

PALOMAR COLLEGE
COURSE OUTLINE OF RECORD FOR
DEGREE CREDIT COURSE

 X Transfer course X A.A. degree applicable course
 (check all that apply)

COURSE NUMBER AND TITLE: Counseling 110. College Success Skills

UNIT VALUE: 3

MINIMUM NUMBER OF SEMESTER HOURS: 48

BASIC SKILLS REQUIREMENTS: Appropriate Language Skills

ENTRANCE REQUIREMENTS

PREREQUISITE: None

COREQUISITE: None

RECOMMENDED PREPARATION: None

SCOPE OF COURSE: Provide students with the skills and knowledge necessary to reach their educational objectives. Topics covered include motivation and self-discipline, memory techniques, time management, communication and relationship skills, career planning, critical thinking and personal issues. This course will include an understanding of diversity and socioeconomic differences from a historical and modern day perspective. This course is recommended for new and re-entry students.

SPECIFIC COURSE OBJECTIVES: A successful student will:

1. Identify effective motivational skills.
2. Demonstrate personal management skills.
3. Apply analyze problems and how to overcome obstacles.
4. Achieve skills in various student services areas such as: library, career center and transfer center.
5. Acquire information on listening and communication skills.
6. Explain through reading, writing and interactive exercises an understanding of one of the historically underrepresented groups: Latino, African-American, Asian-American, Pacific Islander, Native-American, from a historical and modern day perspective.
7. Understand and identify the importance of socioeconomic status and gender differences.

CONTENT IN TERMS OF SPECIFIC BODY OF KNOWLEDGE:

- A. Specific Study Skills
 1. Time Management
 2. Memory Techniques
 3. Motivation and Readiness
 - a. Challenges of re-entry students
 - b. Gender roles; how family roles affect your education
 - c. Cultural roles and expectations
 4. Reading and Writing
 - a. Articles regarding historical and cultural experiences
 - b. Articles regarding socioeconomic status and culture
 5. Note and Test Taking Preparation
 6. Critical Thinking

- B. College and Life Skills
 - 1. Personal Relationships
 - a. Differences and similarities of gender communication styles
 - b. Real and perceived bias regarding gender and ethnicity
 - 2. Educational Planning
 - a. Socioeconomic status and education plans
 - b. Transfer, vocational and family status
 - 3. Career Exploration
 - a. Traditional and nontraditional careers for females
 - b. Re-entering the workforce and cultural values
 - 4. Health
 - a. Traditional cultural foods, nutrition and longevity
 - b. Age and your diet
 - 5. Goal Setting
 - 6. College and Community Resources
 - 7. Creativity

- C. Assessment Inventories (one or a combination of the following)
 - 1. Myers-Briggs Type Indicator
 - 2. Learning Styles Inventory
 - 3. PerformX
 - 4. Skills Level Assessment
 - 5. Diversity Awareness Relationship Assessment
 - 6. Study Assessment Method
 - 7. Personal Cultural Assessment Exercise

- D. Diversity Awareness
 - 1. Selected ethnic groups from one or more of the following: Latino, African-American, Asian-American, Pacific Islander, Native-American
 - a. Historical Perspective
 - b. Culture Awareness
 - c. Values
 - d. Tolerance, Mutual Respect
 - 2. Socioeconomic Class, Age
 - a. Income gap between sexes and cultures
 - b. Immigrant wages
 - 3. Gender Issues

REQUIRED READING:

*Bambara, Toni et.al. Freshman Seminar. Westerville, OH: McGraw Hill, 1999.

REQUIRED READING: One of the following:

Ellis, Dave. Becoming A Master Student. 7th Edition. Rapid City, SD: Houghton Mifflin, 2000.

Ferrett, Sharon. Peak Performance. 3rd Edition. Westerville, OH: Glencoe/McGraw Hill, 2000.

Burns, Kenneth. All you Really Need to Know. 1st Edition. National City, CA: Press Plus Inc., 1995.

Feldman, Robert. Power Learning. 1st Edition. Boston, MA: McGraw Hill, 1976.

Norton, Sue. Keeping in Stride: Building Skills for College Success.

Campbell, William. The Power to Learn. 2nd Edition. San Francisco, CA: Wadsworth Publishing, 1997.

*This textbook consists of a compilation of various articles compiled for this course pertaining to issues on diversity and gender.

In addition, an instructor must choose from one of the following:

Cantu, Norma. Canicula Snapshots of A Girlhood En La Frontera. New Mexico: University of New Mexico Press, 1995.

McBride, James. The Color of Water. New York: Riverhead Books, 1996.

Tanner, Deborah. You Don't Understand Me. New York: Ballantine Books, 1990.

Wright, Richard. Native Son. New York: Harper Collins, 1991.

Pange-Mei, Natasha Chang. Bound Feet and Western Dress. New York: Plume, 1996.

Morrison, Toni. The Bluest Eye. New York: Holt, Pinehart, & Winston, 1970.

SUGGESTED READING: Students will be given various supplementary readings by instructors.

REQUIRED WRITING: Writing assignments may include but not limited to:

1. Complete homework and reflective assignments.
2. Write at least one page in weekly journals.
3. A three-page reflective paper on why the student is seeking higher education.
4. A three-page reflective paper identifying a culture the student personally identifies himself/herself with.
5. A two-page interview assignment with a person of a different ethnic group and/or gender.

OUTSIDE ASSIGNMENTS: Students will complete:

1. A Library Assignment
2. Exercises in goal setting, and Time Management
3. Weekly homework assignments
4. Journal Exercises
5. Exercises in career exploration and college resources

Students are expected to spend a minimum of three hours per unit per week in class and on outside assignments, prorated for short-term classes.

INSTRUCTIONAL METHODOLOGY:

Check all that apply:

- lecture
 laboratory
 lecture-laboratory combination
 directed study

This course may be offered as a distance learning course and meets Title 5 regulations 55370, 55372, 55374, 55376, 55378, and 55380.

Yes No

If yes, check all that apply.

- Television Course (Video one-way, e.g. ITV, video cassette, etc.)
 Online Course (Text one-way, e.g. newspaper, correspondence, electronic file, etc.)
 Two-Way Video Conferencing (Two-way interactive video and audio)
 One-Way Video Conferencing (One-way interactive video and two-way interactive audio)
 Computer Assisted Instruction (A specialized form of mediated instruction relying primarily on student access to information and prepared lessons or teaching materials through a computer terminal, but not under immediate supervision of a qualified instructor.)

GRADING POLICY AND STANDARDS (include methods of determining whether the stated objectives have been met by students):

20% of course grade will be based on quizzes and tests.

50% of course grade will be based on outside assignments including: library assignments, goal setting, time management, homework exercises, career exploration, journal exercises, college resources and participation.

30% of course grade will be based on reflective papers on higher education, identifying cultures, and interview assignments based on ethnic and gender groups.

IS COURSE REPEATABLE FOR REASON(S) OTHER THAN DEFICIENT GRADE?

Yes ___ No X Number of times course may be taken for credit: ___

If yes, identify specific provision of Title 5 Division 2 section(s), 55761-55763 and 58161 which qualifies course as repeatable:

CONTACT PERSON: Theresa Hogan-Egkan, x-2649 or Jose Fernandez, x-8124

SIGNATURES:

SIGNATURES ON FILE
