



## COUN 281 - # 53510– Life Strategies for Success

**Instructor:** Blanca Rivera

**Office:** CalWORKS Office/Reedley College

**Instruction:** Tuesday & Thursday 1 pm – 1:50 pm

Room: Humanities 63

October 17 - December 12, 2017

**Office Telephone & Voicemail:** 638-0300 ext. 3271

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Office Hours: **By Appointment**

### COURSE DESCRIPTION:

Basic skills: Advisories: None, Non-degree, non-transferable.

Students will learn skills that will assist them in developing and implementing a personal plan for achieving their life goals.

### COURSE OUTCOMES:

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

1. Identify and list decision-making and goal-setting skills which will be used to increase student's academic and life success.
2. Demonstrate an understanding of self-concept.
3. Recognize and describe behaviors to improve one's social-emotional health leading to a healthy self-concept.

### COURSE OBJECTIVES:

1. Identify personal success and the barriers that can hinder personal growth.
2. Identify motivators which will result in personal success.
3. Recognize the relationship between goal setting and personal responsibility.
4. Develop a personal mission statement.

Textbook: On Course: Skip Downing

Life Strategies for Success Workbook (Available at RC Bookstore)

Materials: Daily Planner

Journal

Binder

10 Index card

### ATTENDANCE AND CLASS PARTICIPATION:

Students are expected to attend every class session. In addition, students are expected to show up on time and stay for the entire class session. If a student is unable to attend, it is also his or her responsibility to notify the instructor and obtain any missed information or assignments. Students are required to be prepared and actively participate during group activities and class discussions.

**If you fail to have your textbooks with you in class, you will lose half of the participation points for that day.**

**Documented absence = excused**

**NO SHOW absence = 0 participation points**

**Informed absence = 0 participation points.**

## ACADEMIC DISHONESTY

Students at Reedley College are entitled to the best education that the college can make available to them, and they, their instructors, and their fellow students share the responsibility to ensure that this education is honestly attained. Because cheating, plagiarism, and collusion in dishonest activities erode the integrity of the college, each student is expected to exert an entirely honest effort in all academic endeavors. Academic dishonesty in any form is a very serious offense and will incur serious consequences.

**CHEATING:** is the act or attempted act of taking an examination or performing an assigned, evaluated task in a fraudulent or deceptive manner, such as having improper access to answers, in an attempt to gain an unearned academic advantage. Cheating may include, but is not limited to, copying from another's work, supplying one's work to another, giving or receiving copies of examinations without an instructor's permission, using or displaying notes or devices inappropriate to the conditions of the examination, allowing someone other than the officially enrolled student to represent the student, or failing to disclose research results completely.

**PLAGIARISM:** is a specific form of cheating: the use of another's words or ideas without identifying them as such or giving credit to the source. Plagiarism may include, but is not limited to, failing to provide complete citations and references for all work that draws on the ideas, words, or work of others, failing to identify the contributors to work done in collaboration, submitting duplicate work to be evaluated in different courses without the knowledge and consent of the instructors involved, or failing to observe computer security systems and software copyrights. Incidents of cheating and plagiarism may result in any of a variety of sanctions and penalties, which may range from a failing grade on a particular examination, paper, project, or assignment in question to a failing grade in the course, at the discretion of the instructor and depending on the severity and frequency of the incidents.

**Accommodation(s):** If you have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact me as soon as possible.

### **ASSIGNMENTS:**

Assignments are to be turned in on the scheduled due date, absences do not relieve the student of this responsibility. If assignments are not turned in on the scheduled due date, points will be reduced by 10 % of the assignment's total points. Furthermore, it is the students' responsibility to be aware of the due dates for readings, assignments, and activities rather than relying on reminders from the instructor. Assignments turned in are to be neatly done and complete in order to earn a grade.

### **GRADING SYSTEM: Based on 650 points and P/NP (Pass or Not Passed)**

Your grade will be based on participation, completing assignments, journal and final exam.

#### **Possible Points**

Class Participation:	180 points
Journal	48 points
Planner	20 points
EI Assessments	40 points
Assignments:	273 points
Exam:	<u>95 points</u>
	650points

CREDIT = 455.0– 650 points

NO CREDIT = under 455 points

Course Content Outline:

**COURSE SCHEDULE Fall 2017**

Week	Date	Topic	Assignment
1	Oct 17	<p><b>Journal Entry # 1:</b> Today has been . . . .</p> <p><b>Class Discussion:</b> Course introduction/syllabus</p> <p>The Garbage Pail Exercise– What Do You Want to Throw Out</p> <p>Draw your Dreams Exercise</p>	<ul style="list-style-type: none"> <li>• Complete Assertive Academic Behaviors pg. 1 of “Emotional Intelligence Assessments and Assignments” packet.</li> <li>• Complete binder with Student Class Planner, Course Information Chart, and Assignment Sheet for each class.</li> </ul>
	Oct 19	<p><b>Journal Entry # 2:</b> Tell me about your greatest dream or dreams in life. How determined/motivated are you to accomplish that?</p> <p><b>Summary due-</b> Class summary sharing</p> <p><b>Class Discussion:</b> Setting SMART Goals</p> <p><b>Class Activity:</b> SMART GOALS</p>	<ul style="list-style-type: none"> <li>• Read <b>Chapter 2 On Course.</b> Pg. 33-60</li> <li>• Complete “I Accept responsibility for my Success” pg.7 in “EI” Packet.</li> </ul>
2	Oct 24	<p><b>Journal Entry #3:</b> Write five things that will help you succeed in college (things you have control of)</p> <p><b>Class Discussion:</b> You’re In Charge of your Life Believe it or not</p> <p><b>Class Activity:</b> Complete: Excellence/Mediocrity handout Locus of control Assessment Handout Life Manager Performance Appraisal pg.8 workbook.</p>	<ul style="list-style-type: none"> <li>• Read <b>Chapter 3 On Course.</b> Pg. 62-92.</li> </ul>
	Oct 26	<p><b>Journal Entry # 4:</b> What is the biggest thief of time in your life? What can you do about it?</p> <p><b>Class Discussion:</b> Manage Your Time to Achieve Your Goals.</p> <p><b>Class Activity:</b> Setting Priorities, “To Do” list exercise.</p>	<ul style="list-style-type: none"> <li>• Complete Time Management Self-Assessment pg. 3 in “EI” packet.</li> <li>• Complete “Time log worksheet” workbook pg. 59.</li> <li>• Complete “how Well Do you Plan” pg.58 workbook.</li> </ul>
3	Oct 31	<p><b>Journal Entry # 5:</b> I’m most proud when...</p> <p><b>Class Discussion:</b> Identifying your values &amp; interest.</p> <p>Personal Values Inventory</p>	<ul style="list-style-type: none"> <li>• Complete Self-Esteem survey pg. 10-11 in workbook.</li> </ul>

	Nov 2	<p><b>Journal Entry # 6:</b> What is <b>one</b> word that best describes the way you feel about yourself?</p> <p><b>Class Discussion:</b> Self-Esteem Video: The Key to Self-Esteem</p> <p><b>Class Activity:</b> Complete pages in workbook. Pg 14-16.</p>	<ul style="list-style-type: none"> <li>• Read <b>Chapter 1 On Course.</b> Pg. 10-15.</li> <li>• Complete "Assertion Self-Assessment" pg 5-6 in "EI" packet.</li> <li>• Complete "Assertion Self-Assessment" pg 7-8 in "EI" packet.</li> </ul>
4	Nov 7	<p><b>Journal Entry # 7:</b> What I most want to change about my life is...</p> <p><b>Class Discussion:</b> Breaking the Self-Esteem Cycle of Failure.</p> <p><b>Class Activity:</b> Improving Self-Esteem. Workbook pg. 21</p>	<ul style="list-style-type: none"> <li>• Complete Self-Esteem self-assessment pg. 9 in "EI" packet.</li> <li>• Complete positive change self-assessment pg 4. "EI" packet.</li> </ul>
	Nov 9	<p><b>Journal Entry # 8</b> Tell me the story of the greatest success in your life.</p> <p><b>Class Discussion:</b> Making Progress Toward Your Goals &amp; Possible Obstacles.</p> <p><b>"Who you Want to Become" demo</b></p>	<ul style="list-style-type: none"> <li>• Read <b>Ch 1 On Course</b> Pg. 12-16.</li> <li>• Complete "It's all About Me" pg. 71-72 in Life Strategies Workbook.</li> <li>• Create a Screensaver or Collage on "Who You Want To Become"</li> </ul>
5	Nov 14	<p><b>Journal Entry # 9:</b> Five things I'm really good at....</p> <p><b>Class Discussion:</b> Personal Affirmations-PEPP Formula</p> <p><b>Class Activity:</b> write 10 positive affirmation statements using PEPP formula.</p>	<ul style="list-style-type: none"> <li>• Complete the "Commitment Ethic Self-Assessment" pg. 15 in "EI" Packet.</li> </ul> <p>Complete Drive Strength Self-Assessment pg. 16-17 in "EI" Packet</p>
	Nov 16	<p><b>Journal Entry # 10:</b> Name three people who you have been most helpful in your life. Why these three?</p> <p><b>Class Discussion:</b> Mission statements Workbook pg. 73-75</p>	<ul style="list-style-type: none"> <li>• Read "Choose Who You Want To Become" pg. 70 in Life Strategies Workbook.</li> </ul>
6	Nov 21	<p><b>Journal Entry # 11:</b> What I love most about my life is....</p> <p>"Who You Want To Become" Presentations</p>	<ul style="list-style-type: none"> <li>• Complete the Personal Excellence Inventory pg. 11-14 in "EI" Packet</li> </ul>
	Nov 23	<p><b>Thanksgiving !!!</b></p>	<p><b>No Class !!</b></p>

7	Nov 28	<p><b>Journal Entry # 12</b> On my Journey this far, list and write about three things I have learned about <b>MYSELF</b> are. . . .</p> <p><b>Class Discussion:</b> Core Beliefs My Reality Cycle</p> <p><b>Class Activity:</b> Adjusting Core Beliefs</p>	<ul style="list-style-type: none"> <li>• Read <b>Chapter 4 On Course.</b> Pg. 120-122.</li> <li>• Read <b>Chapter 1 On Course.</b> Pg. 25-29.</li> <li>• Complete the “Commitment Ethic Self-Assessment: pg. 15 in “EP” Packet.</li> </ul>
	Nov 30	<p><b>Journal Entry # 13</b> What do you think about the following belief –“Caring teachers accept no excuses” (John Holt).</p> <p><b>Class Discussion:</b> Reflecting on Your Accomplishments</p> <p><b>Class Activity:</b> The Road Not Taken</p>	<ul style="list-style-type: none"> <li>• Read <b>Chapter 1 On Course.</b> Pg. 2-8.</li> <li>• Complete Drive Strength Self-Assessment pg. 16-17 in “EP” Packet</li> </ul>
8	De 5	<p><b>Journal Entry # 14</b> When faced with a crisis/serious problem, I usually. . . .</p> <p><b>Class Discussion:</b> Problem Solving</p>	<ul style="list-style-type: none"> <li>• Read Workbook- Creative Problem Solving. Pg. 60-65.</li> <li>• Read <b>Chapter 1 On Course.</b> Pg. 17-24.</li> </ul>
	Dec 7	<p><b>Journal Entry # 16:</b> Make a list of major choice points you’ve faced in your life. What is the most difficult choice you have ever had to make?</p> <p><b>Class Discussion:</b> Creative Problem Solving</p> <p><b>Class Activity:</b> Problem/Solution Analysis Workbook pg 67-68.</p> <p><b>Journal Due (50 points)</b> <b>Emotional Intelligence Assessments and Assignments Packet Due (40 points)</b> <b>Planner Due (30 points)</b></p>	<p><b>Review for Final</b></p>
9	Dec 12	<p><b>FINAL EXAM</b></p>	

**IMPORTANT DATES:**

– First day class begins **Oct 17, 2017**

– Last day to drop to avoid an “W” **October 23, 2017**

– Last day to drop to avoid an “F” **November 14, 2017**

Holidays **November 23 --- Thanksgiving**

Final Exam **December 12, 2017**

\*\*\* This schedule is tentative and is subject to change. \*\*\*