Modesto Junior College
Course Outline of Record

COLSK 100

I. OVERVIEW
The following information will appear in the 2011 - 2012 catalog

COLSK 100 Foundation for First Year College Success 3 Units

Recommended for Success: Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 50 and satisfactorily complete READ 82.

Provides success strategies to enhance academic and lifelong learning skills for first year college students. Exploration of topics such as motivation and attitudes, values, goal setting, decision-making processes, critical and creative thinking, personal health, interpersonal communication, behavioral expectations and etiquette, personality theories, cultural diversity, information & technology competence, as well as techniques for maximizing the ability to succeed as a lifelong learner.

Field trips might be required.  (A-F or P/NP - Student choice) Lecture

Transfer: (CSU) General Education: (MJC-GE: E ) (CSU-GE: E )

II. LEARNING CONTEXT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:

   a. Personal Growth/Lifelong Learning

      i. Self-assessment

      ii. Values

      iii. Multiple intelligences

      iv. Financial literacy

      v. Goal setting

      vi. Attitudes and behavioral modification

      vii. Decision making strategies

      viii. Interpersonal relationships

      ix. Motivation & success strategies

     x. Personality (Myers-Briggs)

     xi. Career and interest inventories

     xii. Effective communication & etiquette

     xiii. Conflict resolution

     xiv. Critical and creative thinking
xv. Assumptions, perceptions, and fallacies
xvi. Cultural diversity & competency
xvii. Relationships building with peers and campus community
xviii. Time management

b. Health and Wellness
   i. Personal and Health Assessment
   ii. Developing self-esteem/self image
   iii. Stress management and coping skills
   iv. Nutrition for optimum health
   v. Mental health issues
   vi. Emotions
   vii. Depression/suicide
   viii. Communicable diseases
   ix. Addiction and drug abuse awareness
   x. Eating disorders

c. Academic Survival Strategies
   i. College transition and expectations
   ii. Campus community resources
   iii. Information competence and Research strategies
   iv. Learning styles theories and inventories
   v. Learning strategies
   vi. Test anxiety
   vii. Goal planning

B. ENROLLMENT RESTRICTIONS

1. Advisories
   Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 50 and satisfactorily complete READ 82.

2. Requisite Skills
   Before entering the course, the student will be able to:
   a. Demonstrate basic writing skills.
   b. Demonstrate basic reading skills.
c. Demonstrate basic thinking skills.

C. **HOURS AND UNITS**

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<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
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D. **METHODS OF INSTRUCTION (TYPICAL)**

Instructors of the course might conduct the course using the following method:

1. lecture/discussion
2. large and small group discussion
3. structured individual or group exercises
4. guest speakers
5. videos/multimedia
6. problem-solving exercises
7. individual/group research projects
8. assign journal/reflective writing
9. assign computer and/or web based activities
10. assign written activities
11. reading discussions
12. assign on-line reading materials & exercises
13. personality and career assessment and research
14. asynchronous discussion

E. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**
   
   *Time spent on coursework in addition to hours of instruction (lecture hours)*

   a. Using the behavior modification model, students will complete a project outlining how to overcome barriers and establish a new pattern of behavior.

   b. Assessment of personality, interests, values and learning styles.

   c. Paper discussing learning styles theories and their implications on student’s abilities and limitations.

   d. Paper comparing and contrasting healthy and unhealthy behaviors to promote emotional and physical well-being.

   e. Journal entries in which students assess their current thoughts, feelings, behaviors, goals and make plans for improvement. (Role playing using various communication skills).
f. Individual class presentation on identification of cultural, family, and/or social values.

g. Diversity assignment that explores and challenges assumptions.

h. Research project utilizing technology, research strategies as a resource, and proper citation.

i. Group presentation on self-motivational skills needed for college success.

j. Group presentation on resources and opportunities available on campus.

2. EVIDENCE OF CRITICAL THINKING

Assignments require the appropriate level of critical thinking

a. Assignments will require students to examine the decision making process to develop critical thinking skills, self-confidence and self-esteem.

b. Assignments will require students to apply critical reflection and problem solving skills in various settings, including, but not limited to financing their education.

c. Assess and measure your academic achievement and progress towards your educational goals.

d. List and describe your understanding and application of communication techniques within various facets of life.

F. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to:

examine their own background, personalities, behavior, health choices, and learning preferences to improve their study skills as well as their life skills. Through critical thinking exercises students will learn to collaborate, problem-solve, and apply learned skills to selecting a suitable major/career. Students will successfully navigate and acclimate to a college environment through course instruction and appointed course peer mentor.

B. STUDENT LEARNING GOALS

Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. Required Learning Goals

Upon satisfactory completion of this course, the student will be able to:

a. Identify personal beliefs, choices, and behaviors.
b. Identify and prioritize personal, academic, and professional commitments.

c. Assess personality type, interest, values and learning styles.

d. Assess emotional, psychological and physical well-being to achieve a healthy attitude.

e. Develop awareness and appreciation of social and cultural diversity.

f. Identify opportunities for engagement with instructors, peers, and campus activities.

g. Identify campus resources and services that support academic and personal development.

h. Identify community resources relevant to college success and personal development.

i. Utilize technology and research strategies.

j. Demonstrate an understanding of college expectations and matriculation process.

k. Develop an academic and career plan consistent with goals.

l. Critically process and articulate ideas in oral and written form.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT
   1. Journal/reflective assignments
   2. Written Assignments
   3. Academic planning assignments
   4. Quizzes
   5. Self-assessment

B. SUMMATIVE ASSESSMENT
   1. Score earned on final exam
   2. Evaluation of oral presentation
   3. Evaluation of research project
   4. Post course self-assessment