I. **OVERVIEW**
The following information will appear in the 2009 - 2010 catalog

**GUIDE-109 International Student/New American Focus**

1 Unit

**Formerly listed as:** GUIDE - 109: Orientation for Foreign Students

**Advisory:** Before enrolling in this course, students are strongly advised to have eligibility for ESL 45, 46

Education and career planning for students whose previous education has been outside the United States. Acquaints students with the college, its curriculum, facilities, services, academic regulations, programs, degree and transfer requirements. Reviews extra curricula activities, personal adjustment, American customs, culture shock, and survival techniques. Students must complete a conference with a counselor during the semester. A detailed educational plan is developed. Field trips are not required. Course is applicable to the associate degree.

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. Culture shock and survival techniques
   B. American culture and customs
      1. laws and regulations
   C. American educational system
      1. comparison with educational systems in other parts of the world
      2. American classroom culture
   D. Post-secondary education overview and purpose
      1. courses
      2. certificate programs
      3. associate degree programs
      4. baccalaureate programs
   E. Lower division preparation for transfer
      1. general education
      2. preparation for a major
   F. Upper division requirements
      1. major
      2. general education
      3. electives/minor
   G. Extra curricular activities
   H. Educational goals in context of life goals
      1. Life goals
      2. Interests, values, and abilities
   I. Evaluation of educational alternatives
   J. Tentative choice of appropriate educational goal(s)
   K. Skills needed for success
      1. College resources
      2. College services
      3. Time management
      4. Study Skills
   L. Educational planning
      1. Development of an educational plan
      2. Admissions requirements for transfer programs
3. Degree requirements for AA/AS degrees
4. Requirements for certificates
M. Career planning process
   1. Visit to Career Development Center
N. Advising and counseling
   1. Role of advisor
   2. Role of counselor/international counselor
   3. Initiating contact

B. ENROLLMENT RESTRICTIONS

1. Advisories

Before enrolling in this course, students are strongly advised to have eligibility for ESL 45, 46

2. Requisite Skills

Before entering the course, the student will be able to:

   a. Understand, read and write English at an intermediate level.

C. HOURS AND UNITS

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D. METHODS OF INSTRUCTION (TYPICAL)

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

1. Individual and small group discussion
2. Lecture/discussion
3. Media presentations
4. Structured problem-solving exercises

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

   Time spent on coursework in addition to hours of instruction (lecture hours)

   * Weekly readings
   * Weekly homework assignments
     * one paper
     * quizzes
     * work on Educational Plan
     * completion of Personal Assessment

2. EVIDENCE OF CRITICAL THINKING

   Assignments require the appropriate level of critical thinking

   Examine and assess selected reading assignments.
Develop an educational plan based on your career goals.

Discover the student support services available to you on campus

Compare the differences between your home culture and educational systems to those of the United States.

Compare the differences between the career technical pathways and the university preparation pathways to choose which one is best for their respective goals.

Identify on-line resources such as CSU Mentor, ASSIST, UCOP and others to use with your educational and career goal planning.

Examine your own experiences of assimilation and adjustment into the American culture.

F. TEXTS AND OTHER READINGS (TYPICAL)


4. **Manual**: MJC Office of Instruction. *Summer/Fall/Spring Schedule of Courses*. Modesto Junior College

III. DESIRED LEARNING

A. **COURSE GOAL**
   
   As a result of satisfactory completion of this course, the student should be prepared to:

   Create an educational plan based on their academic and career goal and better understand and work within the American culture and educational system.

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. Describe the role of community colleges in the context of post high school educational opportunities, including the philosophy and purpose of the various curricula offered.

   b. Describe important aspects of American culture and customs and how to adjust to or cope with them.

   c. Understand the concept of culture shock and be able to apply that concept to experiences in his/her own life.

   d. Describe the values central to the American culture.

   e. Describe and understand the complex American academic system and compare it to their own academic system.

   f. Identify the transfer requirements and procedures to the CSU and UC systems as well as private universities.
g. Identify the requirements needed to earn an associate degree and/or certificate from Modesto Junior College.

h. Examine the college catalogue and schedule of courses to find pertinent information for their academic course of study.

i. Select the appropriate student services available to them at the college that meet their personal and academic needs.

j. Develop an accurate Educational Plan that fits their academic and career goals.

k. Identify the role of counseling, make an appointment and complete an advising session with a counselor.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT
   1. Problem-solving exercises
   2. Class participation
   3. Quizzes
   4. Written assignments

B. SUMMATIVE ASSESSMENT
   1. Educational plan
   2. Conference with instructor
   3. Final quiz