

**Course Outline**

**COURSE:** GUID 6                      **DIVISION:** 60                      **ALSO LISTED AS:**

**TERM EFFECTIVE:** Spring 2018                      **CURRICULUM APPROVAL DATE:** 03/27/2017

**SHORT TITLE:** LIFE SKILLS HIGHER ED

**LONG TITLE:** Life Skills for Higher Education

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
2	18	Lecture:	2	36
		Lab:	0	0
		Other:	0	0
		Total:	2	36

**COURSE DESCRIPTION:**

Evaluation and application of academic study methods to achieve subject matter mastery. Development of critical thinking skills, and application of reading, writing, note taking and test taking methods to improve personal strategies. Exploration of personal lifestyle and health factors, including the causes and management of stress, as it relates to academic success. Assessment of academic and career goals, selection of majors, and development of education plans. Topics covered include creative and realistic goal setting, academic and life management, college and community resources, library and Internet use, time management, and techniques to reduce math and science anxiety. This class will address a multitude of cultural learning styles, with emphasis on attaining professional, personal and academic goals in a diverse society. Topics from developmental psychology, learning theory and personality theory. **ADVISORY:** Eligible for English 250 and English 260.

**PREREQUISITES:**

**COREQUISITES:**

**CREDIT STATUS:** D - Credit - Degree Applicable

**GRADING MODES**

L - Standard Letter Grade

**REPEATABILITY:** N - Course may not be repeated

**SCHEDULE TYPES:**

- 02 - Lecture and/or discussion
- 05 - Hybrid
- 72 - Dist. Ed Internet Delayed

## **STUDENT LEARNING OUTCOMES:**

1. Students will identify personal lifestyle and life balance, as well as assess health factors and levels of personal stress, as affected by culture, race, gender, disability and sexual orientation and how these factors relate to academic success.

Measure of assessment: homework, written exam/quiz, group discussions, written report

Year assessed, or planned year of assessment: 2018

Semester: Spring

2. Students will examine career aspirations and life goals as they relate to their own cultural framework through exploration of campus resources and the development of a comprehensive education plan.

Measure of assessment: homework, written exam/quiz, group discussions, written report

Year assessed, or planned year of assessment: 2019

Semester: Spring

3. Students will apply critical thinking, reading and writing processes to gain comprehensive understanding of academic subjects and learning styles, with the aim to improve study habits and learn anxiety-reducing techniques in various settings.

Measure of assessment: homework, written exam/quiz, group discussions, written report

Year assessed, or planned year of assessment: 2020

Semester: Spring

4. Student will discuss issues of intercultural communication with an academic and professional environment

Measure of assessment: homework, written exam/quiz, group discussions, written report

Year assessed, or planned year of assessment: 2021

Semester: Spring

This SLO addresses cultural diversity: true

## **CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS**

Curriculum Approval Date: 03/27/2017

### **WEEK 1 2 HOURS**

Objective: Examine learning strategies and styles, Identify preference among learning styles and apply strategies to support learning when teaching styles differ from preference, Discuss learning styles as they relate to socio-economic and cultural groups

Lecture/Group Work: Orientation to the course, introduction, learning theories, Assignment: Read appropriate chapter in text. Complete group activity and lecture related worksheets, web searches

### **WEEK 2 2 HOURS**

Objective: Assess personal concept of time, Develop time management strategies and learn how to adjust daily, weekly, quarterly schedules to balance life style, Define long term, short term and immediate

goals: examine decision-making strategies and assess the value of decision-making and importance of goal setting. Lecture/Group work:

Time Management, Procrastination, Motivation Assignments: Read relevant chapter in text, Complete lecture related worksheets, group activity, and web searches

### WEEK 3 2 HOURS

Objective: Define difference between short-term and long-term memory, Examine and apply techniques to increase retention such as mnemonic devices, acronyms, visualizations and concentration techniques.

Lecture/Group work: Memory and memory enhancement techniques

Assignments: Read relevant chapter in text, complete lecture related worksheets, group activity and web searches

### WEEK 4 2 HOURS

Objective: Identify differences between narrative and expository text

Develop and apply pre-reading techniques: learning to read information text; Learn to locate the main idea by identifying organizational

patterns of a text Lecture/Group work: Reading comprehension

strategies Assignments: Read relevant chapter in text, complete lecture related worksheets, group activity and web searches

### WEEK 5 2 HOURS

Objective: Examine and apply outline formatting methods: organizing information from text and lecture, Examine and apply the Cornell

Method: specific method of effective note-taking, Examine and apply visual mapping strategies: organizing information for visual learners,

Examine and apply active listening techniques to identify cues which indicate important material during lectures, Incorporate new vocabulary

from lectures/texts Lecture/Group Work: Note taking strategies

Assignments: Read relevant chapter in text, complete lecture related worksheets, group activity and web searches

### WEEK 6 2 HOURS

Objective: Examine and apply strategies to taking subjective and objective tests, Investigate alternate resources for problem solving

techniques Lecture/Group Work: Test Taking Techniques Assignments:

Read relevant chapter in text, complete lecture related worksheets, group activity and web searches

### WEEK 7 2 HOURS

Objective: Define characteristics and causes of math and science anxiety, Identify obstacles that affect learning such as previous

experiences in math and science classes, Examine individual beliefs to evaluate his/her degree of math and science anxiety such as self-

defeating thoughts before and during tests, Recognize individual patterns and attitudinal systems such as defense mechanisms that

contribute to math and science anxiety, Learn techniques such as individualized preparation, practice tests exercises, inner

communication skills, biofeedback and physical response conditioning to stress factors, Apply techniques and identify successful strategies

through various exercises such as journal writing before and after taking tests. Discuss the effects that math and science anxiety has on

intellectual development and balance, Discuss learning disabilities issues and support services available on campus Lecture/Group Work:

Apply Learning techniques to reduce math and science anxiety in various settings. Assignments: Read relevant chapter in text, complete

lecture related worksheets, group activity and web searches

WEEK 8 2 HOURS

Objective: Examine the processes of critical thinking including: recall, translation, interpretation, application, analysis, synthesis and evaluation, Develop critical thinking skills through individual and group exercises, problem solving using case studies and self-analysis, Lecture/Group Work: Critical thinking and problem solving - including how to think critically about texts Assignments: Read relevant chapter in text, complete lecture related worksheets, group activity and web searches

WEEK 9 1 HOUR

1 HOURS

Review for midterm/ Midterm

WEEK 10 2 HOURS

Objective: Discuss issues of intercultural communication within an academic and professional environment Lecture/group work: Effective communication techniques in the classroom Assignments: Read relevant chapter in text, complete lecture related worksheets, group activity and web searches

WEEK 11 2 HOURS

Objective: Discuss issues of campus diversity including: gender, sexual orientation, ageism, race and class, Examine student-student and faculty-student interactions, Networking with other students, Speaking and listening in the classroom, Discuss instructor requirements and student responsibilities. Lecture/group work: Living with diversity Assignments: Read relevant chapter in text, complete lecture related worksheets, group activity and web searches

WEEK 12 2 HOURS

Objective: Identify and discuss the different educational philosophies and mission of the UC, CSU, and select private transfer institutions, Discuss importance of general education and major course requirements Discuss university requirements for admissions and transfer Identify and utilize campus resources such as Learning Resource, Tutorial , Career and Transfer Centers, Develop individual education plan bases on education/career goal Lecture/group work: Examine educational and campus resources; develop individual educational plan Assignments: Read relevant chapter in text, complete lecture related worksheets, group activity, and web searches

WEEK 13 2 HOURS

Objective: Discuss the need for life balance, Examine diet, sleep and exercise programs, Identify personal lifestyles, Discuss self esteem and academic success, Discuss and exam definitions, causes, symptoms of stress, including stress related to general issues concerning culture, race, gender, disability and sexual orientation, Discuss alcohol and drug awareness Lecture/Group work: Life balance and assess health factors and how these factors relate to academic success Assignments: Read relevant chapter in text, complete lecture related worksheets, group activity, and web searches

WEEK 14 2 HOURS

Objective: Discuss personal wellness issues and theories from developmental psychology, personality theory as areas of study within the field of counseling. Lecture/group work: Maslow's Self actualization Theory, Cultural Identity Theory, Personality Theory, Rational psychology Assignments: Read relevant chapter in text, complete lecture related worksheets, group activity, and web searches

WEEK 15 2 HOURS

Objective: Examine college catalog, policies, transfer information, graduation requirements, student responsibilities Discuss transfer responsibilities Lecture/group work: Importance of a college catalog and use Assignments: Read relevant chapter in text, complete lecture related worksheets, group activity, and web searches

WEEK 16 2 HOURS

Objective: Examine community resources to support academic success, Discuss internships, work experience, scholarships, community service Lecture/Group work: Community Resources from all service areas Assignments: Read relevant chapter in text, complete lecture related worksheets, group activity, web searches

WEEK 17 2 HOURS

Portfolio Presentations and Review

WEEK 18 2 HOURS

Final

Included in Content section of course outline.

**METHODS OF INSTRUCTION:**

Lecture, small and large group activities, discussions, demonstrations, and web searches.

**METHODS OF EVALUATION:**

Writing assignments

Percent of total grade: 15.00 %

15% - 25% Written homework; Reading reports; Essay exams

Problem-solving assignments

Percent of total grade: 20.00 %

20% - 20% Homework problems; Quizzes; Exams

Skill demonstrations

Percent of total grade: 20.00 %

20% - 20% Class performance; Performance exams

Objective examinations

Percent of total grade: 20.00 %

20% - 20% Multiple choice; True/false; Matching items; Completion

Other methods of evaluation

Percent of total grade: 15.00 %

15% - 25% Portfolio, Presentations

**OUT OF CLASS ASSIGNMENTS:**

Required Outside Hours: 32

Assignment Description: Outlined in the Course Content area

**REPRESENTATIVE TEXTBOOKS:**

Required Representative Textbooks

Baldwin, Tietje, and Stoltz. The Community College Experience. Boston: Pearson, 2016.  
current edition

ISBN: 13-0-321-98015-8

Reading Level of Text, Grade: 13 Verified by: Dana Young

**ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

GAV E2, effective 201570

CSU GE:

CSU E, effective 201570

CSU E2, effective 200730

IGETC:

CSU TRANSFER:

Transferable CSU, effective 201570

UC TRANSFER:

Transferable UC, effective 201570

**SUPPLEMENTAL DATA:**

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: GUID

CSU Crosswalk Course Number: 6

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000326867

Sports/Physical Education Course: N

Taxonomy of Program: 493013