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

<table>
<thead>
<tr>
<th>Units</th>
<th>Number of Weeks</th>
<th>Type</th>
<th>Contact Hours/Week</th>
<th>Total Contact Hours</th>
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<td>2</td>
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<td>Lecture</td>
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<td>36</td>
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<td></td>
<td></td>
<td>Lab</td>
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<td>0</td>
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<td>Total</td>
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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:
  MATH 416

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

4/11/2017
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. Students 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

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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
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