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Course Outline for GNST 100

FOUNDATIONS/LEARNING SUCCESS

Effective: Fall 2007

I. CATALOG DESCRIPTION:

GNST 100 — FOUNDATIONS/LEARNING SUCCESS — 3.00 units

Examine self-efficacy issues and begin to develop strong self-efficacy behaviors. Develop behaviors that lead to academic and career success, such as understanding individual learning styles, building and working in diverse learning style teams, effective and appropriate methods of communication, effective and appropriate behaviors in the classroom and the workplace. Course is based on curriculum used to train executives in large companies to develop professional behaviors

3.00 Units Lecture

Grading Methods:

Pass/No Pass

Discipline:

	MIN
Lecture Hours:	54.00
Total Hours:	54.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 2

III. PREREQUISITE AND/OR ADVISORY SKILLS:

IV. MEASURABLE OBJECTIVES:

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

- A. Assess the learning styles of colleagues, family and people encountered in school and the workplace;
- B. Analyze personal learning style and understand its strengths and weaknesses;
- C. Explain the internal barriers that block success;
- D. Explain and model successful learning strategies for students;
- E. Demonstrate an understanding and become part of a learning community;
- F. Develop self-reflection techniques;
- G. Model the behaviors of each of the learning styles presented;
- H. Create the conditions for team self-management and demonstrate leadership on a self-managing work team;
 1. create the conditions for team self-management;
 2. use graphs to analyze and formulate effective team membership;
- I. Demonstrate the identification of teammate's styles to effectively lead others in a self-managing team through self-knowledge and authentic communication.
 1. interview others and identify their working styles
 2. identify and compare working styles
 3. demonstrate the key characteristics of each working style
 4. exhibit how to adapt one's leadership style to effectively work with others
 5. identify characteristics of learning styles through readings and studying course materials

V. CONTENT:

- A. What you see is what you get? – Image interpretation of optical illusions, why people see different things from the same picture
 1. Neurology
 2. Physiological traits
 3. Broad cultural values
- B. Analysis of personal values through group discussion of scenarios
- C. Learning styles understanding and analysis
 1. Observation, analysis and discussion of learning styles in movie characters
 2. Online assessment of personal learning styles
 3. Assessment of learning styles of family members and friends
 4. Same style learning teams and how they work
 5. Energy intensity flows vignettes, identify learning style of different approaches to problems
- D. Success-satisfaction cycle for task completion
- E. Learning strategies for the classroom
 1. Learning strategies for each learning style
 2. Learning strategies of successful students
- F. Effective communication
 1. Self policing own speech and behavior
 2. Identifying inappropriate responses and behaviors

3. Working within the learning community to support positive communication and behavior
- G. Team self-management and leadership
 1. Functioning within and leading self-managing work teams
 2. The four stages of team development
 3. Listening as a key to leadership
 4. Non-violent communication
 5. Comparing difference between observation/judgment, feelings and emotions/ perceptions and thoughts, needs/blame, request/demand
 6. Dynamic leadership: laws of conversation
 7. Ladder of learning and ladder of listening
 8. Team facilitation and recording
 9. Listening skills are developed in exercises focused on interpersonal communication and small group discussions
- H. Working styles and adapting one's working to effectively lead others
 1. Comparing the four stages of team development and working styles required at each stage to produce a successful team effort
 2. Effectively utilizing different working styles to successfully lead a team
 3. Defining one's own working style
 4. Assessing team member's working styles
 5. Demonstrating one's unique working style
 6. Developing a set of strategies for the classroom based individual learning styles

VI. METHODS OF INSTRUCTION:

- A. **Discussion** - Classroom demonstration with discussion
- B. Out-of-class writing assignments
- C. Group work – both small and large
- D. Experiential activities-students are required to participate in multiple formats throughout the course. Some examples are the art project and same style learning teach presentation in front of the whole class.

VII. TYPICAL ASSIGNMENTS:

A. In-class assignments: 1. Participate on self-managing teams to experience and practice the four stages of team development. 2. View two movies and determine the working styles of several characters in the movie. 3. Interview two to three invited speakers and determine their working styles. 4. Deliver team presentations about dominant working style. 5. Complete project assignments working in teams with persons of different working styles. 6. Identify modes of success and satisfaction for different working styles B. Out-of-class assignments: 1. Examine working styles of family members and close friends. 2. Assess Likert scale of students. 3. Write 1 handwritten or typed page on what you learned about Learning Habits that will help you become a more successful student by answering these three questions: • What learning habits and skills do you need to have to become an excellent student? • What will you do to make these a habit for you if they are not already? • How will you develop and create those habits over the coming semester?

VIII. EVALUATION:

- A. **Methods**
- B. **Frequency**

IX. TYPICAL TEXTS:

1. Reading material will be provided in the form of handouts compiled from training materials developed and disseminated by Digital Bridge Program and Diego Navarro.
2. Movies such as 'Stand and Deliver' and 'Finding Forrester.'

X. OTHER MATERIALS REQUIRED OF STUDENTS: