

BUTTE COLLEGE

COURSE OUTLINE

I. CATALOG DESCRIPTION

EDUC 210 - Critical Skills for College Success

0.5 Unit(s)

Prerequisite(s): Meeting with an instructor in the Center for Academic Success is required to begin this course

Recommended Prep: NONE

Transfer Status: NT

9.5 hours Lecture

This course is designed to teach specific learning skills in general areas such as reading, writing, math, computer literacy, and study strategies. Requirements for the course include the student's participation in three conferences with Center for Academic Success (CAS) instructors; attendance at eight separate Critical Skills Workshops, each covering a different topic; and completion of homework for each workshop attended. Workshop topics are chosen specific to the individual needs of the student in support of a 200-level content class selected by the student. Pass/No Pass Only. Open Entry/Open Exit.

II. OBJECTIVES

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

- A. Access a variety of CAS resources to support individual academic goals.
- B. Select and effectively use appropriate strategies to support success in current coursework according to the student's identified needs and abilities.
- C. Utilize methods of self-evaluation to assess effective learning and to modify learning strategies as needed in a continual process of self-monitoring and revision of applied strategies.
- D. Successfully complete work required in the associated content-area course (the "linked class") and other courses.

III. COURSE CONTENT

A. Unit Titles/Suggested Time Schedule

Lecture

<u>Topics</u>	<u>Hours</u>
1. Initial conference with CAS instructor. Student completes Student Learning Outcomes (SLO) survey. CAS instructor discusses the following with student: <ul style="list-style-type: none">• CAS resources• Purpose and expectations of course• Syllabus and course requirements worksheet• Purpose and procedure for homework• Proof-of-attendance form• Conferences and deadlines• Academic and career goals• Current learning strategies, special needs• Individualized strategies to support academic success• Selection of initial workshops	0.50

2. Attendance at four Critical Skills Workshops. Workshop series include sessions in the following categories or strands (with sample subcategories):	4.00
Reading Skills	
• Textbook Reading Strategies	
• Comprehension	
• Vocabulary	
Writing Skills	
• Grammar	
• Organization	
• Format Specifics	
Math Skills	
• Basic Skills Math Review	
• Factoring	
• Radicals in Math	
Computer Skills	
• Microsoft Office Applications	
• Internet Use	
• Blackboard and MyBC	
Study Skills	
• Test-Taking Strategies	
• Time Management	
• Stress Management	
Miscellaneous Topics	
• Managing Your Finances	
• Tips on Transfer to a 4-Year University	
• <i>On Course</i> Student Success Strategies	
3. Mid-course conference with CAS instructor. Instructor discusses the following with student:	0.50
• Progress in linked class	
• Feedback on workshops attended	
• Review of homework to date	
• Current and future learning strategies	
• Selection of remaining workshops	
4. Attendance at four additional Critical Skills Workshops for a total of eight workshops, selected from topics as above.	4.00
5. Final conference with CAS instructor. Student completes second SLO strategies survey and SLO quiz. Instructor discusses the following with student:	0.50
• Review of all homework	
• Success in linked class	
• Final reflection on strategies learned and applied	
Total Hours	9.50

IV. METHODS OF INSTRUCTION

- A. Lecture
- B. Guest Speakers
- C. Collaborative Group Work
- D. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- E. Discussion
- F. Demonstrations
- G. Multimedia Presentations

V. METHODS OF EVALUATION

- A. Quizzes
- B. Demonstration
- C. Homework
- D. Class participation
- E. Guided practice and feedback, self-evaluation of personal study strategies, and demonstration of skills application to content-area coursework.

VI. EXAMPLES OF ASSIGNMENTS

- A. Reading Assignments
 - 1. Silently read the title, headings, and first and last sentences of each section in "The Fish Story." Read the question at the end. Read the story aloud in groups. Group members follow along, highlighting important parts, writing notes or questions in the margins. Develop a group response to the question agreeable to every member of the group, and present it to the class.
 - 2. Read the following case study, "The Final Exam." The characters in this story are listed on the bottom of the page. Rank them in order of their responsibility for Mason's failing grade. Give a different score to each character. Be prepared to explain your choices.
- B. Writing Assignments
 - 1. Please identify three resources on campus that could support your success here at Butte College. In a one-page, typed essay for each resource, answer the following questions: Where is the resource located? How can you access the services? How and why would the services benefit you? Bring the paper to your second conference.
 - 2. Create a Life Plan with goals that are dated, achievable, personal, positive, and specific. Include the following three categories: my dream; my long-term goals in college; and my short-term goals in college (this semester).
- C. Out-of-Class Assignments
 - 1. Complete the attached weekly schedule for yourself related to the specific tasks and assignments from your linked class. Enter all other obligations for the week as well, including planned relaxation and recreation time. Attach the schedule to this paper. Are you satisfied with your use of time? Do you allow adequate time for the requirements of your linked class?
 - 2. Identify your linked class. Take notes from a lecture in your linked class, applying what you learned from the Note-Taking Skills workshop. Attach a copy of your actual notes to demonstrate your use of the applied strategies.

VII. RECOMMENDED MATERIALS OF INSTRUCTION

Textbooks:

- A. McWhorter, K.T. Study and Critical Thinking Skills in College. 7th Edition. Prentice Hall, 2010.

Materials Other Than Textbooks:

- A. CAS-developed TIP Sheets and study guides
- B. Presenter-developed materials
- C. On-line materials identified by CAS faculty or presenters

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