

I. CATALOG DESCRIPTION:

A. Department Information

Division: Academic Advancement and Learning Resources
Department: Academic Advancement
Course ID: ACAD 100
Course Title: Strategies for College Success
Units: 1
Lecture: 1 hour
Prerequisite: None

B. Catalog Description:

Introduces student to college environment, educational opportunities, college services, academic procedures and policies, graduation and transfer requirements. College survival skills such as educational planning, goal-setting, learning styles, time management, and interpersonal skills are key components.

Schedule Description:

Introduces student to college services, procedures, policies, opportunities, and survival skills.

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

III. EXPECTED OUTCOMES FOR STUDENTS

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

- A. Identify and assess the services, learning resources, degrees, and certificates available at SBVC
- B. Inventory extra-curricular activities available at SBVC
- C. Explain key terms in education such as the AA degree, IGETC, CSU GE-Breadth, units, undergraduate major requirements, general education requirements, Financial Aid, transfer requirements and graduation requirements
- D. Compare educational paths such as degrees, certificates and transfer
- E. Create an educational plan, mapping the academic path to their career goals
- F. Analyze different learning styles through the use of learning style inventory tests, and apply that information in developing techniques for studying
- G. Demonstrate listening and note taking techniques (e.g. Cornell System), reading techniques (SQ4R), memorization and test-taking techniques
- H. Establish realistic schedules using effective time-management and stress-management techniques
- I. Recognize and respond successfully to behavioral expectations of college classes: class participation, attendance policies, academic honesty, etc.
- J. Define students' rights and responsibilities at SBVC, such as procedures for grade grievances and the sexual harassment policy
- K. Use the Internet to communicate with peers and faculty, and do basic research, (understanding evaluative criteria for web sites)
- L. Locate appropriate resources on campus for tutoring, computer use, research, etc.

IV. CONTENT:

- A. Goal Setting
 - 1. Personal Goals
 - 2. Academic Goals
 - 3. Short-term goals
 - 4. Long-term goals

- B. Student/Faculty Relationships
 - 1. Communication
 - 2. Behavioral Expectations
 - 3. Academic Policies and Procedures

- C. Learning Styles/Skills
 - 1. Learning styles
 - 2. Learning disabilities

- D. Study Skills
 - 1. Time management
 - 2. Listening
 - 3. Note taking
 - 4. SQ4R (reading techniques)
 - 5. Memorization techniques
 - 6. Test taking strategies
 - 7. Writing strategies
 - 8. Math strategies

- E. Academic Jargon
 - 1. Degrees
 - 2. Certificates
 - 3. IGETC
 - 4. CSU-GE Breadth
 - 5. Vocabulary

- F. Educational Planning
 - 1. Career Paths
 - 2. Certificate Programs
 - 3. Transfer options
 - 4. IGETC
 - 5. CSU breadth requirements/transfer requirements
 - 6. SBVC degree requirements

- G. Internet Use
 - On-campus resources
 - 1. E-mail
 - 2. Internet Research/Validation of Internet resources

- H. Students' Rights and Responsibilities
 - 1. Grade Grievances
 - 2. Sexual Harassment

V. METHODS OF INSTRUCTION:

- A. Lecture
- B. Directed class discussion
- C. Use of case studies
- D. Simulations
- E. Paired and group problem solving
- F. Use of audio/visual materials
- G. Use of classroom/individual assessment tools
- H. Use of alternative delivery systems to provide all of the above

VI. TYPICAL ASSIGNMENTS:

- A. Describe at least three personal goals and identify what you think are the specific academic steps you would need to take to meet those goals. Identify a timeline for completing your academic objectives. Identify what you can do this week to get started.
- B. Simulation: You are the teacher; today one of your students came to class late and was disruptive, one of your students is clearly having difficulty with the class material, one of your students asked what he had missed last week, and one of your students wants to take the mid-term test at a different time than that scheduled. How would you handle each of these situations?
- C. Now that you have taken the Learning Styles Inventory on the computer and read about the various strategies used by others with your learning style, illustrate how you will study for one of your classes. Be specific: indicate how you will take notes, how you will handle reading materials, and how you will study for tests.
- D. You and a friend are planning to transfer to CSUSB; you are in your second semester and have decided that you want to major in math, but your friend has decided to be a liberal studies student as he has not yet made up his mind about his major. How will your educational plan differ from your friend's? How would your educational plan differ if you planned to graduate from SBVC with an AS degree before going to CSUSB?

VII. EVALUATION(S):

Methods of Evaluation:

- A. Objective and essay examinations
Typical Questions: Identify at least five criteria that can be used to evaluate web-sites; describe some effective techniques for using an internet search engine; your mother has a friend who will be returning to school after 20 years; she is nervous about taking tests. What strategies can you tell her about that will help her prepare for tests and test-taking? She is depending on you for help as you are graduating at the top of your class!
- B. Written research papers and/or term project
Typical Papers or Projects: Identify your most difficult subject and 1) identify and list at least five internet resources that provide tutorial assistance; 2) develop a series of strategies to help you study for tests in that subject; 3) interview other at least three other students who are successful in your class and document your interviews with specific references to their study strategies; 4) develop a timeline for completing all class projects.

Now that you have identified your learning style, write a brief paper describing it, the difficulties it may present when in a class with a teacher whose teaching style is not amenable to your learning style, and how you might attempt to bridge the gap.

San Bernardino Valley College

Curriculum Approved: FA01

Effective: FA02

- C. You have been selected as a guide for incoming freshmen. Where will you take them on a campus tour so that they will understand the resources available to them at SBVC?
- D. Evaluation of performance in simulated situations, group discussions, etc.

Frequency of Evaluation:

- A. Weekly observations
- B. Bi-weekly quizzes
- C. Mid term
- D. Final

VIII. TYPICAL TEXT(S):

Gardner, John N., Jewler, A. Jerome. Your College Experience: Strategies for Success. Belmont, CA: Wadsworth/Thompson Learning, 2000.

Feldmen, Robert S. P.O.W.E.R. Learning: Strategies for Success in College and Life. Burr Ridge, Illinois: McGraw Hill, 2000

Holschuh, Jodi, Nest, Sherrie L. Active Learning: Strategies for College Success. Scarborough, Ontario, Canada: Allyn & Bacon, 1999.

Santrock, John W. and Halonen, Jane S. Your Guide to College Success: Strategies for Achieving Your Goals, Media Edition. Belmont, CA: Wadsworth/Thompson Learning, 2000.

Downing, Skip. On Course: Strategies for Creating Success in College and in Life. New York, New York: Houghton-Mifflin, 1999.

IX. OTHER SUPPLIES REQUIRED OF STUDENTS: None