

# Lassen Community College Course Outline

## CG-1 Strategies for Creating Success in College and in Life 3.0 Units

### I. Catalog Description

This course is designed to enable students to develop and improve skills needed to be successful in college and in life. These skills include study techniques, goal setting, test-taking, note-taking, memory techniques, time management and personal issues such as stress management, drug and alcohol addiction, communication and decision making. This course has been approved for correspondence, hybrid and online delivery.

**Recommended Preparation:** Successful completion of ENGL105 or equivalent multiple measures placement.

Transfers to CSU

General Education Area: E1

51 Hours Lecture

Scheduled: Fall, Spring, Summer

### II. Coding Information

Repeatability: Not Repeatable, Take 1 Time

Grading Option: Graded or Pass/No Pass

Credit Type: Credit - Degree Applicable

TOP Code: 493013

### III. Course Objectives

#### A. Course Student Learning Outcomes

Upon completion of this course the student will be able to:

1. Identify resources available to college students.
2. Identify study skills necessary for success in college.
3. Demonstrate knowledge of the impact that life skills have on college success and life.

#### B. Course Objectives

Upon completion of this course the student will be able to:

1. Demonstrate critical thinking skills.
2. Identify and correctly use the college catalog, the college schedule, registration forms (including add/drop forms), and financial aid forms.
3. Identify community and/or college resources.
4. Examine motivations and attitudes towards college, specific subjects, and teachers.
5. Relate these attitudes to performance in class and success in college.
6. Evaluate methods for changing attitudes through careful, accurate, and reflective reasoning.
7. Examine and practice appropriate methods available for successful study.
8. Examine and plan strategies for test taking.
9. Determine his/her goals for college and future.
10. Examine and develop critical thinking and decision making skills.
11. Develop time management skills.

12. Develop money management skills.
13. Examine good health habits.
14. Identify appropriate communication techniques, formal and informal.

#### **IV. Course Content**

1. Pursuing a College Degree
  1. Motivations for enrolling in college
  2. Role of the educated individual in society
  3. Learning for learning's sake (lifelong learning)
  4. Basic orientation to academic expectations
  5. World and career relationships
  6. Cultural diversity
2. Use of College Materials
  1. College Catalog
    - a. College requirements
    - b. Major requirements
    - c. Majors available
  2. College registration process
  3. Campus resources
    - a. Student support services
    - b. Library
    - c. Tutoring
    - d. Counseling
3. Career Planning
  1. Choosing a career and a corresponding major
  2. Curricular requirements for a student's chosen major
  3. Appointment with a counselor of student's choice to review academic plan and career choices.
4. Study Skills
  1. Motivation
    - a. Personal attitudes
    - b. Effect on college success
    - c. Methods to change or improve
  2. Specific study methods
    - a. Note-taking
    - b. Concentration
    - c. Environment conducive to study
    - d. Resources
    - e. Reading for stated and unstated content.
    - f. Math study skills
  3. Successful test-taking
    - a. Review methods
    - b. Types of questions
    - c. Test anxiety
  4. General study skills
    - a. Library skills
    - b. Learning styles
    - c. Classroom behavior
    - d. Time management

5. Life Skills
  1. Goal Setting
    - a. Method/reasonable and reflective thinking
    - b. 5 year plan
    - c. College educational plan with specific courses
  2. Decision making
    - a. Examine alternatives
    - b. Identify/analyze advantages and disadvantages
  3. Time management
    - a. Set priorities
    - b. Organize a daily schedule
  4. Money management
    - a. Plan and write out a budget
    - b. Examine banking procedures
  5. Health and wellness
    - a. Nutrition
    - b. Drug/alcohol abuse
    - c. Personal health assessment
    - d. Stress management and coping skills
    - e. Mental health issues
    - f. Depression
    - g. Eating disorders
    - h. Strategies for longevity
    - i. Communicable diseases
6. Social Skills
  1. Communication and relationships
    - a. Formal (in class, one-on-one with authority figures)
    - b. Informal (family, friends)
    - c. Listening
    - d. Conflict management
    - e. Emotional intelligence
  2. Behavior
    - a. Values clarification
    - b. Self-esteem
    - c. Leadership skills
    - d. Personal problem solving skills
    - e. Decision making skills and personal responsibility
  3. Diversity and multiculturalism
    - a. Barriers including stereotyping, prejudice and discrimination
    - b. Markers of social differences
    - c. Intercultural competence

## **V. Assignments**

### **A. Appropriate Readings**

1. New American Webster Handy College Dictionary, 4<sup>th</sup> edition (Newly Revised) (Mass Marker Paperback) by Philip D. Morehead (or similar)
2. Selected sections of readings from other course(s) in which each student is currently enrolled.

## **B. Writing Assignments**

Writing, goal setting, research exercises (may use community, Lassen College, or other available library) and subjective exams. Additional writing assignments as appropriate.

## **C. Expected Outside Assignments**

Writing assignments, research exercises, reading assignments, and note-taking exercises.

## **D. Specific Assignments that Demonstrate Critical Thinking**

Students will be required to demonstrate critical thinking:

1. In the development of solutions to problem oriented assignments, exercise, and completion of examinations.
2. Through analysis and evaluation of readings and lectures.
3. The ability to analyze and discuss appropriate study techniques.
4. Development and composition of short essays. Some course assignments may be paired with another course or courses each student is taking.
5. The ability to analyze college degree requirements in the development of an appropriate educational plan.

## **VI. Methods of Evaluation**

### **Traditional Classroom Instruction**

Students are evaluated by objective and subjective exams, completed out of class assignments, and class participation.

### **Correspondence Evaluation**

Same as face to face with the exception of the desired use of proctored exams and exclusion of participation in classroom activities. Students will be expected to complete assignments and activities equivalent to in-class assignments and activities. Written correspondence and a minimum of six opportunities for feedback will be utilized to maintain effective communication between instructor and student.

### **Online Evaluation**

Same as face-to-face instruction with the addition of asynchronous and synchronous discussions, online quizzes and exams. Students will be expected to complete assignments and activities equivalent to in-class assignments and activities. Electronic communication and a minimum of six opportunities for feedback will be utilized to maintain effective communication between instructor and student.

### **Hybrid Evaluation**

All quizzes and exams will be administered during the in person class time. Students will be expected to complete online assignments and activities equivalent to in class assignments and activities for the online portion of the course. Electronic communication, both synchronous and asynchronous (chat/forum) will be evaluated for participation and to maintain effective communication between instructor and students.

## **VII. Methods of Delivery**

Check those delivery methods for which, this course has been separately approved by the Curriculum/Academic Standards Committee.

**Traditional Classroom Delivery**  **Correspondence Delivery**

**Hybrid Delivery**

**Online Delivery**

**Traditional Classroom Instruction**

Lecture, small group discussion, exercise and practice sessions.

**Correspondence Delivery**

Assigned readings, instructor-generated typed handouts, typed lecture materials, exercises and assignments equal to face to face instructional delivery. Written correspondence and a minimum of six opportunities for feedback will be utilized to maintain effective communication between instructor and student.

**Online Delivery**

Assigned readings, online-delivered instructor-generated written activities, lecture material, exercises, and assignments. Web-links to relevant websites and exercises may be used to supplement instructor-generated lecture material. Student and instructor participation in forum-based discussions. Electronic communication and a minimum of six opportunities for feedback will be utilized to maintain effective communication between instructor and student.

**Hybrid Delivery**

A combination of traditional classroom and online instruction will be utilized. Each semester a minimum of 17 hours will be taught face-to face by the instructor and the remaining hours will be instructed online through the technology platform adopted by the District. Traditional class instruction will consist of exercises/assignments, lectures, visual aids, and practice exercises. Online delivery will consist of exercises/assignments, lecture posts, discussions, adding extra resources and other media sources as appropriate.

**VIII. Representative Texts and Supplies**

Downing, Skip; On Course: Strategies for Creating Success in College, Career and Life, 9<sup>th</sup> Edition, 2020, Cengage Learning, ISBN:9780357022689  
Dictionary

Or

Cannon, Cari B. (2021). How to Flunk Out of College: 101 Surefire Strategies That Guarantee Failure, 4<sup>th</sup> Edition, Kendall Hunt Publishing, ISBN: 9781524929251

**IX. Discipline/s Assignment**

Counseling, Library Science, Psychology, Education

**X. Course Status**

Current Status: Active

Original Approval Date: 5/4/1990

Revised By: Alison Somerville

Curriculum/Academic Standards Committee Revision Date: 02/15/2022