

Las Positas College
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Course Outline for PSCN 30

STUDENT SUCCESS AND THE COLLEGE EXPERIENCE

Effective: Fall 2015

I. CATALOG DESCRIPTION:

PSCN 30 — STUDENT SUCCESS AND THE COLLEGE EXPERIENCE — 3.00 units

This course explores concepts, knowledge, and skills relevant to college success. Students will engage in critical analysis on a variety of topics, including motivation, decision making, interpersonal communication, multicultural awareness, and learning theory. Problem solving strategies will be applied to areas including goal setting, career development, wellness, and accessing campus resources.

3.00 Units Lecture

Grading Methods:

Letter or P/NP

Discipline:

	MIN
Lecture Hours:	54.00
Total Hours:	54.00

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

III. PREREQUISITE AND/OR ADVISORY SKILLS:

IV. MEASURABLE OBJECTIVES:

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

- A. Demonstrate critical thinking skills as they relate to success in college level coursework.
- B. Examine and utilize curricular options and institutional resources that directly support student's educational plan.
- C. Analyze the psychology of student attitudes, motivation and behaviors and their impact on student success.
- D. Analyze major learning styles including auditory, visual, and kinesthetic as they relate to student's effective academic success.
- E. Identify and examine interpersonal, creative, and other personal college success techniques and perspectives.
- F. Evaluate factors involved in problem solving, goal-setting, and decision making.
- G. Demonstrate effective study skills: reading, time-management, note-taking and test-taking techniques.
- H. Examine theoretical approaches to choice and change and develop a personal awareness of opportunities to make choices.

V. CONTENT:

- A. Attitudes and Behavior
 1. Critical analysis of attitude, behavior and their impact
 - a. Theories on college students' attitude and behavior
 - b. Accepting personal responsibility
 - c. Becoming an active learner
 - d. Adopting a creator mindset
 2. Faculty expectations, assumptions, and availability
 - a. Differences between high school and culture of higher education
- B. Interpersonal skills
 1. Development of healthy relationships
 - a. Coping with personal problems and life crisis
 - b. Strengthening relationships with active listening
 - c. Creating a support system
 2. Acknowledgement of cultural diversity
 - a. Respecting cultural differences
 - b. Communicating with people from diverse backgrounds
- C. Stress management
 1. Introduction to the psychological theories of stress
 2. Understand and implement emotional intelligence
 3. Impact of stress on physical and mental health
 4. Implement relaxation techniques
- D. Healthy lifestyle and its impact on college success
 1. Impact of nutrition on physical and mental health
 2. Benefits of physical activity
 3. Importance of sleep and the consequences of sleep deprivation
 4. Embracing positive changes to foster personal growth
- E. Critical Thinking and Problem Solving

1. Decision-making strategies
 - a. Theories on motivation and choice
 - b. Creating inner motivation
 2. Brainstorming and mind-mapping techniques
 3. Creative visualization
 4. Goal Setting
 - a. Designing a compelling life plan
- F. Study Skills
1. Textbook Study/Writing
 - a. Textbook reading techniques (SQ3R)
 - b. Textbook note-taking techniques
 - c. Effective writing and reading
 2. Learning Theory
 - a. Research on learning strategy effectiveness
 - b. Techniques for learning specific subjects
 3. Memory and Concentration
 - a. Memory theory
 - b. Mnemonic devices/concentration techniques
 4. Information Competency
 - a. Research materials and techniques
 - b. Use of computers for internet and library research
 - c. Plagiarism/academic honesty
 - d. Documentation/citation techniques
- G. Academic and Career Planning
1. Understanding the college/university systems
 2. Demonstrating ability to locate and access institutional resources
 3. Self awareness
 - a. Administer and interpret self-evaluative measures including areas of interests, personality preferences, values, and decision-making styles. Assessment tools include but are not limited to: Myers-Briggs Type Indicator (MBTI) and Strong Interest Inventory (SII).
 4. Developing and implementing short term and long term educational plans

VI. METHODS OF INSTRUCTION:

- A. **Lecture** -
- B. **Guest Lecturers** -
- C. **Classroom Activity** -
- D. **Student Presentations** -
- E. **Field Trips** -
- F. **Research** -
- G. **Individualized Instruction** -
- H. **Audio-visual Activity** -

VII. TYPICAL ASSIGNMENTS:

- A. Reading 1:
 1. Identify some of the cultural differences that exist in your classes or in the college community at large. Explain and assess how a better understanding of these cultures can lead to strengthening your development as a student and in your future career.
- B. Reading 2:
 1. Explore the concept that time is a resource and analyze your own use of time and develop a plan to increase the skill of focused attention.
- C. Writing, problem solving, performance 1:
 1. Psychologist Albert Ellis said irrational beliefs have gotten you off course and lowered your self esteem. Offer rational beliefs you could use to dispute your irrational beliefs.
- D. Writing, problem solving, performance 2:
 1. Describe a time when you experienced an emotionally charged conflict with another person. Were you able to resolve it? List the strategies used. Describe any differences in outcome you would like to achieve the next time you experience conflict.
- E. Other
 1. In 3-4 typed pages, identify 2-3 labels that you have received from your family and peer group and/or society. Explain how each has influenced or limited your academic performance thus far, your self-esteem, and current goals.

VIII. EVALUATION:

- A. **Methods**
 1. Exams/Tests
 2. Research Projects
 3. Oral Presentation
 4. Projects
 5. Group Projects
 6. Class Work
 7. Home Work
 8. Class Performance
- B. **Frequency**
 1. Exam/Tests--2 exams, 1 final exam, multiple choice, essay questions
 2. Research Projects--1 research paper must be submitted, autobiography
 3. Oral Presentation --oral presentation of research project
 4. Group Projects --critical thinking exercises
 5. Class Work--completion of selected assignments in class
 6. Home Work--Weekly written critical thinking exercises
 7. Class Performance--class attendance and participation

IX. TYPICAL TEXTS:

1. Baldwin, A. (2012). *The Community College Experience* (Third Edition ed.). Upper Saddle River, New Jersey: Pearson Prentice Hall Publishing.
2. Downing, S. (2013). *On Course: Strategies for Creating Success in College and Life*. : Cengage Learning.
3. Gordon, V.N., & Minnick, T.L. (2010). *Foundations, a Reader for New College Students* (Fifth ed.). : Cengage Learning.
4. Las Positas College Catalog
5. Las Positas College Class Schedule

- X. OTHER MATERIALS REQUIRED OF STUDENTS:
- A. Strong Interest Inventory career assessment
 - B. Myers Briggs Type Indicator career assessment