

Course Outline for PCN 30

STUDENT SUCCESS AND THE COLLEGE EXPERIENCE

Effective: Fall 2021

I. CATALOG DESCRIPTION:

PCN 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:

- Counseling

	MIN
Lecture Hours:	54.00
Expected Outside of Class Hours:	108.00
Total Hours:	162.00

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. Beliefs, Attitudes and Behavior
 1. Critical analysis of beliefs, attitude, behavior and their impact on college success
 - a. Theories on college students' beliefs, attitude and behavior
 - b. Defining and disputing irrational beliefs
 - c. Developing and accepting personal responsibility
 - d. Becoming an active learner
- 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 diversity
 - a. Respecting cultural and social differences
 - b. Communicating with people from diverse backgrounds
- C. Health and Wellness
 1. Strategies for maintaining physical and cognitive well-being
 2. Stress Management
 - a. Introduction to the psychological theories of stress
 - b. Implications of stress on physical and mental health
 - c. Developing stress management and relaxation techniques
 3. Embracing positive changes to foster personal growth
- D. Critical Thinking and Problem Solving

1. Emotional Intelligence
2. Decision-making strategies
 - a. Choices and consequences
 - b. Wise choice process
3. Theories of Motivation
 - a. Extrinsic and intrinsic
 - b. Needs and values clarification
 - c. Identifying and creating inner motivation
4. Creativity Techniques
 - a. Brainstorming and mind-mapping
 - b. Visualization
- E. Academic Success Skills
 1. Independent and interdependent learning
 2. Time management
 - a. Establishing priorities
 - b. Avoiding procrastination
 - c. Balancing Life
 3. Goal Setting
 - a. Designing a compelling life plan
 - b. Influence on academic performance
 4. Textbook Study
 - a. Effective reading techniques (SQ3R)
 - b. Textbook note-taking techniques
 5. Learning Theory
 - a. Research of learning styles and effective learning strategies
 - b. Techniques for learning specific subjects
 6. Memory and Concentration
 - a. Memory principles and theory
 - b. Mnemonic devices/concentration techniques
 7. Information Competency
 - a. Research materials and techniques
 - b. Use of computers for internet and library research
 - c. Plagiarism/academic honesty
 - d. Documentation/citation techniques
- F. Higher Education in Society
 1. Value and purpose of higher education
 - a. Understanding the value of attaining a higher education
 - b. The informed citizens role in society today
 2. Understanding the college/university systems
 - a. Admission requirements and academic opportunities at the CCC, CSU, UC and Independent institutions in the state of CA
 - b. Culture of higher education
 - c. Faculty expectations, assumptions, and availability
 - d. Demonstrating ability to locate, evaluate and utilize institutional resources
 - e. Qualities of successful students
- G. Self Awareness and Personal Growth
 1. Administer and interpret self-evaluative measures which may include areas of interests, personality preferences, strengths, values, ability and decision-making styles.
 2. Developing and implementing short term and long term education plans
 3. Connecting academic planning to career and life planning

VI. METHODS OF INSTRUCTION:

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

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:

Methods/Frequency

- A. Exams/Tests
 - One mid-term exam and a final
- B. Quizzes
 - Weekly
- C. Research Projects
 - One major project or research paper
- D. Oral Presentation
 - One on a assigned topic

- E. Group Projects
 - One on a assigned topic
- F. Class Participation
 - Daily attendance and participation
- G. Class Work
 - Weekly written exercises on assigned material
- H. Home Work
 - Weekly written exercises on assigned material

IX. TYPICAL TEXTS:

1. Downing, S. (2020). *On Course: Strategies for Success in College, Career, and Life* (9 ed.). : Cengage Learning.
2. Harrington, C. (2019). *Student Success In College: Doing what Works!* (3 ed.). : Cengage Learning, Inc..
3. Gardner, J. (2020). *Understanding Your College Experience: Strategies For Success* (3 ed.). : Macmillan Education.
4. Las Positas College Catalog
5. Las Positas College Class Schedule

X. OTHER MATERIALS REQUIRED OF STUDENTS: