SUBJECT AREA AND COURSE NUMBER: HDEV 121

COURSE TITLE: STUDENT SUCCESS

UNITS/HOURS
Units: 2

Lecture Hours Per Week: 2
Lab Hours Per Week: 
Activity Hours Per Week: 
Total Hours Per Week: 2

TOP CODE: 4930.13 - Academic Guidance

Cross-Listed Courses:

CATALOG COURSE DESCRIPTION:

This course will provide the student with an opportunity to learn and adopt techniques, tools, and methods that will enhance his/her success in college. In addition, this course will highlight key strategies for improving a student's understanding of personal responsibility and self-management.

REQUISITES:

NONE

FIELD TRIP REQUIREMENTS: Not Required

GRADING: S - Standard Grading A-F

REPEATABLE:

TRANSFERABLE:

*Approved* CSU BA Transferable (1-199 level)
YES

METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

* Lecture and/or Discussion
* Distance Education

METHODS OF EVALUATION:
A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- Skill demonstrations
- Problem solving assignments or activities
- Essay quizzes or exams
- Written essays or extended papers
- Multiple choice tests
- Short answer quizzes or exams
- Oral presentations
- Project
- Problem solving quizzes or exams

Student competency is assessed through out-of-class writing in papers, journals, life plans, exercises, etc. A final consisting of a formal essay of 500-750 words is required.

COURSE TOPICS:

1. Self-Management (time health, finances)
2. Test-taking strategies
3. Thinking and Remembering (memory skills)
4. Class Participation Skills (Communication, listening, taking notes)
5. Study Techniques
6. Embracing Diversity (Cultural Diversity and Personal Issues)
7. Introduction to the Library Resources
8. Self-motivation and personal responsibility

OUTCOMES:

Course Objectives
The main concepts for this course will ask students to...

1. Improve time management strategies
2. Examine healthy behavior
3. Analyze financial management strategies
4. Explore diversity
5. Apply multiple levels of thinking
6. Develop recall strategies
7. Implement listening, note-taking, and test-taking skills
8. Describe library resources

Institutional Outcomes

1. Demonstrate awareness, respect, sensitivity, and understanding needed for participating successfully in a diverse, local and global society.
2. Participate in active living and practices that support health and wellness.
3. Use appropriate creative and analytic methods to interpret ideas, solve problems, and present conclusions.
4. Demonstrate effective self-management and interpersonal skills with people from a variety of backgrounds to seek consensus, resolve conflicts and take responsibility.
5. Locate, evaluate, and use information from a variety of sources to take action or make a decision.
6. Communicate effectively for a given purpose within the specific context of a communication event.

Assignments

Reading:

Students will have assigned reading from the textbook to establish critical thinking and understanding of course materials.

Writing:

Students will write typed responses to articles given that emphasize course material.
Homework:
Students will keep hourly logs of their time over a week period and discuss in writing discoveries they made during that time.

TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:

MANUALS:

PERIODICALS:

MATERIALS FEE: NO

OTHER:

DE Addendum
Course Number: 121
Course Title: Student Success

- Online

Address the following questions:

Need/Justification
How does the DE delivery of this class support the mission of the College?

Research shows that student success courses such as this are effective in increasing retention and persistence among first-year college students. Delivering this class online would enable students who, due to work or family obligations, are unable to attend a place-based class. Online delivery in this class also supports learning for those students who prefer asynchronous communication patterns.

College of the Sequoias affirms that our mission is to help our diverse student population achieve their transfer and/or occupational objectives and to advance the economic growth and global competitiveness of business and industry within our region.

The course will be delivered using the college's current course management system. Every effort will be made to make online content, whether text or media, available to all students. Students will only be directed to accessible websites essential to course content. The course must pass an accessibility test conducted by the COS DRC before it is made available to students.

College of the Sequoias is committed to supporting students' mastery of basic skills and to providing programs and services that foster student success.

Students will have access to instructional materials via the current COS course management system and/or one or more textbooks. Instructional materials will be in the form of text or multimedia, generated by the instructor, or in the form of legally obtained third-party content. Every attempt will be made to provide content in a combination of visual and auditory format.

Course Quality Standards: The same standards of course quality shall be applied to distance education as are applied to traditional classroom courses (Title 5, 55202). Identify any instructional method in the original course outline that must be adapted for distance education delivery. If there is a difference between instructional methods in a traditional face-to-face class and distance education delivery of the class, explain how you will maintain the quality of instruction. For example, if the original course outline calls for debate, how will
you arrange for debate in the distance education environment?

The distinction between online and on-campus versions of this class will be minimal. Class discussions may be held in a variety of ways, including through discussion boards, online chats, wikis or blogs. Traditional lectures can be converted to podcasts, online videos, web pages, and even emails. In-class group work may be handled through discussion boards, wikis, blogs, emails, and chat. Feedback (student and instructor) may be handled through email, e-commenting features on software programs, Google docs, and discussion boards.

Regular, effective contact:
Please describe how you will ensure and document regular, effective contact with and among your students. Please include information about the types and frequency of your communication, including feedback to students on assignments, notifying students about how to contact you, notifying students about any unexpected instructor absence or expected delay in communications. Please refer to the COS Regular Effective Contact Policy.

Discussion area/bulletin board - Weekly discussions via the online discussion board.
E-mail - Weekly email to students. Responding to student emails within 48 hours.
Other (please describe below) - Weekly course management announcements (asynchronous).
Voice Mail - When students have difficulty it is often useful to talk to the student over the telephone. I will contact students by phone as necessary.

Student Learning Outcomes

Given the opportunities to engage in time management activities, short and long term goal development, and discussions on issues facing college students, students will be able to demonstrate strategies that lead to student success. Students will be asked to complete a common assessment where they will reflect/write on strategies they can employ to assist in student success.

A. Skill demonstrations
B. Problem solving assignments or activities
C. Essay quizzes or exams
D. Written essays or extended papers
E. Short answer quizzes or exams
F. Oral presentations
G. Project

Given the opportunities to interact socially with others, engage in activities that demonstrate an appreciation for diversity, and engage in critical thinking strategies, students will be able to demonstrate thinking at multiple levels. Students will be asked to complete a common assessment where they will reflect/write on metacognition.

A. Skill demonstrations
B. Problem solving assignments or activities
C. Essay quizzes or exams
D. Written essays or extended papers
E. Short answer quizzes or exams
F. Oral presentations
G. Project

Given the opportunity to explore the concepts of self-motivation, personal responsibility and interdependence, students will be able to demonstrate a level of emotional intelligence that assists in managing emotions in support of their goals. Students will be asked to complete a common assessment where they will reflect/write on emotional intelligence.

A. Problem solving assignments or activities
B. Essay quizzes or exams
C. Written essays or extended papers
D. Short answer quizzes or exams
E. Oral presentations
F. Project

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