

KERN COMMUNITY COLLEGE DISTRICT – CERRO COSO COLLEGE
COUN C101 COURSE OUTLINE OF RECORD

1. **DISCIPLINE AND COURSE NUMBER:** COUN C101
2. **COURSE TITLE:** Tools for College Success
3. **SHORT BANWEB TITLE:**
4. **COURSE AUTHOR:** Moline, Jeannine M.
5. **COURSE SEATS:** -
6. **COURSE TERMS:** 70 = Fall; 30 = Spring; 50 = Summer
7. **CROSS-LISTED COURSES:**
8. **PROPOSAL TYPE:** CC Course Revision
9. **START TERM:** 30 = Spring, 2012
10. **C-ID:**
11. **CATALOG COURSE DESCRIPTION:** This course introduces students to the process of academic and career planning by means of personal and group exercises. Life skills such as critical thinking, resource management, personal assessment and motivational factors are explored. Issues of diversity that may impact the student are raised (e.g. equal access, job opportunities and barriers to education) through class discussions and readings.
12. **GRADING METHOD**
 - Default:** S = Standard Letter Grade
 - Optional:** A = Audit; P = Pass/No Pass
13. **TOTAL UNITS:** 2
14. **INSTRUCTIONAL METHODS / UNITS & HOURS:**

<u>Method</u>	<u>Min Units</u>	<u>Min Hours</u>
Lecture	2	36
Lab	0	0
Activity	0	0
Open Entry/Open Exit	0	0
Volunteer Work Experience	0	0
Paid Work Experience	0	0
Non Standard	0	0

Non-Standard Hours Justification:
15. **REPEATABILITY**
 - Type:** Non-Repeatable Credit
16. **MATERIALS FEE:** No
17. **CREDIT BY EXAM:** No
18. **CORE MISSION APPLICABILITY:** UC Transfer; CSU Transfer
19. **STAND-ALONE:** No
20. **PROGRAM APPLICABILITY**
 - Required:**
 - Elective:**
21. **GENERAL EDUCATION APPLICABILITY**
 - Local:**
 - IGETC:**

CSU:

UC Transfer Course:

CSU Transfer Course:

22. STUDENT LEARNING OUTCOMES Upon completion of the course, the student will be able to

1. Articulate an educational goal and describe the requirements and courses to meet this educational goal.
2. Evaluate career options and obstacles and develop career action plans.
3. Utilize college and community resources in the planning and implementation of their educational and career action plans.
4. Develop and apply academic and study skills necessary for success in their classes and everyday living
5. Assess personal strengths and weaknesses and develop strategies for increasing individual success towards life goals.
6. Recognize issues of diversity and be able to discuss impacts of diversity within the student's community.

23. REQUISITES

Advisory: Reading - 1 Level Prior to Transfer
and Writing - 2 Levels Prior to Transfer

24. DETAILED TOPICAL OUTLINE:

Lecture:

- A. Academic Planning
 1. Interpretation of general and major educational requirements
 2. Introduction of available campus, online and community resources
 3. Researching educational institutions matching personal objectives
 4. Developing a long term educational plan
- B. Career Exploration
 1. Explore the "World of Work" model
 2. Career test application and interpretations
 3. How to develop a career action plan
 4. Development of a long term career action plan
- C. Self Assessment
 1. Assessment of personal strengths
 2. Learning styles inventory
 3. Personality assessment using the Myers Briggs
 4. Integrating assessments as they relate to educational and career plans
- D. Understanding issues of Diversity
 1. Exploration of differing perspectives
 2. Sensitivity to differing perspectives
 3. Identifying own biases
 4. Assertive communication as a tool
- E. Applying Study/Life Skills
 1. Step by step process to critical thinking
 2. Conflict resolution skills
 3. Using time management principles
 4. How to set up a budget
 5. Individual assessment of study skills
 6. Review of study skills including note taking, test taking, study techniques
 7. Use of goal setting process for motivation
 8. Identify characteristics of successful behaviors
 9. Practical application of study skills strategies
 10. Recognition of effective decision making

25. METHODS OF INSTRUCTION--Course instructional methods may include but are not limited to

1. Audiovisual;
2. Discussion;
3. Group Work;
4. Guest Lecturers;
5. In-class writing;
6. Lecture;
7. Library;

8. Presentations (by students);
9. Written work;
10. Other Methods: A. Classroom lecture and discussions of course concepts B. Textbook readings addressing goal setting, study skills, issues of diversity and personal assessment. Use of college catalogs for interpretations of educational requirements. C. Classroom exercises to explore new ideas, concepts and practice application of new skills. D. Class meetings held in other locations on campus to familiarize students with campus resources.

26. **OUT OF CLASS ASSIGNMENTS: Out of class assignments may include but are not limited to**

A. Reading assignments Example: Students will be assigned readings from the textbook and required to complete the self-assessment questions following each chapter. B. Short papers on assigned topics Example: Students will be assigned a short paper on active listening. C. Group papers and projects on assigned topics Example: Students will work as a group to find the admission requirements for transfer students to the CSU system schools. D. Research papers on an assigned topic Example: Students will be required to write a research paper on a person of interest discussed during the class and the assignment would include an annotated bibliography. E. Field trips Example: Students might visit the California State University, Northridge campus. F. Journals Example: Students may be assigned a bi-weekly self-evaluation of their current academic success to include their use of any of the techniques learned in class.

27. **METHODS OF EVALUATION: Assessment of student performance may include but is not limited to**

A. A long term educational plan.

Example: Students are required to meet with a counselor to discuss educational goals and to develop a long-term education plan for meeting this goal.

B. Career and personality assessments including group interpretations and a career plan.

Example: Students are required to complete specific career evaluation tools including but not limited to Career Cafe or Myers Briggs Type Indicator and work with a counselor to develop career goals.

C. Study skills.

Example: Students will learn a variety of note taking, test taking and time management skills and will be required to complete a self-assessment on the impact of a new skill on their current course grades.

D. Quizzes and essay examinations testing the student's comprehension of the concepts and techniques presented in the lectures and textbook readings.

E. Participation in class exercises to practice application of concepts and skills presented in class lecture and readings.

F. Projects, papers, and oral presentations demonstrating the application of class concepts and material.

Example: Students will create a diversity collage to demonstrate recognition of issues of diversity. Students will prepare an oral presentation of the diversity collage to discuss the impact of issues of diversity within the student's community.

28. **TEXTS, READINGS, AND MATERIALS: Instructional materials may include but are not limited to**

Textbooks Downing, S. . (2011) *On Course*, 6th , Houghton Mifflin

Manuals

Periodicals

Software

Other

29. **METHOD OF DELIVERY:** Online with some required face-to-face meetings (Hybrid); iTV Interactive video = Face to face course with significant required activities in a distance modality ;Online (purely online no face-to-face contact) ;Face to face;Online course with on ground testing;

30. **MINIMUM QUALIFICATIONS:** Counseling (Masters Required);

31. **APPROVALS:**

Origination Date 10/24/2011

Last Outline Revision 01/27/2012

Curriculum Committee Approval 01/27/2012

Board of Trustees 03/08/2012

State Approval 03/13/2012

UC Approval 30 = Spring 2005 **UC Approval Status** Approved

CSU Approval 70 = Fall 2004 **CSU Approval Status** Approved

IGETC Approval **IGETC Approval Status**

CSU GE Approval **CSU GE Approval Status**

Data Element Changes

Data Justification

Course Element Changes Proposal of new Distance Education indication

Course Change Justification Course can be readily adapted to the online environment and will meet the needs of students taking courses primarily online.

Course ID (CB00) CCC000292453

TOP Code (CB03) 4930.10 - Guidance;

Course Credit Status (CB04) D - Credit - Degree Applicable;

Course Transfer Status (CB05) A = Transferable to both UC and CSU

Course Units of Credit Maximum High (CB06): 2

Course Units of Credit Minimum Low (CB07): 2

Course Basic Skills (BS) Status (CB08): N = Course is not a basic skills course.

SAM Code (CB09): E = Non-Occupational;

Cooperative Education Course Status (CB10): Not part of Coop Work Exp;

Course Classification Code (CB11): Personal Development and Survival Student without a Disability;

Course Special Status (CB13): N - Not Special;

CAN Code (CB14):

CAN-Code Seq (CB15):

Course Prior to College Level (CB21): Not Applicable;

Course Non-Credit Category (CB22): Not Applicable, Credit Course;

Funding Agency Category (CB23): Not Applicable

Course Program Status (CB24): 1 - Program Applicable;

COUN C101 Content Review

Advisory Reading - 1 Level Prior to Transfer and	Students are expected to read a college level text and should be able to identify central points, both explicit and implied, of longer essays, textbooks, and book-length works. They will be assigned book review and outlining exercises that will require them to recognize structure of essays and longer works by mapping, using outlining skills, and summarizing.
Advisory Writing - 2 Levels Prior to Transfer	Students in COUN C101 must be able to write summaries of assigned readings from the course textbook, write journals using paragraph length responses, and answer essay questions in clear prose based on readings from various texts. Students may also be required to write a research paper outline, paper and/or annotated bibliography. They will have to be able to identify and correct major errors in grammar and practice revision and editing techniques.

Delivery Methods & Distance Education

College: Cerro Coso College Discipline: Cerro Coso College Course Title: Tools for College Success
Course Number C101

55202 - Course Quality Standards: "The same standards of course quality shall be applied to distance education as are applied to any portion of a course designed to be provided through distance education as are applied to traditional classroom courses, in regard to the course quality judgments made pursuant to the requirements of Section 55002 of this Part, and in regard to any local course quality determination or review process. Determination and judgments about the quality of distance education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing w/section 53200) of chapter 2."

Delivery Method

Face to face

Online (purely online no face-to-face contact)

Online with some required face-to-face meetings ("Hybrid")

Online course with on ground testing

iTV – Interactive video = Face to face course with significant required activities in a distance modality

Other

-

Rigor

Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used? For instance, if labs, field trips or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

The rigor will be the same as the face-to-face delivery.

Effective Instructor-Student Contact

Good practice requires both asynchronous and synchronous contact for effective contact. Check the methods expected of all instructors teaching the course.

Moodle:

Discussion Forums

Moodle Message

Other Contact:

Chat/Instant Messaging

E-mail

Face-to-face meeting(s)

Newsgroup/Discussion Board

Proctored Exam

Telephone

iTV - Interactive Video

Other (specify)

Software and Equipment

What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

No additional software will be required. Technical assistance will be provided through the KCCD Help Desk 24/7

Accessibility

Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden".

I am using

iTV—Interactive Video only

Moodle

Publisher course with Moodle interface.

Class Size

Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

Class size will be the same as face-to-face classes.

**Cerro Coso Community College
Fall Semester 2007**

Course Name: "Tools for College Success" COUN 101 (70111)
Instructor: Paula Suarez (office located in the Counseling Center)
Class Aide: Sara Brown (available in Special Services office)
Meets: M,W 12:40pm -1:50pm Begins Sept.10 / Ends Dec.10

Instructor available by appointment in counseling center – call 384-6219.

Drop Policy: Students are responsible for dropping the course once they have attended at least one class meeting.

Course Text: Cornerstone, Discovering Your Potential, Learning Actively, and Living Well, Sherfield, Montgomery, & Moody; Prentice Hall, 2008, 5th edition. Student will also need a Cerro Coso College catalog.

Course Goals and Objectives: Students will be introduced to the academic and career planning process, including preparation for transfer to a four year institution. Diversity issues as they relate to equal access, job opportunities, and barriers to education will be explored, with a focus on non-traditional students. Life skills such as critical thinking, resource management, personal assessment of strengths, and motivational factors will be introduced for exploration.

Participation Policy: Realizing that student success in college is largely dependent on attending class, it is essential that you make an effort to attend every class meeting. There is no such thing as an excused absence in college. There are circumstances that may arise such as sickness, family or child care issues, hospitalization, etc. In these cases you should meet with the instructor to make arrangements to make up the work missed or ask for extra credit assignments as appropriate. Please arrive to class on time if not a little early, so not to miss important information or disrupt class.

Classroom Conduct: You will be treated and respected as an adult in this class. Please provide the same courtesy to the other students so everyone feels comfortable to share personal opinions and views. We learn from one another.

Cell phones and beepers: All electronic devices should be turned off or on vibrate during our class meetings. If you have a home, family, or work situation that requires you to be "on call" please meet with the instructor to explain your special circumstances.

No children in the classroom: I understand that it is difficult at times to find adequate child care, but it is unfair to the other students in class to allow the disruption.

Disability Accommodation: The college will make reasonable accommodations and/or academic adjustments to ensure that students with disabilities have an equal opportunity to participate in the college's courses. Students with disabilities, who are requesting academic accommodations, auxiliary aides or services, should contact Special Services at 760 384-6250.

<u>Date</u>	<u>Chap.</u>	<u>Topic</u>
Sept. 10	Review Syllabus	Overview of class objectives
Sept. 12	Change, Engage, Persist	Read chapters 1 & 2 & 3
Sept. 17		
Sept. 19	Prioritize	Read chapters 4 & 5
Sept. 24		
Sept. 26	Read	
Oct. 1		
Oct. 3	Learn	Read chapters 6 & 7
Oct. 8		
Oct. 10	Record	
Oct. 15		
Oct. 17	Remember	Read chapters 8 & 9
Oct. 22		
Oct. 24	Assess	
Oct. 29		
Oct. 31	Think	Read chapters 10 & 11
Nov. 5		
Nov. 7	Prosper	

Nov. 12	College closed for Veteran's Day	
Nov. 14	Communicate	Read chapters 12 & 13
Nov. 19		
Nov. 21	Relate	Collage presentations
Nov. 26		
Nov. 28	Live, Plan	Read chapters 14 & 15
Dec. 3		
Dec. 5		
Dec. 10	Final at 12:00pm	All work due!

Instructor reserves the right to adjust the syllabus to meet the needs of the class!

GRADING

Grading will be based on percentage of completed course requirements.

90% and above of assignments completed.....	= A
80%	= B
70%	= C
60%	= D
less than 50% of assignments completed	= F

Students taking the class on a **credit/no credit** basis must complete and turn in 70% of assignments in order to receive credit for the course.

ASSIGNMENTS

10 chapter quizzes	100
Diversity Collage.....	40
Learning Styles Assessment	40
Eureka Search/Online assignment	40
Lifeline/Goal setting assignments	40
CAI assessment	40
Class participation (to be assigned in class).....	50
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Total points possible	350

COUN 101 (CRN# 73344)
Tools for College Success
Associate Professor: Greg Kost
Fall 2008 – 2 Units – A/CSU

Instructor Contact Information:

Counseling Office: (760) 924-1604

E-mail: gst@cerrocoso.edu

Office: Room 125B – by appointment or drop-ins on Tues./Thurs.

Class Schedule

September 12 – December 12, 2008

Friday 9:30 – 12:00pm

Room: TBD

Course Textbook:

- *On Course*, by Skip Downing 5th edition

Course Description

This course will introduce students to the process of academic and career planning by means of personal and group exercises. Life skills such as critical thinking, resource management, personal assessment and motivational factors will be explored. Issues of diversity that may impact the student will be raised (e.g. equal access, job opportunities and barriers to education) through class discussions and readings.

Course Goals

The purpose of this course is to provide you the opportunity to learn and adopt methods that promote your success in college and life.

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

- A. Complete a long-term educational plan that relates to their educational and career objectives
- B. Problem solve educational and career obstacles and develop educational and career action plans
- C. Utilize college and community resources in the planning and implementation of their educational and career action plans
- D. Develop and apply academic skills necessary for success in their classes and everyday living
- E. Assess personal strengths and weaknesses and develop strategies for increasing individual success towards life goals

Participation Policy

Realizing that student success in college is largely dependent on attending class, it is essential that you make every effort to be on time and attend every class as **in-class activity points cannot be made up**. On certain occasions, circumstances may arise such as sickness, family or hospitalizations, in such cases, please communicate with the instructor.

Late Work: All assigned work is due on the assigned date. Twenty-five percent will be deducted for late assignments. **In-class activities cannot be made up!**

Important Drop Dates

It is the student's responsibility to drop the course or for that matter any course.

Oct. 10th – Drop without entry on your permanent record.

Nov. 07th – Last Day to drop class with a W (withdrawal)

The professor has the right to drop any student that misses more than 4 classes.

Disability Accommodation: *The College will make reasonable accommodations and/or academic adjustments to ensure that students with disabilities have an equal opportunity to participate in the college's courses. Students with disabilities, who are requesting academic accommodations, should contact Special Services at 760-384-6250.*

SPECIAL NOTE: The instructor reserves the right to change this syllabus for any unforeseen circumstances. Any changes to the syllabus will be announced to the class.

Grading: (400 – 360 = A; 359 – 309 = B; 308 – 258 = C; 257 – 207 = D; Below 206 = F)

<u>Course Assignments:</u>	Points
1. 10 Journal Activities (10 points each)	100
2. Group Project Assignment (Dates TBD)	75
3. College Catalog Activity	20
4. Assess, Explore, Decide, Action (In-class activities / 20 points each activity)	80
5. Eureka Activity	25
6. Education Plan Activity	25
7. College/Vocational Search Assignment	25
8. Final Exam	<u>50</u>
	Total points: 400

<u>Date</u>	<u>Readings & Assignments/Activities</u>
WEEK 1 - Sept. 12 th :	Review Syllabus, Introductions, Self-Assessment Questionnaire
WEEK 2 - Sept 19 th :	Getting Started – Begin Group Assignment
WEEK 3 - Sept 26 th :	Chapter 1(Getting On Course) / College Catalog Activity
WEEK 4 - Oct. 3 rd :	Chapter 2(Accepting Responsibility)
WEEK 5 - Oct. 10 th :	Chapter 3(Discovering Motivation) / Career Development & Eureka Exploration(Part 1)
WEEK 6 - Oct. 17 th :	Chapter 4(Self-Management) / Assess Activity & Eureka Exploration (Part 2)

WEEK 7 - Oct. 24th: Chapter 5(Interdependence) / Explore Activity

WEEK 8 - Oct. 31st: Chapter 6(Self-Awareness) / Decide Activity

WEEK 9 - Nov. 7th: Chapter 7(Lifelong Learning) / Action Activity

WEEK 10 - Nov. 14th: Chapter 8(Emotional Intelligence) / Education Plan / College Search (Part 1)

WEEK 11 - Nov. 21st: Chapter 9(Staying On Course) / Education Plan / College Search (Part 2)

WEEK 12 - Nov. 28th: *No Class – Thanksgiving Holiday*

WEEK 13 - Dec 5th: College Search Assignment Due / Self-Assessment / Wrap-up

WEEK 14 - Dec 12th: Final Exam

Cerro Coso Community College
Fall Semester 2011

Course Name: **“Tools for College Success” COUN C101**

Instructor: Penny Talley office Main Building, Room 351

Class meets: M,W 12:45-1:50

Instructor available after class and by appointment in the Special Services Office. Phone 760-384-6250

Email address: ptalley@cerrocoso.edu

Course Text: ON COURSE by Skip Downing, 6th edition, WADSWORTH Cengage Learning; 2011 College Catalog

Supplies: 2 Single Subject Notebooks or Blue Books for Journals.

Course Purpose: This course is designed to help you create greater success in college and in life. In the coming weeks, you will learn many proven strategies for creating greater academic, professional, and personal success. We will use guided journal writings to explore these strategies, and as a bonus, you will learn to express yourself more effectively in writing. You may never again have an opportunity quite like this one to discover how to create a rich, personally fulfilling life. I urge you to make the most of this extraordinary opportunity! If you do, you will dramatically change the outcome of your life—for the better!

Course Goals and Objectives:

1. **Take charge of your life.** You will learn how to take greater personal responsibility, gaining more control over the outcomes and experiences that you create both in college and in life.
2. **Increase self-motivation.** You will learn to create greater inner motivation by, among other things, discovering your own personally meaningful goals and dreams.
3. **Improve personal self-management.** You will learn numerous strategies for taking control of your time and energy, allowing you to move more effectively and efficiently toward the accomplishment of your goals and dreams.
4. **Develop interdependence.** You will learn how to develop mutually supportive relationships with people who will help you achieve your goals and dreams as you assist them to achieve theirs.
5. **Increase self-awareness.** You will learn how to understand and revise your self-defeating patterns of behavior, thought, and emotion as well as your unconscious limiting beliefs.
6. **Maximize your learning.** You will learn key research on how the human brain learns. You will apply this knowledge to develop your own learning system, giving you the keys to learning important course content in college as well as becoming a more effective lifelong learner.
7. **Develop emotional intelligence.** You will learn effective strategies for managing your emotional life, decreasing stress while increasing your inner sense of well-being.
8. **Raise your self-esteem.** You will learn how to develop self-acceptance, self-confidence, self-respect, self-love, and unconditional self-worth.
9. **Improve creative and critical thinking skills.** You will learn how to enhance the thinking skills essential for analyzing and solving problems in your academic, professional, and personal lives. You will also develop reasoning skills that will help you both construct persuasive arguments and deconstruct illogical arguments intended to persuade you to think or act against your own best interest.

10. **Master effective study skills.** You will learn how to raise your grades in college by improving essential skills such as reading, taking notes, , studying, memorizing and taking tests.
11. **Manage your money.** You will learn helpful techniques for increasing your income (including gaining more financial aid for college) and decreasing your expenses.

Method: By reading *On Course*, you'll learn empowering strategies that have helped others create great success. By keeping a guided journal, you'll discover how to apply these success strategies to achieve your own goals and dreams. By participating in class activities and focused conversations, and by completing assignments, you will further improve your ability to stay on course to your success. Once you make these new strategies your own through application, you'll have the ability to dramatically improve the outcome of your life—academically, professionally, and personally.

Participation /Attendance Policy: Participation is important to succeed in this or any class. Please arrive to class on time so not to miss important information or disrupt class. It is the student's responsibility to find out what work was missed during an absence. A student will be dropped for missing four class periods.

Classroom Conduct: You are in college. You will be treated and respected as an adult. Because of the nature of discussion involved in the class, it is imperative that we respect each other's opinions and values.

Drop Policy: Students are responsible for dropping the course once they have attended at least one class meeting. The last day to drop a full-term class without entry on your permanent record is September 19. This is also the deadline date to submit a petition for Pass/No Pass. The last day to withdraw from a full-term class with a "W" is October 31.

Cell phones: All electronic devices should be turned off or on vibrate during our class. If you have a home, family, or work situation that requires to you to wear a beeper or cell phone, please discuss this with the instructor before the class.

Disability Accommodation: The college will make reasonable accommodations and/or academic adjustments to ensure that students with disabilities have an equal opportunity to participate in the college's courses. Students with disabilities, who are requesting academic accommodations, auxiliary aides or services, should contact the Special Services Office.

Schedule of Assignments:

- Week 1: Write Journal #1: Taking the First Step
Read *On Course* Principles at Work – page 19
- Week 2: Read/Write Journal #3: Believing in Yourself-Develop Self-Acceptance
Read *Wise Choices in College—College Customs*
- Week 3: Read/Write Journal #4: Adopting the Creator Role, question 1
Read/Write Journal #5: Mastering Creator Language
Read/Write Journal #6: Making Wise Decisions, question 1
Read *Personal Responsibility at Work*

- Week 4: Read/Write Journal #7: Believing in Yourself—Change Your Inner Conversation, question 1, 2 and 3
Read Wise Choices in College—Reading
- Week 5: Read/Write Journal #8: Creating Inner Motivation
Read/Write Journal #10: Committing to Your Goals and Dreams
Read Self-Motivation at Work
Read/Write Journal #11: Believing in Yourself—Write a Personal Affirmation, question 1 - 5
Read Wise Choices in College—Taking Notes
- Week 6: **LIFELINE** due (40 points)
Read/Write Journal #12: Acting on Purpose
- Week 7: Read Self-Management at Work
Read/Write Journal #15: Believing in Yourself—Develop Self-Confidence
Read Wise Choices in College—Organizing Study Materials
Read/Write Journal #16: Developing Mutually Supportive Relationships, question 1
- Week 8: Read/Write Journal #17: Creating a Support Network
Read Interdependence at Work
- Week 9: **Educational Plan** due
Read/Write Journal #19: Believing in Yourself—Be Assertive, question 1 & 2
Read Wise Choices in College—Rehearsing and Memorizing Study Materials
Read/Write Journal #20: Recognizing When You Are Off Course
Read/Write Journal #21: Identifying Your Scripts
- Week 10: Read Self-Awareness at Work
Read/Write Journal #23: Believing in Yourself—Write Your Own Rules
Read Wise Choices in College—Taking Tests
- Week 11: Read/Write Journal #24: Discovering Your Preferred Learning Style
Read Lifelong Learning at Work
- Week 12: Read/Write Journal #27: Believing in Yourself—Develop Self-Respect
Read Wise Choices in College—Writing
Career/Educational Search Project due
Read/Write Journal #28: Understanding Emotional Intelligence
- Week 13: Read/Write Journal #29: Reducing Stress
Read Emotional Intelligence at Work
- Week 14: Read/Write Journal #31: Believing in Yourself—Develop Self-Love, question 1 & 2
Read Wise Choices in College—Managing Money
Read/Write Journal #32: Staying On Course to Your Success
- Week 15: **Personal Philosophy of Success Essay/Speech Due**
- Week 16: Final

Instructor reserves the right to adjust the syllabus to meet the needs of the class!

GRADING

Grading will be based on percentage of completed course requirements.

90% and above of assignments completed..... = A

80% = B

70% = C

60% = D
less than 60% of assignments completed = F

Students taking the class on a **credit/no credit** basis must complete and turn in 70% of assignments in order to receive credit for the course.

Assignments. Group activities, journals, quizzes and assignments are generated from the textbook, guest speakers, supplemental materials and class discussion. All assigned course work is due the next class period and is late after a week unless specified by the instructor.

1.Quizzes

This is a course for students who wish to be successful in college and in life. One of the most important factors of success in any endeavor is consistent and active participation. To encourage and reward your preparation for active participation at every class, fifteen announced quizzes on the readings will be given. If you have read the assignment and completed your journal entry, you should have no trouble earning the maximum points (5) for each quiz. **No quiz may be made up.**

Great success is created one small step at a time. Each time that you earn your quiz points you take an important step toward your success in this course...and in life!

2. Success Journals

Your Success Journal provides an opportunity to explore your thoughts and feelings as you experiment with the success strategies presented in *On Course*. By carefully examining each strategy in your journal, you will discover which ones will assist you to create a rich, personally fulfilling life. Although I will be collecting your journals and looking through them, **write your journal for yourself**, not for me.

Journal Writings: During this semester, you will write journal entries from our textbook. These entries will be written inside and outside of class. Additionally, you will write occasional lettered journal entries based on class exercises. These entries will be written in class. At various times you may have an opportunity to read a journal entry to one or more classmates. **THEREFORE, PLEASE BRING YOUR TEXTBOOK AND JOURNAL TO EVERY CLASS.**

Note: If you wish, you may write the first draft of journal entries on loose sheets of paper, but all journal entries must be written in the composition notebook when it is handed in for evaluation. At the end of this semester, you will have your entire journal to keep for years to come. Many students come to regard their personal journal as one of their most valued possessions.

Journal Evaluations: Journals are due weekly. It is not my intention to read every journal entry you write. Instead, I will look through your journal book to verify the completion of each assignment and to give credit for a job well done. I read occasional journal entries to get a sense of the issues you are working on. With this knowledge I can be of greater

assistance to you this semester.

If you want my comment on a specific journal entry, please let me know.

Journal Points: Each journal entry will be awarded up to 5 point. Thus, al thirty-two journal entries will be worth a possible total of 160 points. A journal entry will be awarded the maximum of 5 points if it fulfills the following two criteria:

1. The entry is **complete** (all steps in the directions have been responded to)
2. The entry is **written with high standards** (an obvious attempt has been made to **dive deep**).

Grammar, spelling, and punctuation will NOT be factors in awarding points in this journal. You are free to express yourself without concern for Standard English conventions.

3. Final Essay

As your final essay you will write an essay on your Personal Philosophy of Success. In this essay, you will present your own Personal Philosophy of Success, identifying the *On Course* success strategies that you will use for years to come. This essay is your opportunity to write the script that will keep you on course to a rich, personally fulfilling life!

COUN 101 (30117) Course Syllabus
Tools for College Success

Cerro Coso Community College

Professor: Dr. M. Peoples

Spring 2008 – 2 Units – A/CSU

Instructor Contact Information:

CCCC Special Services Office: (760) 384-6250

E-mail: mpeoples@cerrocoso.edu

Office: Room 312 MB – by appointment or drop in for brief questions M-F (8-5)

Academic Accommodations

If you have a disability, which may require classroom or test accommodations, please contact Special Services – Disabled Student Program and Services (DSPS) in the main building room 312 or call 760-384-6250. You will need to provide written documentation of your disability. If you think you have a disability but currently have no documentation, DSPS may be able to help you secure it. All information will be kept confidential. This document is available in alternate format upon request for those with a documented disability.

If you have a **Letter to Instructor** from Special Services indicating that you have a disability, which requires academic accommodations, please make an appointment as soon as possible with me so we can discuss the accommodations that you might need in this class.

Student Contact Information:

It is very important that the college or your instructors be able to contact you when necessary for such situations as a cancelled class, or a change in the time of a class. It is your responsibility to make sure that your contact information, including telephone numbers, email address and mailing address are correct. Please verify this information at the beginning of each semester or whenever you change your e-mail address or telephone number! You can do this under the Personal Information menu on BanWeb.

Class Schedule

February 5 – May 13, 2007

Tuesday

2:00 – 4:20 PM

Room: MB 324

Final Exam: Tuesday, May 13 @ 2:00 pm

Course Texts:

- Cornerstone, Sherfield, Montgomery, & Moody, Prentice Hall, 2008 5th edition.
- 2006 – 2008 Cerro Coso Community College Catalog

Additional Required Resource:

- Cerro Coso Computer Lab Account
 - Enrolled in the no-cost, 0 unit, CSCI C 001 class CRN: 30118
 - E-mail address

Required Supplies:

- 1 ½ - 2 inch binder
- 3 ring dividers for binder (5 tabs)

Course Description

This course will introduce students to the process of academic and career planning by means of personal and group exercises. Life skills such as critical thinking, resource management, personal assessment and motivational factors will be explored. Issues of diversity that may impact the student will be raised (e.g. equal access, job opportunities and barriers to education) through class discussions and readings. This class is open to all students; however, it is specifically designed for the non-traditional student.

Course Goals

The purpose of this course is to provide you the opportunity to learn and adopt methods that promote your success in college and life.

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

- A. Complete a long-term educational plan that relates to their educational and career objectives
- B. Problem solve educational and career obstacles and develop educational and career action plans
- C. Utilize college and community resources in the planning and implementation of their educational and career action plans
- D. Develop and apply academic skills necessary for success in their classes and everyday living
- E. Assess personal strengths and weaknesses and develop strategies for increasing individual success towards life goals

Participation Policy

Realizing that student success in college is largely dependent on attending class, it is essential that you make every effort to attend every class. There is no such thing as an excused absence. On certain occasions, circumstances may arise such as sickness, family or childcare issues, and hospitalization. In such cases you will be allowed to make-up the class(es) by scheduling a half-hour appointment with me for each missed class to go over missed class work and receive make-up work.

Late Work: All assigned work is due on the assigned date. Five to twenty-five percentage points will be deducted for late work at the discretion of the professor. Late assignments can be left at the switchboard. Please feel free to contact the instructor regarding assignments.

Classroom Conduct: You are in college. You will be treated and respected as an adult and adult behavior is expected. Talking while the instructor is speaking or classmates are sharing is unacceptable behavior. Because of the nature of the discussion involved in the class, it is imperative that we respect each other's opinions and values. Please do not bring your children to class. Food and drink are not allowed except for a closed water bottle.

Cell phones and beepers: All electronic devices should be turned off or on vibrate during our class. If you have a home, family or work situation that requires you to wear a beeper or cell phone, please discuss this with the instructor after the first class.

Grading (A = 900 – 1000; B = 800 – 899; C = 700 - 799; D = 600 – 699; F = less than 600

Syllabus Take Home Quiz	25 pts.
Bloom's Taxonomy & Textbook page activities	164 pts.
Preparing for Success (12 @ 8 pts each)	96 pts.
Journals (10 @ 4 pts each)	40 pts.
Time Management/Calendar	50 pts.
My Personal Goals	50 pts.
Scavenger Hunt	25 pts.
Collage/Life Line Activity	50 pts.
College Catalog Take Home Quiz	50 pts.
Mid-term Exam	100 pts.
Academic Monitoring (Instructor Contact Sheet)	50 pts.
Education Plan	100 pts.
Portfolio	100 pts.
Final Exam	100 pts.

Extra Credit Activities: (15 pts each)

- Instructor Interview (1 -2 pages)
- Other projects or college activity agreed upon between the instructor and student.

SPECIAL NOTE: The instructor reserves the right to change this syllabus except for grading scale. You will be notified of all changes in writing.

COUN 101 (30128) Course Syllabus
Tools for College Success
Cerro Coso Community College
Professor: Dr. M. Peoples
Spring 2009 – 2 Units – A/CSU

Instructor Contact Information:

CCCC Special Services Office: (760) 384-6250

E-mail: mpeoples@cerrocoso.edu

Office: **Room 312 MB** – by appointment or drop in for brief questions M-F (9:30 am-6 pm)

Class Schedule

January 20 – May 14, 2009

Tuesday & Thursday

2:00 – 3:05

Room: EW 205

Final Exam: Thursday, May 14th from 2:00 – 4:00 pm

Course Texts:

- On Course by Skip Downing 5th edition
- 2008 – 2009 Cerro Coso Community College Catalog

Additional Required Resource:

- Cerro Coso Computer Lab Account
 - Enrolled in the no-cost, 0 unit, CSCI C001 class CRN: **30129**
 - Current E-mail address

Required Supplies:

- 3 Ring Binder 1 ½ inch NO SMALLER
- 5 pack Tab Dividers
- Highlighter, 3 hole line paper, pencil and/or pen

Course Description

This course will introduce students to the process of academic and career planning by means of personal and group exercises. Life skills such as critical thinking, resource management, personal assessment and motivational factors will be explored. Issues of diversity that may impact the student will be raised (e.g. equal access, job opportunities and barriers to education) through class discussions and readings. This class is open to all students; however, it is specifically designed for the non-traditional student.

Course Goals

The purpose of this course is to provide you the opportunity to learn and adopt methods that promote your success in college and life.

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

- A. Complete a long-term educational plan that relates to their educational and career objectives
- B. Problem solve educational and career obstacles and develop educational and career action plans
- C. Utilize college and community resources in the planning and implementation of their educational and career action plans
- D. Develop and apply academic skills necessary for success in their classes and everyday living
- E. Assess personal strengths and weaknesses and develop strategies for increasing individual success towards life goals

Participation Policy

Realizing that student success in college is largely dependent on attending class, it is essential that you make every effort to be on time and attend every class. There is no such thing as an excused absence and **participation points cannot** be made up. On certain occasions, severe circumstances may arise such as death in immediate family or hospitalization. In such cases please schedule a half-hour appointment with me or the class peer mentor April Nail for the missed class to discuss lecture and class activities missed.

Dropping Course

It is the student's responsibility to drop the class in a timely manner.

Feb 20th – Drop without entry on your permanent record or request Pass/Fail grading

April 3rd – Last Day to drop class

The professor has the right to drop any student that **misses** more than **4 classes**. However, it is the student's responsibility to drop the class if they are not attending. If you stop attending and do not drop the class you risk receiving an F in the class.

Late Work: All assigned work is due on the assigned date. Fifteen percent will be deducted for late work at the discretion of the professor. Late assignments can be left at the switchboard or the Special Services Office (Rm. 312). Please feel free to contact me regarding assignments.

Classroom Conduct: You are in college. You will be treated and respected as an adult and adult behavior is expected. Because of the nature of the discussion involved in the class, it is imperative that we respect each other's opinions and values. Please do not bring your children to class. Food and drink are not allowed except for a closed water bottle.

Cell phones: All electronic devices should be turned off or on vibrate during our class. Do NOT plug anything into your ears to listen to while class is in session.

Grading	100% - 90% = A	(800 – 720 points)
	89% - 80% = B	(719 – 640 points)
	79% - 70% = C	(639 – 560 points)
	69% - 60% = D	(559 – 480 points)
	59% & below = F	(479 points and less)

COURSE EVALUATION MEASURES:	Points
1. 30 Success Journals (10 points each)*	300
2. College Catalog Assignment	50
3. One hour appointment with Dr. Peoples	100
4. College Web Site Assignment	50
5. 20 unannounced participation/quizzes (10 points each)	200
6. Final Exam/Portfolio	<u>100</u>
Total points:	800 pts

- ***All Success Journals must be completed to receive a passing grade**

PARTICIPATION/QUIZZES (200 Possible Points)

This is a course for students who wish to be successful in college and in life. One of the most important factors of success in any endeavor is consistent and active participation. To encourage and reward your preparation for active participation at every class, 20 unannounced quizzes on the readings will be given. If you have read the assignment and completed your journal entry before the class, you should have no trouble earning the maximum number of points (5) for each quiz plus (5) for participation for a total of 10 pts. Students may make up the quiz but not receive any participation points if they are absent. Great success is created one small step at a time. Each time that you earn quiz and participation points you take an important step toward your success in this course...and in life!

2. SUCCESS JOURNAL (300 Possible Points)

During this semester, you will write 30 Success Journals entries from our textbook in lieu of a term paper. These entries will be **TYPED** outside of class and **e-mailed** to me.

Note: I will download and whole punch your journals that you will place in your portfolio under the appropriate tab. This requirement will assure that none of your entries gets lost. At the end of this semester, you will have your portfolio to keep for years to come. Many students come to regard their personal journals within their portfolio as one of their most prized possessions.

Journal Points: Each journal entry will be awarded up to 10 points. Thus, all 30 journal entries will be worth a possible total of 300 points. A journal entry will be awarded the maximum of 10 points if it fulfills the following criteria:

1. The entry follows the formatting required by the text (i.e. the part of the question(s) in the text that are **bold** are typed in a different color in your journal preceding your response)
2. Each part of the question has been answered
3. The journal has been handed in/e-mailed by its due date
4. The entry is written with an obvious attempt to gain great personal value and insight from the journal activity by **diving deep**.

Note: All 30 journal entries must be completed to earn a passing grade in the course.

Portfolio: This will reflect all the activities that are completed during class (notes, Life Lessons Log, quizzes, and class assignments). Your journals will be kept within your portfolio as well. This will be handed a week before the final exam and part of your final exam grade.

Life Lessons Log: Additionally, you will write journal entries based upon class activities. These entries will be written in class. They will be graded as part of your portfolio grade. At various times you will have an opportunity to read a journal entry to one or more classmates. **THEREFORE, PLEASE BRING YOUR TEXTBOOK AND PORTFOLIO TO EVERY CLASS.**

Academic Accommodations

If you have a disability, which may require classroom or test accommodations, please contact Special Services – Disabled Student Program and Services (DSPS) in the main building room 312 or call 760-384-6250. You will need to provide written documentation of your disability. If you think you have a disability but currently have no documentation, DSPS may be able to help you secure it. All information will be kept confidential. This document is available in alternate format upon request for those with a documented disability.

If you have a **Letter to Instructor** from Special Services indicating that you have a disability, which requires academic accommodations, please make an appointment as soon as possible with me so we can discuss the accommodations that you might need in this class

Student Contact Information:

It is very important that the college or your instructors be able to contact you when necessary for such situations as a cancelled class, or a change in the time of a class. It is your responsibility to make sure that your contact information, including telephone numbers, email address and mailing address are correct. Please verify this information at the beginning of each semester or whenever you change your e-mail address or telephone number! You can do this under the Personal Information menu on BanWeb.

SPECIAL NOTE: The instructor reserves the right to change this syllabus except for grading scale. You will be notified of all changes in writing.

What to bring to your appointment with Dr. Peoples:

On Course textbook

College Catalog

Portfolio

Call: 384-6250 to make a one hour appointment

Appointment must be scheduled no later than April 9th.

Cerro Coso Community College

Spring Semester 2012

Course Name and CRN: COUN C101 (30106) **MW 10:30 a.m. to 11:35 a.m.**

Instructor: Missy Gross

Starts: January 18 **Ends:** May 7

Contact Info: mgross@cerrocoso.edu 760-384-6219 (Counseling Office)

Textbook: Downing, S., (2011) *On Course: Strategies for Creating Success in College and in Life*. 6th edition; Wadsworth, Cengage Learning, Massachusetts.

Required Resources: Journal. This can be a spiral notebook, bound notebook, or any other type of blank book in which you can record your journal entries. You will need to bring your text, syllabus, writing instruments, paper, and journal with you to every class meeting.

Drop Dates: 10% Date: January 27 30% Date: February 21 60% Date: March 30

Course Outline:

January 18—Introduction and class overview; class activities

HW: Read chapter 1; complete self-assessment on p. 6+ in text; Journal #1; e-mail me from your Cerro Coso e-mail account

January 23—Instructor E-mail due; class exercises; Campus Scavenger Hunt

HW: Journal #2

January 25—Chapter 1 Quiz; class exercises; bring a calculator to class

HW: Journal #3; read chapter 2 in preparation for next class

January 30—Class exercises

HW: Journal #4 and #5

February 1—Journals due; Catalog Search; intro to California Career Café (Portfolio due March 5)

HW: Begin work on Career Café Portfolio

February 6—Chapter 2 Quiz; class activities

HW: Journal #6 and #7

February 8—CLASS IN LRC 631

HW: Library Treasure Hunt; Time Tracker; read chapter 3

February 13—Chapter 3 Quiz; class exercises

HW: Journal #8; Journal #10; read chapter 4 in preparation for next class

February 15—Library Treasure Hunt due; Time Tracker due; class exercises

HW: Journal #11

February 20—No class

February 22—Journals due; begin Diversity Collage; discuss Long Term Education Plan (due April 2)

HW: Finish Diversity Collage

February 27—Chapter 4 Quiz; Diversity Collage presentations

HW: Journal #12 and #13; read chapter 5

February 29—Finish Diversity Collage presentations; class exercises

HW: Journal #14 and #15

March 5—Chapter 5 Quiz; Career Café Portfolio due; Impromptu Speeches

HW: Journal #16 and #17

March 7—Journals due; finish Impromptu Speeches; Career and Transfer Center for assignment

HW: Life Line

March 12—Life Line presentations

HW: Journal #18 and #19

March 14—Finish Life Line presentations; class exercises

HW: Obituary

March 19-23—Spring Break; no class

March 26—Obituary due; memory exercises

HW: Read chapter 6; Journal #20

March 28—Memory exercises; discuss Myers Briggs (due April 9)

HW: Myers Briggs; Journal #21

April 2—Critical thinking activities; discuss Speech of Personal Experience

HW: Think about Speech of Personal Experience topic; Myers Briggs due 4/9; Journal #22

April 4—Long Term Education Plan due; Speech of Personal Experience
 HW: Myers Briggs due 4/9; Journal #23

April 9—Journals due; continue Speech of Personal Experience; Myers Briggs must be complete

April 11—Chapter 6 Quiz; class exercises
 HW: Read chapter 7; Journal #26

April 16—Myers Briggs discussion
 HW: Journal #27

April 18—Finish Myers Briggs discussion; class exercises
 HW: Complete Learning Style Inventory p. 210+ in text; Journal #24

April 23—Chapter 7 Quiz; class exercises
 HW: Read chapter 8; Journal #28

April 25—Critical thinking exercises
 HW: Journal #29; bring object of which you're proud in one week (more details in class)

April 30—Prep for final; class exercises
 HW: Read chapter 9; Journal #32; bring an item Wednesday which makes you proud

May 2—Journals due; Chapter 8 Quiz; class exercises

May 7—Final exam and class exercise **10:00 a.m. to 12:00 p.m. ***Note the time change*****

Grading:

8 Quizzes	80 points (10 points each)
Special Assignments:	
Instructor E-mail	5 points
Journals (28)	280 (10 points each)
Campus Scavenger Hunt	20 points
Diversity Collage	20 points
Library Treasure Hunt	20 points
Life Line Project	20 points
Obituary	20 points
Catalog Search	20 points
Time Tracker	20 points
Impromptu Speech	40 points
Career and Transfer Center Worksheet	20 points
Career Café Portfolio	40 points
Speech of Personal Experience	40 points
Myers Briggs Assessment	20 points
Long-Term Education Plan	50 points
Final	100 points
Total points possible	815 points

A=90-100%
 B=80-89%
 C=70-79%
 D=60-69%
 F=<60%

I will not accept late journals and long-term education plans. This means those assignments must be turned in during our class period, so make sure you have them complete BEFORE class. If you see a counselor other than myself for your long-term education plan, I must see your copy on or before the due date.

There will be NO make-up quizzes for any reason.

There will be a 5% deduction for every 24 hours other assignments are late. For instance, if you have an assignment due Monday, but don't turn it in until class on Wednesday, you will have 10% deducted from your final score on the assignment.

Class Behavior Expectations, Policies, and Rules:

- Attend every class session. Be on time for class each day and stay the entire length of class.
- If you miss two consecutive weeks of classes, you may be dropped from the course. E-mail me if you are going to miss a class.
- If you decide to drop this course it is your responsibility to officially drop yourself through InsideCC or the Admissions and Records Office. Simply not showing up to class does not automatically drop you from the course. It's your responsibility and failure to do so will result in a failing grade.
- Read your syllabus and follow it closely; I will not remind you of quizzes and journal due dates.
- Bring your journal to class everyday.
- To be successful in this course you must attend all class meetings, participate actively, and complete all outside class assignments on time. Generally, students should expect to spend an average of 2-3 hours outside of class (homework) for every hour spent in class. To be successful in COUN C101 you will need to be in class for 2 hours and 10 minutes each week as well as allow 4-6 hours a week for homework. In total, your dedication to this class each week is 6-8 hours.
- You will be shown how to use the online addition to this class. This information is important because this is where you will have access to your grades.
- If you have questions you must email me from your Cerro Coso e-mail account to mgross@cerrococo.edu. An e-mail from your personal e-mail account (yahoo, hotmail, gmail, etc.) will not be read and therefore your question will go unanswered.
- Be familiar with the Cerro Coso Plagiarism Policy, as it is enforced in this class.
- Listen and positively participate in class discussions and activities.
- Use language appropriate to a college class.
- No personal attacks—disagree without being disagreeable.
- In appropriate, disrespectful, and/or disruptive behavior will not be tolerated and you will be asked to leave the class.
- Do not engage in private conversations.
- DO NOT USE CELL PHONES IN CLASS, INCLUDING TEXTING; TURN PHONES OFF BEFORE CLASS BEGINS.

This syllabus is subject to change during the semester. I will let you know of any changes ahead of time.

Accommodations: *If you have a disability that may require classroom or test accommodations, please contact Special Services-Disabled Student Program and Services (DSPS) at 760-384-6250. You will need to provide written documentation of your disability. If you think you have a disability but currently have no documentation, DSPS may be able to help you. All information will be kept confidential.*

COUNSELING 101
2009 - SUMMER

SYLLABUS

TUESDAY & THURSDAY – 12:00 – 3:00

INSTRUCTOR- PAM GODFREY

Course Purpose: In the coming weeks, you will learn many proven strategies for creating greater academic, professional, and personal success. We will use guided journal writings to explore these strategies, and as a bonus, you will learn to express yourself more effectively in writing! If you do, you will dramatically change the outcome of your life...for the better!

Course Objectives:

1. **Take charge of your life.** You will learn how to take greater personal responsibility, gaining more control over the outcomes that you create both in college and in life. You will do academic planning and create an educational plan.
2. **Increase self-motivation.** You will learn to create greater inner motivation by discovering your own personally meaningful goals and dreams. Working on career exploration will take place.
3. **Improve personal self-management.** You will learn numerous strategies for taking control of your time and energy, allowing you to move more effectively and efficiently toward the accomplishment of your goals and dreams, i.e. time management, setting up a budget.
4. **Develop interdependence.** You will learn how to develop mutually supportive relationships with people who will help you achieve your goals and dreams as you assist them to achieve theirs.
5. **Increase self-awareness.** You will learn how to understand and revise your self-defeating patterns of behavior, thought, and emotion as well as your unconscious limiting beliefs. Assess personal strengths, take a personality assessment.
6. **Maximize your learning.** You will discover the natural process of effective learning and understand how to apply that process according to your individual learning style preference for college and life. You will take a learning styles inventory along with gaining note and test taking skills and study techniques.
7. **Develop emotional intelligence.** You will learn effective strategies for managing your emotional life, decreasing stress and distress while increasing your inner sense of well-being. You will recognize effective decision making skills and identify characteristics of successful behaviors.
8. **Raise your self-esteem.** You will learn how to develop self-acceptance, self-confidence, self-respect, self-love, and unconditional self-worth.
9. **Understand issues of diversity.** Exploring differing perspectives along with gaining sensitivity to differing perspectives will be discussed.

Course Supplies:

1. *On Course*, by Skip Downing
2. Composition notebook
3. Cerro Coso College Catalog

Method: By reading *On Course* (our textbook), you'll learn empowering strategies that have helped others create great success. By keeping a guided journal, you'll discover how to apply these success strategies to achieve your own goals and dreams. By participating in

class activities and focused conversations, and by completing a course project, you will further improve your ability to stay on course to your success. Once you make these new strategies your own through application, you'll have the ability to dramatically improve the outcome of your life—academically, professionally, and personally.

<i>Course Grades:</i>	<i>Course Projects:</i>	
A = 270-300	Points:	
B = 240-269	Special journal writings TBA	60
C = 210-239	31 journal entries (5 points each)	155
D=180-209	Success Essay	85
F =179 or below	Total Possible Points	300

Components of your grade are explained below.

1. Success Journals (155 possible points)

Your Success Journal provides an opportunity to explore your thoughts and feelings as you experiment with the success strategies presented in *On Course*. By carefully examining each strategy in your journal, you will discover which ones will assist you to create a rich, personally fulfilling life. Although I will be collecting your journals and looking through them, **write your journal for yourself**, not for me.

Journal Writings: During this semester, you will write in your composition notebook 31 numbered journal entries from our textbook. These entries will be written outside of class. Additionally, you will write occasional lettered journal entries based on class exercises. These entries will be written in class. At various times you will have an opportunity to read a journal entry to one or more classmates. **THEREFORE, PLEASE BRING OUR TEXTBOOK AND JOURNAL TO EVERY CLASS.**

Note: If you wish, you may write the first draft of journal entries on loose sheets of paper, but *all journal entries must be written in the composition notebook when it is handed in for evaluation*. Or if you choose to write your journal on a computer, you will print hard copies of all entries and bring them to class neatly organized in a 3-ring binder. This requirement will assure that none of your entries gets lost. At the end of this semester, you will have your entire journal to keep for years to come.

Journal Evaluations: It is not my intention to read every journal entry you write. Instead, I will look through your journal book to verify the completion of each assignment and to give credit for a job well done. I read occasional journal entries to get a sense of the issues you are working on. With this knowledge I can be of greater assistance to you this semester. If you want my comment on a specific journal entry, please let me know.

Privacy: Occasionally you may write a journal entry that you wish to keep private. If so, simply fold the appropriate pages over and staple them closed at the top and bottom. You have my word that I will respect our privacy. I do reserve the right to confirm that there is, in fact, writing on these pages. You may lock up to three journal entries; more than that will require my permission. Locked journal entries will be given scores equal to the average score of all other journal entries.

Journal Points: Each journal entry will be awarded up to 5 points. A journal entry will be awarded the maximum of 5 points. Thus, all thirty-one journal entries will be worth a possible total of 155 points. A journal entry will be awarded the maximum of 5 points if it fulfills the following two criteria:

1. The entry is **complete** (all steps in the directions have been responded to), and
2. The entry is *written with high standards* (an obvious attempt has been made to **deep**).

Grammar, spelling, and punctuation will NOT be factors in awarding points in this journal. You are free to express yourself without concern for standard English conventions.

IMPORTANT NOTE: *All thirty-one journal entries must be completed to earn a passing grade in the course.*

2. Final Essay (85 Possible points)

As your final project, you will choose one of the two topics below and write an essay.

Philosophy of Success Essay (85 Possible Points)

As your final project, you will write an essay in which you present your own Personal Philosophy of Success. The purpose of your essay is to define the success strategies that you will use for years to come. This essay is your opportunity to write the script that will keep you on course to a rich, personally fulfilling life!

Option 1: Most everyone would agree that they want to live a rich, personally fulfilling life- yet few people know what they mean by the idea, let alone how to create such a life. In an essay for *Success magazine*, define what you consider to be a rich, personally fulfilling life and explain how you plan to create such a life.

An "A" paper will ...

1. Demonstrate the writer's careful consideration of two or more On Course success strategies.
2. Contain extensive support (examples, experiences, evidence, and or explanation) for each strategy, and

3. Show a commitment to excellence in preparation, including professional appearance.

Option 2: A letter to a love one; a significant other, child, sibling, parent, or dear friend

In an essay to be given to your children (or grandchildren) on their twenty-first birthdays, present your philosophy of living a successful life. Be specific about what defines a successful life for you and how you plan to create it. .

An “A” paper will...

1. Explain specific obstacles the writer faced, and the specific On Course strategy used to overcome the obstacle, and the outcome.
2. Show a commitment to excellence in preparation, including professional appearance.

IMPORTANT NOTE: *The essay must be completed to earn a passing grade in the course.*

3. Special Journal Writing Projects (60 points) to be done in class

Course Rules for Success

By choosing to follow these three rules, you are choosing to be successful not only in this course but in your life. These rules will support your success in every goal you pursue!

1. **Show up!** To support my success, I choose to attend every scheduled class period in its entirety.
2. **Do the work!** To support my success, I choose to do my very best work in preparing all of my assignments and hand them in on time.
3. **Participate actively!** To support my success, I choose to stay mentally alert in every class, offering my best comments, questions, and answers when appropriate.

Schedule of Assignments:

Week 1:	June 2 nd , Tuesday - Read XVII – XIX Assessment - http://college.cengage.com:80/collegesurvival/downing/on_course/5e/resources.html June 4 th , Thursday – <i>On Course</i> : Read Chapter 1, write journals #1 and 2.
Week 2:	June 9 th , Tuesday - <i>On Course</i> : Read Chapter 2, write journals #3, 4, 5, and 6. June 11 th , Thursday- <i>On Course</i> : Read Chapter 5. Write journal 15 question 1, journal 16, journal 17, journal 18 question 1.
Week 3:	June 16 th , Tuesday - <i>On Course</i> : Read Chapter 3, write journals 7, 8, 9, and 10. June 18 th – Thursday – <i>On Course</i> : Chapter 4 pages 87 – 105. Write journal 12, journal 13 questions 1 and 2.

- Week 4: June 23rd, Tuesday: *On Course*: Read chapter 6, write journals 19,20,21, & 22.
June 25th, Thursday: *On Course*: Chapter 4 - Read pages 107 – 119. Write journal entry 14.
- Week 5: June 30th, Tuesday: *On Course*: Read chapter 7, write journals 23, 24, 25, & 26.
July 2nd, Thursday: *On Course* read 210 -224. Write Journal 27 & 28.
- Week 6: July 7th, Tuesday: *On Course*: Read 225 – 243. Write journal 29 & 30. Essay due!!!! Do not be late.
July 9th, Thursday: Chapter 9 - will take assessment in class. Pick journals up.

Concerning late work...journals may be turned in one week late with a great reason. The final essay may not be turned in late. LOOK AT DUE DATES and be sure you have followed the syllabus. EARLY work is accepted happily.

If you have a disability which may require classroom or test accommodations, please contact Special Services - Disabled Student Program and Services (DSPP) in room 1 or call 760- 379-5501. You will need to provide written documentation of your disability. If you think you have a disability but currently have no documentation, DSPP may be able to help you. All information will be kept confidential. This document is available in alternate format upon request.

CERRO COSO COMMUNITY COLLEGE

SUMMER SEMESTER 2012

Course Name and CRN: COUN C101 (50470)

Starts: June 11th/Ends: August 3rd

Instructor: Karee Hamilton

Email khamilton@cerrocoso.edu

Please email with any questions that you have about the class, class assignments, or other concerns. During the week I will respond to your email within 24 hours. However, over the weekends I will respond to your email within 48 hours, unless otherwise noted.

Required Textbook:

Downing, S. (2011) *On Course Strategies for Creating Success in College and in Life*. 6th edition, Wadsworth, Cengage Learning: Boston.

Important Drop Dates:

10% Drop Date: June 18th (If you drop on or before this date you will receive a refund and you will not receive a mark on your transcript).

20% Drop Date: June 20th (If you drop on or before this date you will not receive a mark on your transcript).

60% Drop Date: July 9th (If you drop on or before this date you will receive a "W" (Withdraw) on your transcript).

Course Description:

This course will introduce students to the process of academic and career planning by means of personal and group exercises. Life skills such as critical thinking, resource management, personal assessment and motivational factors will be explored. Issues of diversity that may impact the student will be raised (e.g. equal access, job opportunities and barriers to education) through class discussions and readings.

Course Goals and Objectives:

- Articulate an educational goal and describe the requirements and courses to meet this educational goal. This will be measured by a student project portfolio, be evaluated by a rubric. This will be measured by a student project portfolio, to be evaluated by a rubric.
- Evaluate educational and career options and obstacles and develop educational and career action plans.
- Utilize college and community resources in the planning and implementation of their educational and career action plans.
- Develop and apply academic and study skills necessary for success in their classes and everyday living.
- Assess personal strengths and weaknesses and develop strategies for increasing individual success towards life goals.
- Recognize issues of diversity and be able to discuss impacts of diversity within the student's community.

Disability Accommodation:

The college will make reasonable accommodations and/or academic adjustments to ensure that students with disabilities have an equal opportunity to participate in the college's courses. Students with disabilities, who are requesting academic accommodations, auxiliary aides or services, should contact Special Services at 760-384-6250. All information will be kept confidential.

Plagiarism and Cheating:

The Academic Senate of Cerro Coso Community College enforces the District Policy 4F8G as the following:

Every instructor has the responsibility and authority for dealing with such instances of cheating and plagiarism as may occur in class. An instructor who determines that a student has cheated or plagiarized has a range of many options, which may be as severe as giving the student a failing grade for the course. Furthermore, the student may face other penalties as stated in the college's Student Conduct Policy. Finally, it must be understood that a student who knowingly aids in another student's cheating e.g., permitting the other student to copy a paper or examination question, is as guilty as the other of the offense. A student charged with cheating

or plagiarism is entitled to appeal that charge by means of the college's Student Conduct Policies and Procedures.

Email:

You must use your Cerro Coso email account to send me an email. I will not open any emails that you send to me using your personal email (yahoo, hotmail, gmail, etc.). Using your Cerro Coso email account is easy! Simply login to your Inside CC account at <http://inside.cerrocoso.edu/> and once you are successfully logged in click on the email link in the upper right corner.

Class Policies & Rules:

- 1.) Actively participate in class through the discussion forums. Make it a point to log in to the class routinely throughout the week.
- 2.) If you miss more than one week of class you **may** be dropped from the course. Email me if you are going to miss class.
- 3.) If you decide to drop this course it is **your** responsibility to officially drop yourself through insideCC or the Admissions and Records Office. Simply not logging into the class for more than a week does not automatically drop you from the course. It's your responsibility and failure to do so will result in a failing grade.
- 4.) Read your syllabus closely; I will not remind you of quizzes, journal, and homework due dates.
- 5.) Assignments turned in without your name on the front page will receive zero points.
- 6.) Be familiar with the Cerro Coso Plagiarism Policy as it is enforced in this class.
- 7.) If you have questions you must email me from your Cerro Coso email account to khamilton@cerrocoso.edu. Sending me an email from your personal email account (yahoo, hotmail, gmail, etc.) will not be read and therefore your question(s) will go unanswered.
- 8.) Positively participate in group discussions.
- 9.) Use language appropriate to a college class.
- 10.) No personal attacks--- you can disagree without being disagreeable.
- 11.) Turn in assignments complete and on-time.
- 12.) Inappropriate, disrespectful, and/or disruptive behavior will not be tolerated.
- 13.) To be successful in this course you must participate actively and complete all outside class assignments on time. Generally, students should expect to spend an average of 2-3 hours outside of class (homework) for every hour spent in class. To be successful in COUN C101 over the summer semester (which is accelerated) you will need to dedicate 12-16 hours each week to homework, reading, journals, etc.
- 14.) Using text language (for example: ttyl – talk to you later, omg – oh my goodness, lol – laugh out loud) is not tolerated in this class. Take the time to write out each word. You will be penalized points if you use text language for any assignment, discussion forum, etc.

Late Assignment Policy:

For full credit, assignments must be turned in on time! Late assignments will be accepted, but you will be penalized 10% for **each day** that it is late. Participation in discussion forums, quizzes, and journals will **not** be accepted late. If you do not participate in the discussion forums, do not complete the weekly quizzes, and do not submit your journals by the due date, you will receive a zero for these assignments.

All assignments are due Sunday by 11:59PM (Pacific Standard Time) each week unless otherwise indicated on the syllabus and/or on the class site.

GRADING

For full credit, assignments must be turned in on time!

Weekly Participation Points*:

8 Chapter Quizzes	80 points (10 points each)
32 Journals	320 points (10 points each)
9 Group Discussions	90 points (10 points each)

Assignments:

Self-Assessment in textbook (part 1)	25 points
Syllabus Quiz	20 points
Cerro Coso Email Assignment	20 points
Online Campus Scavenger Hunt	20 points
Lifeline Assignment	25 points
Goal Setting Assignment	25 points
Time Monitor Assignment	25 points
Eureka Assignment	25 points
MBTI	25 points
CAP Folder (Career Action Plan)	50 points
Long-Term Education Plan	50 points
Online College Catalog Search	25 points
Diversity Collage Assignment	50 points
Self-Assessment in textbook (part 2)	25 points
Final Essay	100 points

Total points possible **1,000 points**

GRADING (in points)

900 and above = A	
800 to 899 = B	
700 to 799 = C	
600 to 699 = D	
599 and below = F	

I will have grades posted within one week of turning in assignments. Grades will be posted on the class site under the **GRADES** link. It is your responsibility to keep track of your grades and promptly let me know of any possible errors.

*Weekly Participation Points can only be earned if you actively participate. Weekly Participation Points **cannot** be made-up at a later time, if not turned in by the due date you will receive a zero for the assignment.

Week	Topic	Assignments/Homework
Week 1		
June 11 - 17	<ul style="list-style-type: none"> • Introductions • Syllabus • Things to know as an online student • Chapter 1 – Getting On Course to Your Success • Define Success • Active Learning (CORE Learning System) • Wise Choices – College Customs 	<p style="text-align: center;">Week 1 Assignments due on or before June 17th 11:59PM</p> <ul style="list-style-type: none"> • Group Discussion #1 • Cerro Coso Email Assignment • Syllabus Quiz • Read Chapter 1 • Chapter 1 Quiz • Self-Assessment (Part 1) page 6-8 • Journal 1 on page 11 • Journal 2 on page 18 • Journal 3 on page 22 • Group Discussion #2

Week 2		
June 18 - 24	<ul style="list-style-type: none"> • Chapter 2 • Creator Role and Creator Language • Self-Esteem • Wise Choices - Reading 	<p>Week 2 Assignments due on or before June 24th 11:59PM</p> <ul style="list-style-type: none"> • Read Chapter 2 • Chapter 2 Quiz • Journal 4 on page 35 • Journal 5 on page 40-41 • Journal 6 on page 47 • Journal 7 on page 53 • Diversity Collage Assignment • Group Discussion #3
Week 3		
June 25 – July 1	<ul style="list-style-type: none"> • Chapter 3 – Discovering Self-Motivation, Designing a Compelling Life Plan, and Goal Setting • Wise Choices – Taking Notes 	<p>Week 3 Assignments due on or before July 1st 11:59PM</p> <ul style="list-style-type: none"> • Read Chapter 3 • Chapter 3 Quiz • Journal 8 on page 70 • Journal 9 on page 76-77 • Journal 10 on page 81 • Journal 11 on page 89 • Lifeline Activity • Goal Setting Assignment • Group Discussion #4
Week 4		
July 2 – 8	<ul style="list-style-type: none"> • Chapter 4 – Mastering Self-Management • Wise Choices – Organizing Study Materials • Managing Your Time • Career Exploration 	<p>Week 4 Assignments due on or before July 8th 11:59PM</p> <ul style="list-style-type: none"> • Read Chapter 4 • Chapter 4 Quiz • Journal 12 on page 106 • Journal 13 on page 112 • Journal 14 on page 120 • Journal 15 on page 127 • Time Monitor Assignment • Eureka Assignment • Group Discussion #5
Week 5		
July 9 - 15	<ul style="list-style-type: none"> • Chapter 5 – Employing Interdependence • Wise Choices – Rehearsing and Memorizing Study Materials • Career Exploration Continues 	<p>Week 5 Assignments due on or before July 15th 11:59PM</p> <ul style="list-style-type: none"> • Read Chapter 5 • Chapter 5 Quiz • Journal 16 on page 144 • Journal 17 on page 150 • Journal 18 on page 154 • Journal 19 on page 161 • Online <i>Campus</i> Scavenger Hunt • MBTI Assignment • Group Discussion #6

Week 6		
July 16 - 22	<ul style="list-style-type: none"> • Chapter 6 – Gaining Self-Awareness • Wise Choices – Taking Tests • The College Catalog – Why is it important? 	<p>Week 6 Assignments due on or before July 22nd 11:59PM</p> <ul style="list-style-type: none"> • Read Chapter 6 • Chapter 6 Quiz • Journal 20 on page 175 • Journal 21 on page 182 • Journal 22 on page 185-188 • Journal 23 on page 194 • Online College Catalog Search Assignment • Long-term Education Plan due • Group Discussion #7
Week 7		
July 23 - 29	<ul style="list-style-type: none"> • Chapter 7 – Adopting Lifelong Learning • Believing in Yourself • Wise Choices - Writing 	<p>Week 7 Assignments due on or before July 29th 11:59PM</p> <ul style="list-style-type: none"> • Read Chapter 7 • Quiz Chapter 7 • Journal 24 on page 215 • Journal 25 on page 221 • Journal 26 on page 224 • Journal 27 on page 232 • CAP Folder Assignment due • Group Discussion #8
Week 8		
July 30 – Aug. 3	<ul style="list-style-type: none"> • Chapter 8 – Developing Emotional Intelligence • Wise Choices – Managing Money • Chapter 9 – Staying On Course to Your Success 	<p>Week 8 Assignments due on or before August 3rd 11:59PM (note: This is a Friday)</p> <ul style="list-style-type: none"> • Read Chapter 8 • Quiz Chapter 8 • Journal 28 on page 248 • Journal 29 on page 258 • Journal 30 on page 262 • Journal 31 on page 268 • Journal 32 on page 284 • Chapter 9 - Self-Assessment (Part 2) page 281-283 • Final Essay Assignment • Group Discussion #9

Instructor reserves the right to adjust the syllabus to meet the needs of the class!
