I. **OVERVIEW**  
The following information will appear in the 2010 - 2011 catalog

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<th>Course Code</th>
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<tr>
<td>STSK 25</td>
<td>Student Success Strategies</td>
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STSK 25  
Student Success Strategies  
1 Unit

Designed to increase the student's success in college and facilitate the transition to the workplace and other college courses. Practical emphasis on goal setting, time management, study skills and interpersonal communication. This class does not meet guidance requirements for graduation.

Field trips are not required. (A-F Only) Lecture /Discussion

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. Organizational skills
      1. Syllabus analysis
      2. Maintaining class notebook
      3. Proactive learning
   
   B. Goal setting
      1. Setting goals with priorities
   
   C. Concentration
      1. Analyzing distractions
      2. Concentration techniques
      3. Application to workplace
   
   D. Time management
      1. Scheduling; monthly, weekly calendars
      2. Daily “to do” lists
      3. Procrastination
      4. Application to the workplace
   
   E. Learning strategies
      1. Learning styles
      2. Adaptations and strategies
      3. Application to the workplace
   
   F. Memory techniques
      1. Visualization
      2. Mnemonics
      3. Association
      4. Application to the workplace
   
   G. Note-taking techniques
      1. Preparing to listen
      2. Active listening
      3. Mind mapping
      4. Application to the workplace
H. Textbook strategies
1. Purpose setting
2. SQ3R
3. Taking notes from a text: lists, note cards, mapping, outlining, summarizing

I. Exam strategies
1. Preparing for the exam
2. Test anxiety – visualization and relaxation

J. Interpersonal skills
1. Communication skills
   a) Verbal
   b) Non-verbal
2. Instructor requirements and student responsibilities
3. Assertive and passive classroom behavior

2. **Recommended Content:**

A. Organizational skills
1. Application to the workplace

B. Goal setting
1. Long, mid and short term goals

C. Concentration
1. Internal and external distractions
2. Internal and external distractions
3. Studying with children

D. Time management
1. Programming for maximum efficiency

E. Learning strategies
1. Active and passive learning
2. Learning disabilities

F. Memory techniques
1. Distribute practice
2. Organization and categorization

G. Note-taking techniques
1. Cornell method
2. Post listening reinforcement

H. Textbook strategies
1. Underlining and annotating

I. Exam strategies
1. Objective exams
2. Subjective exams

J. Interpersonal skills
1. Networking with other students
2. Building positive relationships with classmates and faculty

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**B. HOURS AND UNITS**

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<th>INST METHOD</th>
<th>TERM HOURS</th>
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<tr>
<td>1 Units</td>
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C. METHODS OF INSTRUCTION (TYPICAL)
Instructors of the course might conduct the course using the following method:

1. Lecture/discussion
2. Cooperative learning groups
3. Individual practice
4. Video and multi-media presentation
5. Guest Speakers
6. Campus Tour

D. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)
   
   a. Daily topic writing exercises
   b. Daily workbook reading and assignments
   c. Daily homework involving summary sheets
   d. Per term career project
   e. Per term preparation for final exam

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking
   Prepare study tools such as flash cards, summary sheets, mindmaps, etc to summarize textbook information.
   Evaluate end of course binder demonstrating level of organization with all course materials such as lecture notes, related handouts, graded homework, summary sheets, etc..
   Possible Quiz Questions:
   1. List and describe the main parts to the notetaking process.
   2. List and describe four memory strategies.

E. 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:
transfer fundamental college skills to workplace and future college courses.

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. Categorize various student success materials and practice organizational skills.
   b. Create and analyze personal goals.
   c. Construct and analyze personal time management schedules.
   d. Demonstrate at least four memory techniques.
   e. Apply at least two methods of note-taking to lectures in the current semester.
   f. Assess textbook study techniques and apply them to current textbooks.
   g. Describe and evaluate strategies for effective instructor-student communication.
   h. Describe academic honesty.

2. **Recommended Learning Goals**
   
   *Upon satisfactory completion of the course (when the related recommended content is covered) the student will be able to:*
   
   a. Demonstrate active listening.
   b. Utilize various campus-wide student resources.
   c. Contact Counseling Office for Education Plan appointment.

IV. **METHODS OF ASSESSMENT (TYPICAL)**

A. **FORMATIVE ASSESSMENT**
   
   1. Class exercises; notetaking, organization
   2. Daily writing exercises on class topic
   3. Daily Quizzes
   4. Career Projects
   5. Instructor/Student meeting

B. **SUMMATIVE ASSESSMENT**
   
   1. Application exercises
   2. Goal setting
   3. Time scheduling
   4. Individualized study plan
   5. Discovery and intention journal writing
6. Through practice, the student will formulate a means to evaluate study habits and adjust strategies according to purpose.