

BUTTE COLLEGE

COURSE OUTLINE

I. CATALOG DESCRIPTION

CSL 20 - College & Life Success

3 Unit(s)

Prerequisite(s): NONE

Recommended Prep: Reading Level IV; English Level IV

Transfer Status: CSU

51 hours Lecture

This course focuses on developing self-knowledge, resources, and skills that result in lifelong success: from college to the future. Students will address the challenges and transitions associated with life and the college years. Students will also explore issues related to diversity and gender and how each influences the individual and group physically, socially, personally and educationally. Community and campus resources will be utilized to support students in their learning and development as a whole person. Emphasis will be placed on the importance of understanding and balancing all aspects of self that lead to success in college and life.

II. OBJECTIVES

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

- A. Analyze and articulate one's unique identity as an integrated social, psychological and physiological being.
- B. Evaluate and establish healthy and achievable personal, academic and career goals
- C. Examine learning strategies and critical thinking skills necessary to achieve personal, health, academic and life success
- D. Describe and evaluate the structure and purpose of higher education, the meaning of general education, sequences of training and degrees, and the advantages of a community college education.
- E. Examine and analyze the role of gender, ethnicity and culture as it applies to the world of work and in life.

III. COURSE CONTENT

A. Unit Titles/Suggested Time Schedule

Lecture	
<u>Topics</u>	<u>Hours</u>
1. Understanding self within a larger structure (college, family, society)	4.00
a. History of Education in the United States, impact on social structures and the individual within those structures	
b. Education in California - history, structures, economic and social impacts	
c. Utilizing available resources (in education, in life), to understand policies and procedures, rules and regulations, values and benefits	
2. Lifelong Success	12.00
a. Time Management:	
1. Personality and cultural influences that impact one's concept and use of time. Personal use of time and its relation to one's	

values.

2. Using time management for the prioritizing of tasks and use of time.

3. Time management skills as they relate to the achievement of academic, career and life goals.

b. Financial Management:

1. Setting priorities: creating a personal budget

2. Personal responsibility: financial principles associated with developing, maintaining or reestablishing good credit rating

c. Interpersonal Communication Skills

1. Verbal/non verbal cues

2. Active listening

3. Conflict resolution

4. Assertiveness

3. Personal Growth & Assessment

14.00

a. Motivation, locus of control, fear of failure, fear of success, self talk, and creating alignment

b. Maslow's Hierarchy of Needs related to values and stress

c. Assess personality type

d. Investigate, compare and learn about diverse cultural, social and religious groups represented within the local community

e. Assess oneself in terms of cultural exposure, awareness and development

f. Exploration of one's values, work-related interests, and academic interests

h. Establish lifelong goals:

1. Physical

2. Social, personal

3. Financial

4. Educational and career

4. Lifelong Learning

9.00

a. Assess and identify primary learning styles and study strategies

b. Brain function and memory including storage, retention and retrieval of information

c. Short term and long term memory principles as they apply to learning and specifically test taking preparation and strategies

d. Active versus passive learning behaviors

5. Health & Wellness

9.00

a. Stress Awareness/Management

1. Types of stressors
2. Physiological and psychological signs and impact of stress
3. Nutrition, sleep, stress, learning and performance
4. Healthy and creative stress reducing behaviors and activities

b. Alcohol

1. Physical and social effects
2. Evaluate one's own drinking behavior

c. Depression

1. Physiological and psychological indicators
2. Treatment options

e. Nutrition practice and at risk behaviors associated with eating disorders

6. Multicultural/Interpersonal Understanding

3.00

a. Examining and analyzing the role of gender, ethnicity and culture as it applies to the world of work and life.

b. Establishing understandings across campus populations.

Total Hours

51.00

IV. METHODS OF INSTRUCTION

- A. Lecture
- B. Collaborative Group Work
- C. Class Activities
- D. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- E. Discussion
- F. Reading Assignments
- G. Multimedia Presentations
- H. Research
- I. Directed Writing Through Journal

V. METHODS OF EVALUATION

- A. Exams/Tests
- B. Oral Presentation
- C. Journal
- D. Class participation

- E. Written Assignments
- F. Essays and research papers
- G. Students are expected to spend 6 hours per week outside of class, completing assignments.
- H. Self-Assessment

VI. EXAMPLES OF ASSIGNMENTS

A. Reading Assignments

1. Read the provided material on current health issues, including trends related to drug and alcohol use. Be prepared to discuss how these current issues are affecting society and college campuses.
2. Read the provided material on psychological health and psychological development. Be prepared to discuss how these issues affect college students, and to work in groups to present key facts from the readings.

B. Writing Assignments

1. After reviewing Downing's Eight Strategies for Successful students in class, watch the video of Randy Pausch's "Last Lecture." Write an essay identifying and describing ways in which Downing's eight strategies are evident in the lecture content.
2. After viewing the film "Gran Torino," write an essay on how and why the main characters grow and change over the course of the story. Place particular emphasis on how the events in the film help and/or hinder understanding the complexity of human interaction and racial tension.

C. Out-of-Class Assignments

1. Work with a friend or family member to help you evaluate your strengths from Strength Quest. Complete a Strength Quest handout that details how your friend or family member sees your strengths manifested in your life.
2. In small groups, investigate campus resources by going on a student services scavenger hunt. Work with your small group to collect information and complete a questionnaire on student services. Be prepared to present to class on 1-2 student services offices as assigned.

VII. RECOMMENDED MATERIALS OF INSTRUCTION

Textbooks:

- A. Clifton, D.O.. Strengths Quest: Discover and Develop Your Strengths in Academics, Career and Beyond. 1 Edition. Gallup, 2006.
- B. Downing, S.. On Course. 7 Edition. Wadsworth, 2013.

Materials Other Than Textbooks:

- A. Articles & Handouts distributed by Instructor

Created/Revised by: Jo Anne Cripe

Date: 02/25/2013