Reedley Community College

COUN 53: College and Life Management

FALL 2014

**Instructor: Tasha Cummings, M.A.**

**Office Hours: Office hours posted on Blackboard**

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**Course Description:** A course is designed for the first year college students. It will prepare students for college life and academic success. Topics will include: personal and academic goal development, diversity, self-identity, academic terminology, campus resources, student success and healthy lifestyle strategies.

**ADVISORIES: Eligibility for English 125, 126, and Mathematics 201. (A, CSU)**

**Course Credits/Class Hours: 3**

**Course Objectives**:

In the process of completing this course, students will:

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| 1. Identify personal values in relation to family, culture, education and community. 2. Examine diversity and inter-cultural barriers. 3. Identify personal learning style and practice college success strategies. 4. Learn college terms, definitions and student responsibilities. 5. Be introduced to campus and online resources. 6. Review certificate, degree and transfer requirements to develop a student education plan (SEP). 7. Complete an educational inventory to identify strengths and skills. 8. Learn the elements and application of a healthy lifestyle. |

**Course Outcomes**:

Upon completion of this course, students will be able to:

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| 1. Articulate own personal values. 2. Reflect on cultural barriers and personal educational goals. 3. Identify own learning style. 4. Apply college policies and procedures to educational goal to increase chances for success in college. 5. Identify strengths and weaknesses to help determine occupation. 6. Apply factors to a healthy lifestyle. |

**Required Text and Materials**:

**Important Note**: Portfolio assignments are embedded in the required textbook. Students are encouraged to purchase or familiarize themselves with the campus resources available to them early on. Such acquisition of the required materials will increase the likelihood of successfully completing the course.

* *Becoming a Master Student*, Ellis, 14th Edition.
* A folder with pockets will be required for the student portfolio.
* A red pen
* An 882-E scantron

**Americans with Disabilities Act:** RC complies with the Americans with Disabilities Act. If you would like to request any accommodation for this course, please contact the Coordinator of Disabilities at (559) 638-3641 (DSP&S Department).

**Zero tolerance policy for Disruptive conduct in the classroom**

* The instructor has primary responsibility for control over classroom behavior and maintenance of academic integrity.
* He/she can order temporary removal or exclusion from the classroom of any student engaged in disruptive conduct or conduct which violates the general rules and regulations of the College.
* Disruptive behavior in the classroom that obstructs or disrupts the learning environment is defined as:
  + **Offensive language;**
  + **Harassment of students or professors;**
  + **Repeated outbursts from a student which disrupt the flow of instruction or prevent concentration on the subject taught;**
  + **Failure to cooperate in maintaining classroom decorum; and**
  + **Continued use of any electronic or other noise or light emitting device which disturbs others: beepers, cell phones, palm pilots, lap-top computers, games, etc.**
* Students who are removed from class for disruptive behavior will not be allowed to return until the issue is resolved and may be administratively withdrawn from the course or the college.

**Academic Integrity Statement**

* Students guilty of academic dishonesty, either directly or indirectly through participation or assistance, are responsible to the instructor of the class. Academic dishonesty is defined as but not limited to plagiarism and cheating.
* At the discretion of the instructor, students who cheat or steal work from another source will either (1) be dismissed from class with a grade of “F” or (2) receive a grade of “F” for the assignment/test. Some examples of plagiarism and cheating are using undocumented sources, copying work verbatim from the Internet, using someone else’s work, recycling work from another class, using unauthorized notes during an exam, and/or looking on a classmate’s test/paper.
* Additional disciplinary sanctions may be imposed through the regular institutional procedures as a result of academic misconduct.

**Grading Criteria**:

Student Portfolio *(chapter assignments - 10 points each)* 120 points

Quizzes *(chapter quizzes - 10 points each)* 120 points

Final *(five questions per chapter - 1 point each)* 60 points

TOTAL 300 points

**Grading Scale:**

A 90-100% 269-300 points

B 80-89% 239-268 points

C 70-79% 209-238 points

D 60-69% 179-208 points

F Below 60% below 179 points

**Attendance and Tardiness Policies:**

Students are expected to attend all class meetings. Excessive absences may result in the student being dropped. Ultimately, it is the student’s responsibility to officially drop a class in which he/she no longer wishes to be enrolled.

**Late Work Policy:** If absent, all work must be submitted by 11:59 PM on the day due. Acceptable forms of submission are Word attachments in an email or by dropping off the portfolio folder to Rosa Rios, Administration Building, (559) 638-3641 - no exceptions.

**Course & Homework Schedule:**

**Important Note**: The syllabus provides a general plan for the course. *Deviation from this plan may be necessary.*

Week 1 Overview of the Course

Introduction: The Master Student

Technology: Introduction to Cengage CourseMate

Assignment

* Complete Exercise 4 on p. 27.
* Read “Enroll Your Instructor in Your Success” on p. 21. Write down 2-3 suggestions on this page, and describe a time when you could have behaved differently in the past. For example, if you list “Avoid Excuses,” you might describe a time when you did not accept responsibility for your own academic behavior and responsibilities.
* List your current classes. Read p. 22, “Meeting with Your Instructor.” Record the phone number, e-mail address, and office location for each of your current instructors.

Week 2 & 3 – Chapter 1: Discovering Yourself

Discovery Wheel

LSI, Multiple Intelligences, the VAK

Technology: Microsoft Word

Assignment

* Complete Exercise on p. 35. Bring this exercise to class. Share with one student in class. Then be prepared to share with the entire class if called upon.
* Complete the Discovery Wheel on pp. 36-38. Fill in the Discovery Wheel graphic on p. 39, noticing the weakest and strongest areas. Do you agree with this assessment? Respond to the “Skills Snapshot” on page 40 as you reflect on your answers and your results.
* Complete the Learning Styles Inventory on pp. LSI 1-8. Carefully explore “Interpreting Your Learning Styles” on p. LSI-6. Based on your results, read ways to further develop all four modes of learning on p. LSI-7.
* Carefully read “Claim Your Multiple Intelligences” on p. 47. Respond to Exercise 7 on pp. 48-49. Be prepared to discuss possible learning strategies and careers (as revealed in this Exercise) in class.

Week 3 & 4 – Chapter 2: Time

Personal Time Assessment

Using Schedules and Planners

Technology and Time Management—Pro’s and Con’s of Technology

Assignment

* Carefully read the instructions for Exercise 8, “The Time Monitor,” on page 66. Take time in the next week to carefully fill out your own Time Monitor. Try to do this each day, rather than trying to remember your activities at the end of the week.
* Review the characteristics of a good goal on pp. 71-72. Follow the process described in Exercise 10, p. 73 as you compile your list of three short-term, three midterm, and three long-term goals.
* Complete “Practicing Critical Thinking 2,” p. 88.

Week 4 & 5 – Chapter 3: Memory

Memory Techniques: Finding What Works for You

Assignment

* Complete Journal Entry 7, p. 119, after reading “Your Brain—Its Care and Feeding,” pp. 114-115.
* Read “Mnemonic Devices on pp.116-117. Then complete Exercise 14. Be prepared to share your mnemonic device in the next class meeting.
* Explore the apps listed on page 85. Be prepared to discuss your top three in class.

Week 5 & 6 – Chapter 4: Reading

Muscle Reading

Introduction to Library Research

Assignment

* Examine “Muscle Reading,” pp. 127-133. This process is only valuable if you plan to use it! Complete Journal Entry 9 on page 133, as you commit to using these principles in your classes.
* Internet research is more complicated than just doing a Google search for information. Examine “Developing Information Literacy” on pp. 142-145.
* Complete the Skills Snapshot on p. 150.

Week 7 Chapter 5: Notes

Practice Note-Taking Session

Assignment

* Consider the Power Process: “I Create It All” on page 152. Think of one time this year when you took responsibility for your actions. Then think of a time in your life when you or someone you know played the role of the victim. How can this role of victim be turned into responsibility? Explain the steps that could have changed the outcome.
* Watch an informational television show or an instructional video. You might choose to watch a video on [www.Ted.com](http://www.Ted.com). Practice taking notes on this show or talk.
* Explore the digital tools discussed in lecture. In class, be prepared to discuss any of these tools you have used in the past or would be willing to try.

Week 8 Chapter 6: Tests

Connecting Learning Styles to Test Preparation

Assignment

* Complete Journal Entries 14 and 15 on page 180.
* Read “Let Go of Test Anxiety” on p. 191. Write 2-3 paragraphs concerning your own experiences with test anxiety. How would these techniques have helped you in these situations?
* Plan for stressful times by completing Exercise 19, p. 196. Keep the resulting ideas handy, and refer to them when you have upcoming tests this academic term.

Week 9 Chapter 7: Thinking

What Is Critical Thinking?

Creating Your 2-Year College Plan

Assignment

* Complete Exercise 20 on p. 215.
* Consider the article “Four Ways to Solve Problems” on p. 222. Select a problem you are currently facing. This could be a money issue, a transportation problem, or the lack of a babysitter. Complete steps 1-3 of this process. Be prepared to discuss your plan in class. Help others in class brainstorm their own lists and plans, helping refine the plans of your classmates.
* Examine “Thinking About Your Major” on pp. 225-226. Use this information to create a Two-Year College Plan for upcoming academic terms.

Week 10 Chapter 8: Communication

Group Dynamics

Group Work on the Job

Assignment

* Go back to Ch. 6 and read pages 184-185, “Cooperative Learning: Studying in Groups.” Be prepared to form groups in class as you study the material in Ch. 8. Discuss with the class what you learned as you put these principles into action.
* Complete Exercise 24 on page 251.

Week 11 & 12 Chapter 9: Diversity

Building Relationships across Cultures

Assignment

* Complete Journal Entry 23 on page 289.
* Examine the suggestions in “Leadership in a Diverse World,” pp. 286-288. Be prepared to discuss in class your past experiences as a leader. Which quotations on p. 287 can you best relate to?
* Try to find statistics about the cultural makeup on your campus. Is there a large international population, or is your campus a rural, homogenous population? How does this impact your culture on campus? Be prepared to discuss in class.

Week 12 & 13 Chapter 10: Money

Taking Control of Your Finances: Creating Your Spending Plan

Assignment

* As a student, your money may be in short supply. Read “Managing Money during Tough Times” on pp. 307-308. List 3-5 ways you can improve your current money situation.
* Complete “The Money Monitor/Money Plan” on pp. 298-302.
* Reflect on the results of your money monitor in Journal Entry 25 on page 303.

Week 13 & 14 Chapter 11: Health

Creating Your Personal Stress Management Plan

Assignment

* Explore the suggestions in “Choose to Sleep” on p. 325. In 2-3 paragraphs, explain how your sleep can be improved by putting these ideas into practice.
* Analyze and evaluate your health by completing “Practicing Critical Thinking 11” on p. 346-347.
* Examine your self-image as you read pages 329-330. Think about your own situation, and list 3-5 steps you can take to improve your own self-image.

Week 15 & 16 Chapter 12: Next Steps

Putting It All Together: Where Do You Go From Here?

Career Interest Inventory

Discovery Wheel: Coming Full Circle

Assignment

* Experiment with career planning by completing the Exercise, Plan by Naming Names,” steps 1-4 (bulleted), p. 359.
* Read “Start Creating Your Resume” on pp. 366-367. Search online to find a template for building your resume. Be prepared to share the results of your search in class.
* Complete the Discovery Wheel on pages 372-375. After charting your results on page 379, fill in the information in the Skills Snapshot on page 376.

Week 17 Master Student Profile

Week 18 **Monday, December 8, 2014**

FINAL EXAMINATION