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Course Outline for PSCN 100
BRIDGE TO COLLEGE AND CAREERS
Effective: Spring 2008

I. CATALOG DESCRIPTION:

PSCN 100 — BRIDGE TO COLLEGE AND CAREERS — 1.00 units

This course builds on the skills and cohort relationships established in Foundations for Learning Success. Emphasis will be placed on the development of college, vocational and social skills within the context of a learning community. It will provide students with the opportunity to further define and modify their unique learning styles and apply them to all aspects of their lives. Strongly recommended: General Studies 100. 3 hours laboratory

1.00 Units Lab

Prerequisite

GNST 100 - Foundations/Learning Success

Grading Methods:

Letter or P/NP

Discipline:

	MIN
Lab Hours:	54.00
Total Hours:	54.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

Before entering the course a student should be able to:

A. GNST100

1. Assess the learning styles of colleagues, family and people encountered in school and the workplace;
2. Analyze personal learning style and understand its strengths and weaknesses;
3. Explain the internal barriers that block success;
4. Explain and model successful learning strategies for students;
5. Demonstrate an understanding and become part of a learning community;
6. Develop self-reflection techniques;
7. Model the behaviors of each of the learning styles presented;
8. Create the conditions for team self-management and demonstrate leadership on a self-managing work team;
9. Demonstrate the identification of teammate's styles to effectively lead others in a self-managing team through self-knowledge and authentic communication.

IV. MEASURABLE OBJECTIVES:

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

1. identify and utilize personal learning style to enhance academic, vocational and social experiences
2. describe how their individual learning styles impact goals
3. develop compensatory strategies to balance primary learning styles
4. demonstrate the ability to work toward and contribute to the effectiveness of a team
5. identify the psychological barriers to success, particularly those that are a function of low/negative self-esteem
6. identify and argue self-misconceptions

V. CONTENT:

- A. Learning Styles. The four components of processing information that lead to action. Understanding one's method for receiving and integrating information in order to promote more effective choices.
- B. Self Discipline process. The establishment of habits and patterns consistent with goals and objectives.
- C. Five power tools to achieve goals. Development of a skill set that promotes success.
- D. Team Building. The elements of a productive team dynamic are explored with an emphasis on integration of individual learning styles. Emphasis on valuing the contribution of individual members and recognizing richness of diversity that can lead to a more effective team.
- E. Effective communication. Communication that is consistent with ones preferred style; is more genuine, clear and conducive to trust.
- F. Fear assessment. Pursuit of goals carries an element of risk that can inhibit the productions of original ideas. These ideas are the basis of creative and effective action. Fear of success and fear of failure are examples of barriers to academic success.
- G. Belief systems. Growth and development require a constant review and challenging of undermining beliefs about the self and the world.

VI. METHODS OF INSTRUCTION:

- A. **Discussion** - Class discussion will be student driven and maintained
- B. **Lecture** - Lecture will consist of brief descriptions of issues that will set the stage for team building exercises and self report journals.
- C. Group activities. Students will be expected to work with each other to attain goals

VII. TYPICAL ASSIGNMENTS:

A. Students maintain a weekly journal in which to post descriptions of their process, insights. B. Groups will be given tasks that require the development of effective team-building. C. Students will demonstrate their preferred method of organization for and execution of decisions. D. Emphasize use of various organizing technology.

VIII. EVALUATION:

A. **Methods**

- 1. Group Projects
- 2. Other:
 - a. Use rubrics for journals to evaluate the level of understanding about oneself as a learner.
 - b. Exit portfolio will be used to evaluate the effective understanding and practical incorporation of learning

B. **Frequency**

- 1. Weekly Journal entries
- 2. Weekly team projects

IX. TYPICAL TEXTS:

X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. Student Handbook