- E. Effective self management strategies
- F. Self esteem and self awareness
- G. Taking responsibility and overcoming fear
- II. Personal and Educational Values and Goals
 - A. Personal values, identity, and cultural diversity
 - B. Taking responsibility for educational goals
 - C. Educational and intellectual values
 - D. Life transitions
- 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
 - E. 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. Cornell 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. 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
 - C. Subject-specific Study Techniques
 - 1. Math
 - 2. Science
 - 3. General college 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 Lab and English Writing Center

4. Student Health
5. Counseling
6. Transfer Center
7. EOPS
8. MESA
9. Puente
10. College Skills
11. Disability Resources

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. Managing stress
- B. Relaxation techniques
- C. Dietary, sleep and exercise requirements
- D. Affects of drug and alcohol usage

Assignment:

1. A 2-3 page educational profile
2. Written reflection on long term, mid term, short term educational and personal goals
3. Analysis of time spent during a one week period to include what works, what doesn't and why
4. Application of strategies to reduce stress
5. One page analysis of course lecture
6. Application of Cornell Method and other styles of lecture note taking in 2-3 lectures
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 an assignment
13. Weekly one page written summary assessing academic, social, personal progress
14. Oral presentation on a college based resource

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, educational profiles
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Writing 35 - 65%

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

Study plan for exams, learning styles

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, class participation

Other Category
10 - 20%

Representative Textbooks and Materials:

How to Flunk Out of a Community College (2nd). Cannon, Cari. Kendall/Hunt Publishing: 2006
Coping with College, A Guide for Academic Success (3rd). Hamachek, Alice. Pearson Prentice: 2007