

**PALOMAR COLLEGE**  
**COURSE OUTLINE OF RECORD FOR**  
**DEGREE CREDIT COURSE**

Transfer Course  A.A. Degree applicable course  
(check all that apply)

**COURSE NUMBER AND TITLE:** LT 154 Information for Life Long Learning

**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:** This class will prepare students to locate, evaluate, and use information resources through the study of learning styles, goal setting, study skills, health and wellness, and human behavior. Students will work independently and in groups leading to an integrated understanding of themselves and the value of information.

**SPECIFIC COURSE OBJECTIVES:**

Successful students will be able to:

1. Use information resources for life long learning.
2. Define and describe a variety of health and wellness issues.
4. Locate, evaluate, and use a variety of resources related to life changing/transition conditions.
3. Locate a variety of private and government health and human service resources.
4. Recognize their individual learning style.
5. Assess a variety of study skill techniques.
6. Inventory their personal values and beliefs, and construct a personal mission statement.

**CONTENT IN TERMS OF SPECIFIC BODY OF KNOWLEDGE:**

I. Health and Wellness Topics

A. Aids, Cancer, Asthma, Diabetes, Sexually Transmitted Diseases, Suicide,  
Depression

1. Definition/description

2. Causes
  3. Symptoms
  4. Care and treatment
  5. Prognosis
  6. Key terms
  7. Helping agencies, networks, and resources
- B. Smoking, Alcohol, Substance Abuse, Eating Disorders
1. Health Hazards
    - a. Mental
    - b. Physical
  2. Cessation
    - a. Methods
    - b. Benefits
  3. Helping Agencies, Networks, and Resources
- C. Death, Aging Parent, Single Parent, Child Care, Reproductive Planning, Rape, Homosexuality, Physical Abuse
1. Issues
    - a. Moral
    - b. Political
    - c. Economic
  2. Groups
    - a. Minorities
    - b. Women
  3. Helping Agencies, Networks, and Resources
- D. Healthful Living
1. Nutrition
  2. Physical Fitness
  3. Stress Management
  4. Resources and Organizations
- II. Study Skills
- A. Time Management
  - B. Writing Papers
  - C. Note Taking
  - D. Test Preparation
  - E. Using the Library
  - F. Study Techniques
- III. Learning Styles (Visual, Auditory, Kinesthetic)
- A. Definition
  - B. Assessing Individual Styles
  - C. Implications for Learning
- IV. Personal Values, Mission, and Goals
- A. Identify Priorities
  - B. Identify Roles and Relationships
  - C. Identify Expectations
  - D. Identify Basic Principles
  - E. Identify Goals, Career Choices
- V. Information Resources
- A. Computer Catalog
    1. Classification Systems
    2. Bibliographic Record
  - B. Databases

- C. Reference Sources
- D. World Wide Web
  - 1. Searching
  - 2. Evaluating
- E. Documenting Sources
  - 1. MLA Style
  - 2. APA Style

**REQUIRED READING:**

Bolner, Myrtle S., and Gayle A. Poirier. The Research Process: Books and Beyond. Dubuque, IO: Kendall Hunt, 2001.

Boyden, Karen, et al. ed. Gale Encyclopedia of Medicine. Farmington Hills, MI.:Gale Group, 1998.\*

Clinical Reference Systems. Ipswich, MA: EBSCO, 2000.\*

CTL Learning Styles Site. Vinathi Vemuleti. 6 May 2001. Indiana State University. 21 Sept. 2001  
<<http://web.indstate.edu/ctl/styles/ls1.html>>.

Glanze, Walter D., and Lois E. Anderson, eds. Mosby's Medical Nursing and Allied Health Dictionary. St. Louis: Mosby, 1998.\*

Learning Enhancement Services:Learning Strategies Guides. Academic Skills Center. Dartmouth College. 20 Sept. 2001 <[http://www.dartmouth.edu/admin/acskills/right\\_les\\_lsg.html](http://www.dartmouth.edu/admin/acskills/right_les_lsg.html)>.

Learning Styles & Multiple Intelligence. 1998. Island Adult Development Association. 20 Sept. 2001  
<<http://www.ldpride.net/learningstyles.MI.htm>>.

Learning Styles Evaluation. Karen Meyer. 1998. University of Northwestern Ohio. 20 Sept. 2001  
<<http://www2.nc.edu/virtcol/ss/learn.html>>.

PDR Family Guide to Nutrition & Health. Montvale, N. J.: Medical Economics, 1999.\*

Study Skills Guide. Mark Shimota. 13 Sept. 2000. College of Saint Benedict Saint John's University. 20 Sept. 2001 <<http://www.csbsju.edu/academicadvising/helplist.html>>.

Study Skills Self-help Information. Cook Counseling Center. 3 Sept. 2001. Virginia Polytechnic Institute and State University. 20 Sept. 2001 <<http://www.ucc.vt.edu/stdysk/stdyhlp.html>>.

\*Use for selected articles.

**SUGGESTED READING:**

Bolles, Richard Nelson. What Color is Your Parachute? Berkeley: Ten Speed Press, 2001.

Combs, Patrick. Major in Success: Make College Easier, Fire Up Your Dreams, and Get a Very Cool Job. Berkeley, C. A.: Ten Speed Press, 2000.

Covey, Stephen R. The 7 Habits of Highly Effective People. New York: Simon & Shuster, 1989.

Paul, Richard. Critical Thinking: Tools for Taking Charge of Your Learning and Your Life. Upper Saddle River, N.J.: Prentice Hall, 2001.

Salem Press, eds. Mcgill's Medical Guide: Health and Illness. Englewood Cliffs, NJ: Salem Press, 1995.

**REQUIRED WRITING:** 1. Students will write a review of selected web sites based on a set of established criteria. 2. Students will write weekly self-reflective journal entries. 3. Students will write one to two paragraphs weekly describing their information search strategies. 4. Students will contribute weekly to an online discussion of weekly readings. 5. Students will write a 2 to 3 page paper providing information on a life situation they have been assigned. The paper will define, describe, and answer questions related to their defined "Lot in Life."

**OUTSIDE ASSIGNMENTS:**

**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.**

Complete all outside reading assignments, information seeking assignments, and written assignments as stated in the "Required Writing" section above.

**INSTRUCTIONAL METHODOLOGY:**

**Check all that apply:**

- lecture
- laboratory
- lecture-laboratory combination
- directed study

**DISTANCE LEARNING:**

**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):

Grading on Percentage:      90 -100% = A  
   80 - 89% = B  
   70 - 79% = C  
   60 - 69% = D  
   Below 60% = F

25% - Class and Group Participation  
40% - Written Homework Assignments

15% - "Lot in Life" Written Assignment  
20% - Exams

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

Yes \_\_\_ No X Number of times course may be taken for credit: 1

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

**CONTACT PERSON:** Carolyn Funes

**SIGNATURES:**

SIGNATURES ON FILE

\*I certify that this course meets all the minimum requirements for A.A. degree applicable courses.

Course outlines of record should be reviewed regularly and revised as necessary.

NOTE: Some revisions to course outlines of record require Curriculum Committee approval, others may not. Please consult your dean or the Instruction Office if you need assistance.