

Course Outline

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

TERM EFFECTIVE: Spring 2023 **CURRICULUM APPROVAL DATE:** 04/11/2023

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
		Total Learning Hrs:	104	

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.

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
- 71 - Dist. Ed Internet Simultaneous
- 72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

1. Synthesize and construct a plan with identified strategies to increase success in college and life as affected by culture, race, gender, disability and sexual orientation. Plan includes topics such as: goal setting, time and money management, learning style, major/career selection and communication.

COURSE OBJECTIVES:

By the end of this course, a student should:

1. Discuss issues of intercultural communication within an academic and professional environment
2. 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.
3. 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.
4. Identify personal lifestyle and life balance practices. 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.

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

Curriculum Approval Date: 04/11/2023

2 HOURS:

Objective: Examine learning strategies and styles.

Identify preference among learning styles and apply strategies to support learning when teaching styles differ from personal preference.

Discuss learning styles as they relate to socio-economic and cultural groups.

Lecture/Group Work: Orientation to the course, introduction, learning theories.

2 HOURS:

Objective: Assess personal concept of time. Develop time management strategies and learn how to adjust daily, weekly, quarterly schedules to balance lifestyle. Define long term, short term and immediate goals. Examine decision-making strategies and assess the value of decision-making and the importance of goal-setting.

Lecture/Group work: Time Management, Procrastination, Motivation.

2 HOURS:

Objective: Define differences 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.

2 HOURS:

Objective: Identify differences between narrative and expository text.

Develop and apply pre-reading techniques, such as learning to read informational text.

Locate the main idea by identifying organizational patterns of a text.

Lecture/Group work: Reading comprehension strategies.

2 HOURS:

Objective: Examine and apply outline formatting methods, organizing information from text and lectures. Examine and apply The Cornell Method, a specific method of effective note-taking. Examine and apply visual mapping strategies. Examine and apply active listening techniques.

Incorporate new vocabulary from lectures/texts.

Lecture/Group Work: Note taking strategies.

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

2 HOURS

Objective: Define the 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 test exercises, inner communication skills, biofeedback and physical response conditioning to stress factors.

2 HOURS

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 and support services available on campus

Lecture/Group Work: Apply learning techniques to reduce math and science anxiety in various settings.

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.

2 HOURS

Objective: Discuss issues of intercultural communication within an academic and professional environment

Lecture/group work: Effective communication techniques in the classroom

2 HOURS

Objective: Discuss issues of campus diversity, including gender, sexual orientation, ageism, race and class.

Examine student-student and faculty-student interactions.

Network with other students.

Speaking and listening in the classroom

Discuss instructor requirements and student responsibilities.

Lecture/group work: Living with diversity

2 HOURS

Objective: Identify and discuss the different educational philosophies and mission of the UC, CSU, and select private transfer institutions.

Discuss the importance of general education and major course requirements.

Discuss university requirements for admissions and transfer.

Develop individual education plan based on education/career goal

Lecture/group work: Examine educational and campus resources; develop individual educational plan.

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.

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, and Rational psychology.

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.

2 HOURS

Objective: Examine community resources to support academic success.

Discuss internships, work experience, scholarships, and community service.

Lecture/Group work: Community Resources from all service areas

2 HOURS

Portfolio presentations

1 hour

Studying for exams and review materials.

1 Hour

Final Exam

METHODS OF INSTRUCTION:

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

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours 20

Assignment Description

Assigned readings and educational website review to prepare for class discussions

Required Outside Hours 20

Assignment Description

Complete GoTo Workshops, Online trainings, view educational videos, and other educational resources to prepare for discussions and/or written exercises.

Required Outside Hours 32

Assignment Description

Conduct research for individual or group projects, presentations, and preparation for exams.

METHODS OF EVALUATION:

Writing assignments
Evaluation Percent 20
Evaluation Description
Written homework;
Reading reports;
Essay exams

Problem-solving assignments
Evaluation Percent 20
Evaluation Description
Homework problems;
Quizzes;
Exams

Skill demonstrations
Evaluation Percent 20
Evaluation Description
20% - 20%
Class performance;
Performance exams

Objective examinations
Evaluation Percent 20
Evaluation Description
20% - 20%
Multiple choice;
True/false;
Matching items;
Completion

Other methods of evaluation
Evaluation Percent 20
Evaluation Description
Portfolio, Presentations

RECOMMENDED MATERIALS AND TEXTBOOKS

Baldwin, Tietje, and Stoltz, The Community College Experience, Pearson, Boston. 2016
ISBN 13-0-321-98015-8

Rationale This is the most current version of the text and still pertinent to the course.

Grade Level 13 verified by Dana Young

Amy Baldwin, College Success, OpenStax. 2020

ISBN 978-1-951693-17-6 (digital ISBN-13)

Rationale Available on Open Stax. Zero textbook Cost

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:

CSU Crosswalk Course Number:

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