Modesto Junior College
Course Outline of Record

STSK 78

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

<table>
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<th>STSK 78</th>
<th><strong>College Study Skills</strong></th>
<th>3 Units</th>
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*Recommended for Success:* Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 50 and satisfactorily complete READ 82.

Introduction to educational, psychological and social factors necessary for college success. Topics include: goal setting, time management, note-taking, textbook reading, test-taking skills, memorization, concentration, motivation, writing and speaking, critical and creative thinking, learning styles, use of technology, diversity, health, relationships, finances, educational planning and career development. Acquaints students with the college, its curriculum, facilities, services, regulations, programs, degree and transfer requirements.

Field trips might be required. (A-F Only) Lecture

**General Education:** (MJC-GE: Guidance )

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. Introduction to Higher Education and MJC

      i. **College Culture**

         a. Transition from high school
         b. Re entry/Non traditional student issues
         c. Institutional types and degrees offered
         d. Value of a higher education

      ii. **Students and Faculty: roles, rights, responsibilties**

         a. Communicating with instructors
         b. Syllabus
         c. Active learning
         d. Academic freedom
         e. Students' rights

      iii. **Orientation to MJC**

         a. Campus and facilities
b. MJC rules, regulations, policies and procedures
c. Student services and resources
d. College publications - print and electronic

iv. MJC Educational Program Requirements
   a. AA/AS non transfer
   b. AA/AS transfer
   c. Certificate programs

v. Advising and Counseling
   a. Role of advisor and counselor
   b. Educational plan

vi. Process of Transfer
   a. Lower Division Preparation for Major
   b. Upper Division requirements
   c. Electives
   d. TAGs

b. Academic Study Skills
   i. Motivation
      a. Intrinsic and extrinsic motivation
      b. Locus of control
      c. Concentration techniques
      d. Successful attitudes and habits
   
   ii. Time/Resources Management
      a. Goal setting - lifetime
      b. Converting goals to tasks
      c. Realistic weekly schedules
      d. ABC To do lists
      
      e. Causes of Procrastination
      
      f. Time management techniques
   
   iii. Learning Styles
a. Learning Modalities - visual, auditory, kinesthetic  
b. Learning Preferences - social, environmental  
c. Kolb's cycle of learning  
d. Multiple Intelligence  
e. Emotional Intelligence  
f. Application to the classroom  

iv. Memory  
a. Factors affecting memory  
b. Techniques - association, repetition, visualization  
c. Tricks - mnemonics etc  
d. Systems - peg, loci, etc  
e. Review tools - flashcards, maps, outlines etc  

v. Academic Reading  
a. Purpose setting  
b. Active reading - annotation etc  
c. Reading systems - SQ4R  
d. Note-taking from reading  
e. Reading rates - skim, scan  

vi. Note-taking  
a. Effective listening  
b. Preparing for lectures  
c. Note-taking systems - Cornell, mapping  
d. Review systems  

vii. Test-taking  
a. Test anxiety  
b. Systems for preparing for exams - review tools  
c. Strategies for objective and subjective tests  
d. Time management  
e. Error analysis  
f. Academic honesty
viii. Library and Research Skills
   a. Formulating research questions
   b. Locating resources
   c. Assessing quality, relevance
   d. Comparing/Evaluating information from different sources
   e. Preparing information for presentation
   f. Documentation
   g. Plagiarism

ix. Writing and Speaking
   a. Prewriting strategies
   b. MLA college paper
   c. Non Sexist communication
   d. Speech anxiety
   e. Preparing for and delivering information speeches

c. Career Development
   i. Self Assessment
      a. Values, interests, attitudes, skills,
      b. Needs
      c. Lifestyle
   ii. Employment Trends
   iii. Career Information

2. **Recommended Content:**

   a. Personal Growth
      i. Health
         a. Mind body interaction
         b. Nutrition, exercise, sleep, safety
         c. Addictions
         d. Advertising
         e. Sexual Transmitted Diseases
ii. Stress Management
   a. Causes of stress
   b. Techniques to overcome stress

iii. Effective Communication
   a. Interacting with instructors
   b. Effective classroom communication
   c. Positive study groups
   d. Relationships outside of the classroom
   e. I messages
   f. Conflict management

iv. Self Esteem
   a. Factors affecting
   b. Positive self talk
   c. Visualization and relaxation

b. Money Management
   i. Money Monitor
      a. Make more, spend less
      b. Dangers of credit

   ii. Paying for School
      a. Financial aid
      b. Scholarships
      c. Work study
      d. Loans
      e. Public vs private educational systems

B. **ENROLLMENT RESTRICTIONS**

1. **Advisories**

   Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 50 and satisfactorily complete READ 82.
C. HOURS AND UNITS

<table>
<thead>
<tr>
<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>Lect</td>
<td>54</td>
<td>3.00</td>
</tr>
<tr>
<td>Lab</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disc</td>
<td>0</td>
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D. METHODS OF INSTRUCTION (TYPICAL)
Instructors of the course might conduct the course using the following method:

1. Lecture
2. Individual and group exercises
3. Video and multi-media presentations
4. Guest speakers
5. Small group and class discussions
6. Tour of campus resources
7. Select online assessments
8. Individual conference with instructor

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)
   - Daily journal exercises
   - Weekly textbook reading and preparation for chapter quizzes
   - Weekly homework creating review tools and study aids
   - Self assessments and inventories of values, interests, skills
   - Per term research assignment
   - Per term preparation for midterm and final
   - Per term group meetings for class presentation

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking
   - Complete a list of lifetime goals that are concrete and measureable.
   - Written journal exercises in which students assess learning styles, college study and exam preparation strategies and make plans for improvement.
   - Prepare review tools (flashcards, outlines, maps, practice quizzes etc.) to summarize text content.
   - Research assignment demonstrating the ability to locate and critically analyze online and hard copy resources. This could include current issues in the career field of choice, current
pay scales, professional associations, etc.

- Complete inventories to assess values, interests, skills at Eureka.org
- Possible Exam Questions:
  - Discuss the causes of procrastination and outline a strategy for overcoming each
  - Evaluate five memory techniques
  - Trace a method for preparing for and taking a midterm.

F. **TEXTS AND OTHER READINGS (TYPICAL)**

8. Other: Current Modesto Junior College Catalog

III. **DESIRED LEARNING**

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

   adjust to and succeed in the academic community by learning to plan and study effectively as determined by individual learning style.

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. demonstrate knowledge of resources and tools available for academic and career planning.
   b. explain individual learning style and choose appropriate learning strategies.
   c. utilize time management techniques to accomplish life goals and establish a study schedule.
   d. demonstrate study strategies that will lead to success in college.(including note-taking, test-taking, academic reading, memorization).
e. develop a personal plan for success that includes social, psychological, educational factors.
f. identify beliefs, attitudes and habits that increase success in college and in life.

2. **Recommended Learning Goals**

*Upon satisfactory completion of the course (when the related recommended content is covered) the student will be able to:*

a. summarize the role of the community college in the context of post high school educational opportunities, including the philosophy and purpose of the various programs offered.
b. identify individual interests, values and skills.
c. demonstrate how to fully concentrate and focus.
d. listen actively.
e. practice textbook reading systems.
f. develop a flexible reading rate.
g. utilize note-taking reading systems.
h. describe and adopt effective memory techniques.
i. prepare for and take college exams.
j. describe academic honesty.
k. analyze and adjust to different teaching styles.
l. develop a strategy for acquiring, evaluating, organizing, interpreting and presenting information.
m. apply techniques for critical and creative thinking.
n. utilize techniques for effective study of math and science.
o. demonstrate an understanding and appreciation of ethnic and cultural diversity.

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

A. **FORMATIVE ASSESSMENT**

1. Class participation - journal writing, group and individual exercises
2. Written homework assignments - papers, review tools
3. Weekly quizzes
4. Research assignment
5. Group Project
6. Midterm
7. Conference with instructor/counselor
8. Educational Plan
B. SUMMATIVE ASSESSMENT

1. Pre and post course assessment

2. Final examination