

Cerro Coso Community College							
COURSE OUTLINE OF RECORD							
<b>Form A (Course Description)</b>				<u>Date</u>	10/17/08		Page 1 of 1
<u>Discipline</u>	PDEV		<u>Course No.</u>	C101	<u>Units</u>	3.0	
<u>Course Title</u>	Becoming a Master Student						
<u>Non-Credit Category</u>							
Revision Due Date	Final Approval due NOT LATER THAN			10/31/08			
<a href="#">Click link to view instructions for completing COR Form A.</a>							
<b>Methods of Instruction/Total Hours of Instruction</b>							
<b>Lecture</b>	<i>(1.0 unit = 18 hours)</i>			54			
<b>Lab</b>	<i>(1.0 unit = 54 hours)</i>						
<b>Open Lab</b>	<i>(1.0 unit = 54 hours)</i>						
<b>Activity</b>	<i>(1.0 unit = 54 hours)</i>						
<b>Work Experience</b>	<i>(1.0 unit = 60 hours (volunteer); 75 hours (paid))</i>						
	<b>Total Hours</b>			54			
<a href="#">Catalog Course Description</a>							
This course emphasizes skills for becoming an effective student such as time management, note taking, memory skills, textbook reading, exam preparation and test strategies and includes an introduction to a variety of college resources. Students will explore topics such as personal strengths, goal setting, decision making, career choice, and transfer preparation.							
<a href="#">Conditions of Enrollment</a>							
<u>Pre-Requisite</u>							
<u>Co-Requisite</u>							
<u>Advisory</u>	Reading Level I, Writing Level II						
<u>Repeatability</u>	No	<u>Grading Method</u>	Standard Letter Grade		<u>Credit by Exam</u>	No	
<u>Materials Fee</u>	None	<u>Amount</u>					
<u>Justification</u>							
<u>SAM Code</u>	E Non-Occupational						
<a href="#">Program Identification</a>							
Liberal Arts							
<u>General Education Applicability</u>		Cerro Coso		CSU Certification		IGETC	
<a href="#">Minimum Qualifications Discipline List</a>							
<b>Master's Degree Required</b>	Education, Counseling						
<b>Master's Degree Not Required</b>							
<b>Office Use Only</b>							
<b>Approval Type</b>	Revision	<b>BT Action</b>	12/12/08				
<b>Course TOPS Code</b>	4930.10	<b>Stand Alone Status</b>	N/A		<b>Stand Alone Approval</b>	N/A	
<b>Transferability</b>							
A/UC/CSU	Cerro Coso GE	<b>CSU GE Certification</b>			IGETC		
<b>Form Submission</b>							
<b>COR Part A</b>	12/9/08	<b>COR Part B</b>	12/9/08		<b>Content Review</b>	12/9/08	
<b>DE Addendum</b>	12/9/08	<b>GE Addendum</b>			<b>Course Deletion</b>		
<b>Signature Page</b>	5/20/09						
<b>Approval Dates</b>							
<b>First Review</b>	10/24/08	<b>Second Review</b>	11/7/08		<b>Final Approval</b>	8/28/09	

<b>Cerro Coso Community College</b>						
<b>COURSE OUTLINE OF RECORD</b>						
<b>Form B (Course Content)</b>				<u>Date</u>	10/15/2008	Page 1 of 2
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<u>Non-Credit Category</u>						

### Student Learning Outcomes & Assessments

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

SLO	Learning Outcome Description	Outcome Assessment Definition
<b>A</b>	Recognize that college requires different skills from other learning environments and apply skills such as self-responsibility, self-evaluation, and time management to their life circumstances.	This will be assessed by a paper, scored with a rubric.
<b>B</b>	Identify personal strengths and be able to use those in academic, personal, and service settings.	This will be assessed by a paper, scored with a rubric.
<b>C</b>	Describe and apply study techniques such as note taking, power reading, mnemonics, and test taking.	This will be assessed by a demonstration, scored with a rubric.
<b>D</b>	Respect diversity in thinking due to differences in learning style, experience, life circumstance and culture and include awareness of sexual and disability harassment.	This will be assessed by a discussion, scored with a rubric.
<b>E</b>	Develop critical thinking processes for solutions to problems and for implementing new ideas.	This will be assessed by a project, scored with a rubric.
<b>F</b>	Evaluate the effect of choices on health, money management and relationships.	This will be assessed by an exam, scored with a rubric. (Use for short answer and essay answers exams.)
<b>G</b>	Evaluate how learning styles and attitudes impact learning.	This will be assessed by a paper, scored with a rubric.

### Detailed Topical Outline

- A. Introduction of techniques used in the class (A-G)
  - 1. Journaling
  - 2. Activities
  - 3. Critical Thinking
  - 4. Portfolios
- B. Understanding the nature of strengths (A,B,D,E,F)
- C. Apply strength concepts to a service setting –on or off campus (A,B,D,E,F)
- D. Self-Discovery Assessments (A,B,D,E,G)
  - 1. Learning styles
  - 2. Attitudes
  - 3. Time Monitoring
- E. Time management and goal setting (A, B, C)
- F. Note taking and listening skills (C,E)
- G. Reading Techniques (A,C)
- H. Test Preparation and Test taking strategies (A,C)
- I. Mnemonic and memory strategies (A, C)
- J. Problem Solving (A,B,E,F)
- K. Campus Resources (A,B,E)
- L. Career Search (A,B,E)
- M. Diversity (A,B,D)
- N. Health, Money, and Personal choices (F)

### Lab Content Description (if applicable)

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### Methods of Presentation

Course instructional methods may include but are not limited to:

- A. Lectures
- B. Audio-Visual presentations
- C. Web Based Instruction
- D. Guest Speakers
- E. Instructor guided student presentations.

### Assignments & Methods of Evaluation

Assessment of student performance may include but is not limited to:

- A. Exercises (A-G)  
*Example: Students will practice note-taking during a class lecture, based on strategies covered in the course text and lecture.*
- B. Quizzes and Exams (A,C,F,G)  
*Example: Students will take a quiz on the components of the course catalog, education planning, and the transfer process.*
- C. Papers (A,B,G)
- D. Journal Writing(A-G)  
*Example: After watching a short video on contemporary issues of diversity, students will write a journal entry reflecting on their perception of and experiences with the issues addressed in the video.*
- E. Projects and Oral Presentations (D,E)  
*Example: Students will create a collage timeline of their past present and future that includes all events they consider significant and will orally present the timeline to the class.*
- F. Assessments (A,B,F,G)  
*Example: Student will complete a Learning Styles inventory.*

### Out of Class Assignments

- A. Reading of assigned texts and course materials
- B. Short Papers
- C. Library Research
- D. Career Assessments

### Required Texts

Reading assignments are required and may include but are not limited to:

Ellis, D. (2009). *Becoming a Master Student*. 12<sup>th</sup> ed. New York, NY: Houghton Mifflin.

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**COURSE OUTLINE OF RECORD**

<b>Form CM (Content Review Matrix)</b>		<b>Date</b>	<b>10/17/08</b>		Page 1 of 2
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1. Entering Skills Expected of Students Coming Into the Course:

- A. annotate texts for more complete understanding
- B. identify central points of textbook, case studies, incident reports, and interviews.
- C. distinguish the major and minor supporting information of readings.
- D. distinguish between fact and opinion in written reports.
- E. demonstrate ability to write a grammatically correct topical essay synthesizing major themes from multiple sources.

2. Exit Skills/Competency Standards of the Proposed Requisite(s):

Proposed Requisite: Reading Level 1

Source of List: Reading Standard Levels

- A. Identify central points, both explicit and implied, of longer essays, textbooks, and book-length works.
- B. Analyze an assortment of essays and longer works to see explicit and implied relations, such as repeated and/or opposing ideas.
- C. Distinguish the major and minor supporting information of essays and longer works.
- D. Recognize structure of essays and longer works by mapping, using outlining skills, and summarizing.
- E. Determine author's purpose and recognize tone.
- F. Distinguish fact from opinion and be able to draw inferences.
- G. Interpret difficult and figurative language: academic discourse, figures of speech, metaphors, similes, etc.
- H. Annotate texts for more complete understanding.

Proposed Requisite: Writing Level 2

Source of List: Writing Standard Levels

- A. Identify and correct major errors in grammar
- B. Practice revision and editing techniques for better structure, style and focus.
- C. Edit and synthesize his or her own writing in extended essays.
- D. Write compositions of at least 500 words with clear organization, thesis, topic sentences, keywords, transitions, and sufficient and logical supporting details.

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Matrix:

		<b>Entering Skills of Course Requiring Requisites PDEV C101</b>				
		A.	B.	C.	D.	E.
<b>Exit Skills of requisite course: Reading Level 1</b>	A.		X			
	B.					
	C.			X		
	D.					
	E.					
	F.				X	
	G.					
	H.	X				
<b>Exit Skills of requisite course: Writing Level 2</b>	A.					X
	B.					X
	C.					X
	D.					X

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**COURSE OUTLINE OF RECORD**

<b>Form D (Distance Education Addendum)</b>		<b>Date</b>	10/15/2008		Page 1 of 4
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<b>Non-Credit Category</b>	Click here to choose Non-Credit Category.				

**COURSE CATALOG DESCRIPTION**

This course emphasizes skills for becoming an effective student such as time management, note taking, memory skills, textbook reading, exam preparation and test strategies and includes an introduction to a variety of college resources. Students will explore topics such as personal strengths, goal setting, decision making, career choice, and transfer preparation.

**Instructions:** Address each item listed below as specifically as possible, explaining the necessary changes made to the methods of instruction and evaluation to use distance education technology (fully or in part) as the intended method of delivery. Please attach a copy of the current Course Outline of Record.

**Delivery Method(s).** Check all that apply.

	<b>Hybrid</b>	<b>X</b>	<b>iTV</b>	<b>X</b>	<b>Online</b>
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**Describe the rationale for offering the course via the identified method(s) of delivery.**

Rationale	Hybrid	iTV	Online
This course serves educational needs of an identified population		X	X
This course is required for a distance education degree or certificate			
There is insufficient enrollment for this course a particular site		X	X
There are schedule, facilities, and/or instructor conflicts for this course at a particular site			
Other			

**For each identified method of delivery, describe how the hours of instruction make this course equivalent to the hours of instruction defined in the Course Outline of Record.**

Hybrid	
iTV	Wherever possible time spent in and out of the iTV classroom will be equivalent to time spent in and out of the traditional, face-to-face classroom. Instruction will take place via the iTV system using similar or adapted lectures and demonstrations and students will participate in class activities from their location using the iTV system. Additionally, students may participate in online activities via a class website.
Online	Students will participate in class instruction activities by spending at least three contact hours per week reading or viewing lecture material, participating in discussions with fellow students and the instructor, and taking quizzes, exams, or other assessments that would be done in the traditional face-to-face classroom.

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<b>Non-Credit Category</b>	Click here to choose Non-Credit Category.				

**For each identified method of delivery, describe how assignments and evaluations will be adapted to accommodate the identified method of delivery. Assignments and evaluations must be equivalent to (if not the same as) those noted in the COR.**

Method of Delivery	Assignment	Evaluation
Hybrid		
iTV	Assignments will be collected physically at the iTV locations, sent via mail or fax, or submitted electronically via the class website.	Evaluation will be done by the instructor and distributed to the students physically or distributed via the class website.
Online	Assignments will be sent via mail, fax, or submitted electronically via the class website.	Evaluation will be done by the instructor and distributed via the class website.

**Indicate the proposed maximum class size for each identified method of delivery.**

Hybrid		
iTV		<i>Preferred maximum enrollment for iTV courses is 20 students at each site.</i>
Online		<i>Preferred maximum enrollment for online courses is 45 students.</i>

**For each identified method of delivery, describe how the instructor will identify and respond to students experiencing difficulty.**

Hybrid	
iTV	Assessments and participation will be monitored for signs of student difficulty, and Identified students will be contacted individually via the Early Alert process and encouraged to use optional group meetings, instructor office hours, or tutor programs.
Online	Assessments and participation will be monitored for signs of student difficulty, and Identified students will be contacted individually via email and the Early Alert process and encouraged to use optional group meetings, instructor office hours, or tutor programs.

**Regular effective contact is a requirement of Title 5, Section 55204. Identify the methods of regular effective contact that may be used (Check all that apply):**

Methods of Contact	Hybrid	iTV	Online	Comments
Text-Based Contact				
E-Mail		X	X	
Outside Reading		X	X	
Research (LRC, Internet, Other)		X	X	
Lecture		X	X	

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Discussion Forum			X	
Chat/Instant Messaging			X	
Electronic Presentation (e.g., PowerPoint)		X	X	
Document Camera				
Smart Board				
Other				
<b>Audio-Based Contact</b>				
Telephone		X	X	
Synchronous Audio (e.g., CCC Confer, etc.)				
Asynchronous Audio (e.g., WAV, WMA, etc.)				
Other				
<b>Video-Based Contact</b>				
Synchronous Video				
Asynchronous Video (e.g., Archived Breeze, Flash, WMV, Read, etc.)			X	
CD				
VHS		X	X	
DVD		X	X	
Other				
<b>Website Support</b>				
MOODLE			X	
Outside Website (e.g., Publisher, CourseCompass, Aplia, etc.)				



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Electronic Posting of Grades			X	
Feedback		X	X	
Lecture Materials		X	X	
Other				
Classroom Support				
Remote Equipment Start-up				
Test Proctoring		X		
Teaching Assistant		X		
Other				
For each identified method of delivery, identify hardware needed by the instructor to teach this course effectively.				
Standard College IT infrastructure		X	X	
For each identified method of delivery, identify hardware needed by the student to complete the course successfully.				
Computer with internet connection, CD, DVD, audio playback, and printer.		X	X	
For each identified method of delivery, identify software needed by the student to complete the course successfully.				
Software capable of playing audio and video from CD and DVD			X	
Word processing program		X	X	

## Cerro Coso Community College

## COURSE/PROGRAM APPROVAL

## Form S (Course/Program Approval Signature Page)

Discipline/Program	PDEV	Course No.	C101	Units	1.0
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Course/Program Title	Becoming a Master Student
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## Reason for Deletion

## Signatures

## Initiator

Name	Signature	Date
Heather Ostash	/s/ Heather Ostash	5/15/09

## Faculty Chair

Name	Signature	Date
Paula Suarez	/s/ Paula Suarez	5/15/09

## Approved For: PDEV C023 REVISION

Name	Signature	Date
Paula Suarez	/s/ Paula Suarez	5/15/09
Jan Moline	/s/ Jan Moline	5/20/09

## CIC Chair

Name	Signature	Date
Dennis I. VanderWerff, Ph.D	/s/ Dennis I. VanderWerff, Ph.D	4/28/09

## Vice President Academic Affairs

Name	Signature	Date
James Fay, Ph.D.	/s/ James Fay, Ph.D.	4/28/09

Cerro Coso Community College  
5520 Lake Isabella Blvd  
Lake Isabella CA 93240  
(760) 379-5501

PDEV 101

PDEV C101. CRN: 70378. 3 Units

Class: **Becoming a Master Student**

Fall Semester August 27<sup>th</sup>-December 14th

Monday 6:00-9:10 pm. Room 6

Instructor: Alita Elfstrom, MA

Email: [allyelf100@hotmail.com](mailto:allyelf100@hotmail.com)

Prerequisites: NONE

Advisory: **Reading level 1 recommended**

Required Text: Becoming A Master Student Concise . Eleventh Edition

Author: Dave Ellis

**Course Description:**

Students will introduced to skills that are designed for first year students. Through self-evaluation, lecture, activities, class discussion and participation, students will develop a strategic plan for academic, personal and professional success. An introduction to a variety of topics including student resources, academic expectations and the skills necessary for college success.

**Goals:**

Students will learn skills such as goal setting, effective study and time management, note taking, memory skills, reading strategies, personal strength, exam preparation, exam strategies and career choices. Students will experience journal writing, designing business cards, resume writing, taking quizzes, speech giving and research writing. ***Each class will have a critical thinking lecture which includes student participation.***

**What to expect:** If you would like an A in this class all work must be done and you must participate.

Quizzes will either be open book, groups of two, take home or done as class. The mid-term will be a resume, business cards, an employment (career choice) interview, you will be required to give a interview and complete a career related survey. For the final you will be required to prepare a 3 page research paper and give a 3-5 minute speech on the subject you are given.

**NO EXTRA CREDIT due to the amount of work required in this class.**

**You have 3 absences if you have 4 go to office and drop this class. Do not call the office or me if you are going to be absent.**

**Grades:**

Participation-60 points That means be in class!

Journal writings from text and quizzes-20 points (all work must be completed for points )

Mid-term **Must attend** business cards, letter -head, resume, and logo-30 points

Final **Must attend** 3-5 min speech and 3 page research paper due-50 points (both must be completed for (points)

Personal student recovery book. This is all the info you have accumulated in class- 40 points

A 200-185

B 184-160

C 159-149

D 148-138

**DO NOT THROW AWAY ANY WORK YOU HAVE DONE IN THIS CLASS!**

Class 1: Discuss syllabus. Campus rules. Plagiarism/academic dishonesty. Getting to know each other. Complete quiz and journal assignments in this chapter- **Making Transitions** . Home work read Chapter 1 for next class. Students are welcomed and encouraged to do assignments together.

Class 2: Chapter 1 **First Steps**. Complete all chapter assignments, discuss learning styles. Quiz. Home work read Chapter 2

Class 3: Chapter 2 **Planning**. Complete all chapter assignments. Discuss what helps you plan (and escape). Quiz. Home work read Chapter 3

Class 4: Chapter 3 **Memory**. Looking for your glasses to find them on your head? Complete all chapter assignments. Lets figure out why we can't remember. Quiz. Home work read Chapter 4.

Class 5: Chapter 4 **Reading**. Do chapter assignments. You will be given a short story and will write short paper during class. Quiz. Home work read Chapter 5.

Class 6: Chapter 5 **Notes**. You will take notes this week. Be sure to have read this chapter. Quiz. Prepare for mid-term.

Class 7: **Mid-term**. We will try to have computers for those who need them. Most of the work needs to be done in class. If you finish early you will be really bored or can assist other students with the assignment.

You will need to make a resume up or have a real one ready to copy and print. Home work read chapter 6

Class 8: Chapter 6 **TESTS** . Lets try to eliminate the fear. Lets talk about math. Guest speaker. Do all the chapter assignments. Quiz. Home work read Chapter 7.

Class 9: Chapter 7 **Thinking**. Sometimes our mouth does not give our brain enough time to think. Usually that is a foot in mouth situation. I have many of them. There are so many ways to become a critical thinker. Hopefully some of these idea and will give us the skill needed. Do all chapter assignments. Quiz. Home work read Chapter 8.

Class 10: Chapter 8 **Communicating**. How do we communicate? This could be the most important chapter you have. Do all the assignments. Quiz on Thursday. Home work read Chapter 9.

Class 11 : Chapter 9 **Technology** The future is going to continue creeping upon us. Lets be ready. Do all book assignments-maybe. I will try to have access to Computers. Quiz.

Class 12: **Critical Thinking**. We will be critically thinking in every class.

Class 13: **Health**. What makes us stress out? Become ill? Quiz.

Class 14: Types of learning, Types of research paper writing. An accumulation of all chapters. Home work read Chapter 10

Class 15: Chapter 10 **What's Next???** Make sure all assignments are complete. Open Discussion of final. Quiz.

Class 16: **Final**

Really, if you want an A all you have to do is be here and complete the assignments. Yes, this is a lot of work, but we will all help each other and get it done. Please talk to me about assignments if you need to. I will try to be in the class room or at the college 20 min early to talk to any students. Don't worry! This will be a fun class.

# Class Syllabus

SYLLABUS PD 101

ON-LINE

INSTRUCTOR: DARLENE STEIN

E-MAIL [sdhs219@aol.com](mailto:sdhs219@aol.com)

PHONE 702 263-9638

SEMESTER: FALL 2008

TEXT: CORNERSTONE Discovering Your Potential, Learning Actively, and Living Well  
by Sherfield, Montgomery and Moody (FIFTH EDITION)

**COURSE DESCRIPTION:** Student success is designed to equip students for transitions in education and life. Students will be actively involved in learning and integrating practical applications to promote success. Emphasis is on investigating personality traits, learning styles and goals. Students will develop learning skills and explore an educational plan while enhancing critical thinking skills.

**NETIQUETTE:** Two class rules are: Absolutely no profanity or obscene graphics and NO flaming (attacking the person).

**GRADING:** Letter grade scale out of a possible 1000 points (I reserve the right to change the number of TOTAL points possible but grading will remain 90%= A, 80%= B, Etc.

**WEEKLY ASSIGNMENTS:** Each week you will be responsible for reading ONE (1) or TWO (2) chapters from the text and participating in the discussion. One (1) page thought papers and quizzes will be assigned as appropriate.

TOPIC PAPERS: The topic papers should be one page in length, double spaced, use 12 font size and be in the form of a report or journal. You need not be overly concerned with grammar and style but you SHOULD spell and grammar check your work. Each paper is worth 100 points. At the top right corner put your name and how many points you feel the paper is worth. I am asking you to do this as I feel it is important to evaluate yourself and your effort. If I do not agree with your point evaluation we will dialogue until we CAN agree. Papers are to be sent to [sdhs219@aol.com](mailto:sdhs219@aol.com) as an attachment.. YOU are responsible for keeping a copy of all the work you turn in. In an electronic class it is not unusual for you to send a paper and me not receive it, so be prepared to keep track of the work you turn in. I will post discussion and paper points on the PROGRESS PAGE so you should inquire if you turn something in and do not see a point score on the Progress Page. Please use this opportunity to explore how you can use the information in the text to improve yourself as a student and in life AND as an opportunity to practice good study skills. There are NO WRONG answers or ideas in the TOPIC PAPERS. I am eager to know what YOU need to become a SUCCESSFUL STUDENT so be honest and do your BEST work!!

QUIZZES AND INVENTORIES: Inventories such as the MEYERS BRIGGS will be given full credit for completion and completion will be determined by the fact you turn in the appropriate TOPIC PAPER. Quizzes are OPEN BOOK and answers are e-mailed to me in the BODY of the email and will be graded and returned. Each quiz or inventory is worth 50 points.

**NO LATE WORK! For a number of semesters I thought I would be "understanding" and allow make up work. In hind sight I believe I only reinforced poor study skills. LOOK AT DUE DATES and be sure you have followed the syllabus. EARLY work is accepted happily!**

DISCUSSION: There will be a Discussion Topic each week. It would be wise to visit the discussion page DAILY (or at least once at the beginning and once at the end of a week) and make contributions appropriately. This can be a really dynamic opportunity to share ideas and get feedback. I will participate in the discussion as appropriate and attempt to stimulate your thinking and promote further dialogue. If you have problems or need to communicate with me I will be visiting that page several times each week. Your discussion participation will be graded as follows:

3 thoughtful contributions or responses to others= 30 points

2 thoughtful contributions or responses to others= 20 points

1 thoughtful contribution or response to others= 10 points

0 contributions = 0 points

*If you have a disability which may require classroom or test accommodations, please contact Special Services - Disabled Student Program and Services (DSPS) in Room Main Bldg 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. All information will be kept confidential. This document is available in alternate format upon request.*

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### **General Course Information**

**Course Title: PERSONAL DEVELOPMENT 101**

**Course Description: A STUDY SKILLS COURSE**

**Text: CORNERSTONE by Sherfield, Montgomery and Moody**

**Course Objectives:**

**Evaluation:**

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**Week One: June 9-14**

**Objectives: LEARN TO NAVIGATE CLASS**

**BEGIN TO SET GOALS**

**Lecture: Lesson One**

**Assignments:**

**Reading: READ PAGES 1-25**

**Due Date:**

**Discussion: GO TO WEEK ONE DISCUSSION PAGE: INTRODUCE YOURSELF AND SHARE ONE STUDY SKILL STRENGTH YOU ALREADY HAVE AND ONE THAT YOU WANT TO IMPROVE.**

**WHAT IS *BLOOMS TAXONOMY*? CAN YOU COMMIT TO USING THIS CONCEPT IN THE CLASS? WHY OR WHY NOT? GIVE ONE QUESTION YOU WROTE ON PAGES 4-5 SHOWING WHAT YOU HOPED TO LEARN THE ANSWER TO WHILE READING. DID YOU LEARN THE ANSWER? DID THIS METHOD HELP?**

**Due Date ONGOING THROUGHOUT THE WEEK BUT INSTRUCTOR WILL NOT READ OR COMMENT ON POSTING PAST MIDNIGHT OF THE LAST DAY OF THE WEEK (Aug 30).**

**Writing: THOUGHT PAPER: FOLLOWING THE GUIDELINES IN THE SYLLABUS WRITE ON THE TOPIC *WHAT CHANGES DO I NEED TO MAKE TO ACHIEVE THE GOAL OF COMPLETING COLLEGE*? End the paper with a goal as written as suggested on page 17.**

**Due Date: MIDNIGHT Aug 30.**

**Research: NONE**

**Due Date:**

**Tests:**

**Due Date:**

**Other: Send me FOUR (4) numbers to use on the progress page to identify you so that I can post grades weekly by your number. Example: 1234.**

**Due Date Aug 30**

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**Week Two: September 1-6**



**Objectives: Learn steps to remain motivated and overcome doubts and fears about becoming a good college student through self management.**

**Lecture:**

**Assignments:**

**Reading: Read Chapters 2 and 3 (pages 28-69).**

**Due Date: September 6**

**Discussion: DO YOU KNOW HOW TO CALCULATE YOUR GRADE POINT AVERAGE? WHAT ARE FIVE (5) THINGS YU SHOULD HAVE DONE BY THIS TIME TO ASSURE SUCCESS IN THIS CLASS? ON PAGE 65 WERE THERE ANY "NO" ANSWERS? IF YES, CAN YOU MAKE THAT ANSWER A 'YES' IN THE NEAR FUTURE?**

**Due Date ONGOING THROUGHOUT THE WEEK**

**Writing:**

**Due Date**

**Research:**

**Due Date:**

**Tests: EMAIL your answers to the WHERE ARE YOU...quiz on page 31.**

**Due Date: Midnight September 6**

**Other:**

**Due Date**

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**Week Three September 8-13**

**Objectives: IMPROVED TIME MANAGEMENT**

**Lecture:**

**Assignments:**

**Reading: CHAPTER 4 (and a little of chapter 6, pages 130-134)**

**Due Date: September 13**

**Discussion: WHAT ARE YOUR THOUGHTS ON *PROCRASTINATION*? IF YOU ARE A PROCRASTINATOR, DID THE IDEAS ON PAGES 76-77 MAKE SENSE? WHAT DO YOU DO WITH YOUR TIME? IF YOU ARE *NOT* A PROCRASTINATOR, THEN WHAT ARE SEVERAL IDEAS THAT YOU CAN SHARE ABOUT YOUR SUCCESS IN THAT AREA?**

**GIVE THREE (3) IDEAS ABOUT HOW YOU CAN MAINTAIN OR IMPROVE YOUR TIME MANAGEMENT SKILLS.**

**Due Date [ONGOING THROUGHOUT WEEK THREE.](#)**

**Writing:**

**Due Date: Midnight September 13**

**Research:**

**Due Date:**

**Tests: EMAIL me your results of the quiz on STRESS (page 88)**

**Due Date: [MIDNIGHT September 13](#)**

**Other: Please take the PERSONALITY ASSESSMENT PROFILE on 130-131. POST YOUR FOUR LETTER CODE on the WEEK 4 DISCUSSION with a comment on how your personality affects your success in school. Also, tell us what you are majoring in and plan to do as a career.**

Next week we will have a guest speaker and I expect you will check in OFTEN to the discussion and take advantage of asking questions and engaging in a dialogue about why it is important to identify your personality type as it relates to school and future employment. The speaker is my daughter, Leslie, who has completed training in assessment of the Myer Briggs Personality Profile and makes her knowledge available to businesses that want to improve the work environment by understanding HOW various workers view the world and the effect of personality on the job.

**Due Date: POSTING of PERSONALITY LETTER CODE AND THREE QUESTIONS by Midnight September 13.**

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**Week Four: SEPTEMBER 15-20**

**Objectives:**

**Lecture:**

**Assignments:**

**Reading: CHAPTER 6**

**Due Date:**

**Discussion: YOU SHOULD HAVE ALREADY POSTED YOUR PERSONALITY CODES FROM PAGES 130-131 with comments. To receive full points you will need to post THREE additional times.**

**Due Date ONGOING THROUGHOUT THE WEEK (the earlier in the week the better to take full advantage of the speaker.)**

**Writing: THOUGHT PAPER: What did you learn from the assessments used in chapter 6? Can that information help you become a better student? How?**

**Due Date MIDNIGHT September 20**

**Research:**

**Due Date:**

**Tests:**

**Due Date:**

**Other:**

**Due Date**

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**Week Five: September 22-27**

**Objectives: Identify READING strengths and challenges.**

**Lecture:**

**Assignments:**

**Reading: Chapter 5**

**Due Date: September 27**

**Discussion: HOW do you assess yourself as a reader? What are your strengths and challenges? How does SQ3R help with comprehension?**

**Due Date ONGOING THROUGHOUT THE WEEK**

**Writing:**

**Due Date**

**Research:**

**Due Date:**

**Tests: EMAIL me, in the BODY of the email, a calculation of all the points you have earned thus far in the class. What is your "letter grade" in the class to this point?**

**Due Date: Midnight September 27.**

**Other:**

**Due Date**

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**Week Six: SEPTEMBER 29-OCTOBER 4**

**Objectives: Improve listening skills**

**Lecture:**

**Assignments:**

**Reading: CHAPTER 7**

**Due Date:**

**Discussion: What is the difference between LISTENING and HEARING? What are some listening challenges to those who have English as a second language? How does emotion affect listening?**

**Due Date ONGOING THROUGHOUT THE WEEK**

**Writing: THOUGHT PAPER: Are you an effective NOTE TAKER? WHY OR WHY NOT? Comment on the best STYLE of note taking for YOU.**

**Due Date MIDNIGHT October 4**

**Research:**

**Due Date:**

**Tests:**

**Due Date:**

**Other:**

**Due Date**

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**Week Seven October 6-11**

**Objectives: Improving memory.**

**Lecture:**

**Assignments:**

**Reading: READ CHAPTER 8**

**Due Date:**

**Discussion: How is your memory? IF you had only ONE hour to study for a test, what would be your strategy for using that hour? How does TIME MANAGEMENT relate to memory? Which works best for you, SQ3R, Mnemonics or cooperative learning?**

**Due Date THROUGHOUT THE WEEK**

**Writing: THOUGHT PAPER: What helps and what hurts YOUR memory? Do you study to KNOW or to MEMORIZE?**

**Due Date: OCTOBER 11, MIDNIGHT**

**Research:**

**Due Date:**

**Tests:**

**Due Date:**

**Other:**

**Due Date**

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**Week Eight: October 13-18**

**Objectives:**

**Lecture:**

**Assignments:**

**Reading: [CHAPTER 9](#)**

**Due Date:**

**Discussion: WHERE ARE YOU...(page 195)? What are you doing well and what are your challenges with TEST TAKING? Which test taking strategies in chapter 9 did you find the most helpful.**

**Due Date [THROUGHOUT THE WEEK](#)**

**Writing:**

**Due**

**Research:**

**Due Date:**

**Tests:**

**Due Date:**

**Other:**

**Due Date**

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**Week Nine October 20-25**

**Objectives:**

**Lecture:**

**Assignments:**

**Reading: CHAPTER 10**

**Due Date:**

**Discussion: What IS critical thinking and why is there so much emphasis placed on it in higher education? Are you a critical thinker? Why or why not? What ONE thing can you take from this chapter that will improve your own critical thinking skills?**

**Due Date: October 25**

**Writing: THOUGHT PAPER: Write a ONE page paper BRAINSTORMING at least 10 ways you could improve your critical thinking skills OR 10 ways to improve your study skills. Be sure and include at least TWO ridiculous, out of the box ideas.**

**Due Date: October 25**

**Research:**

**Due Date:**

**Tests:**

**Due Date:**

**Other:**

**Due Date**

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**Week Ten: October 27-November 1**

**Objectives:**

**Lecture:**

**Assignments:**

**Reading: Chapter 11**

**Due Date: November 1**

**Discussion: Why a chapter about MONEY in a text about study skills? Are student loans a practical way to afford school? Why or why not? What is the difference between loans, grants and work-study?**

**Due Date November 1**

**Writing: Do you have a budget? Why or why not? Is there anything from the chapter you felt was a good money strategy for yourself? What? and Why?**

**Due Date November 1**

**Research:**

**Due Date:**

**Tests:**

**Due Date:**

**Other:**

**Due Date**

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**Week Eleven: November 3-8**

**Objectives: Improve research skills.**

**Lecture:**



**Assignments:**

**Reading: Chapter 12**

**Due Date: November 8**

**Discussion: What is your experience with writing academic papers? We've been doing THOUGHT papers that have to do with opinions and reactions to information. What do you think the difference is between THOUGHT papers and a TERM paper? How do you know if you have a valid source or author?**

**Due Date November 8**

**Writing: Pretend you have to write a term paper for this class. In the BODY of an email, send me a THESIS or TOPIC statement as discussed in the chapter.**

**Due Date NOVEMBER 8**

**Research:**

**Due Date:**

**Tests:**

**Due Date:**

**Other:**

**Due Date**

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**Week Twelve: November 10-15**

**Objectives: Learning about managing conflicts and culture sensitivity.**

**Lecture:**

**Assignments:**

**Reading: Chapter 13**

**Due Date: November 15**

**Discussion:** Pick out the part of this chapter that holds the most meaning for you and why. Do you think a chapter on relationships is important in a study skills class? Why or why not?

**Due Date** November 15

**Writing:** Take the inventory on page 296 and write a ONE page THOUGHT paper on the results.

**Due Date** November 15

**Research:**

**Due Date:**

**Tests:**

**Due Date:**

**Other:**

**Due Date**

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**Week Thirteen** November 17-22

**Objectives:**

**Lecture:**

**Assignments:**

**Reading:** Chapter 14

**Due Date:** November 22

**Discussion:** How does the text explain the differences between the MIND, SOUL and BODY'S effect on WELLNESS? Do you exercise and eat well? Does your level of exercise and diet have an effect on being a MASTERFUL student? WHY or WHY NOT?

**Due Date** November 22

**Writing: THOUGHT PAPER: What area of wellness do you feel you need to improve. Can you create a GOAL (as suggested in the text) toward that improvement. State it at the conclusion of your paper.**

**Due Date November 22**

**Research:**

**Due Date:**

**Tests:**

**Due Date:**

**Other:**

**Due Date**

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**Week Fourteen**

**Objectives: ENJOY THANKSGIVING**

**Lecture:**

**Assignments: NONE FOR THIS WEEK**

**Reading:**

**Due Date:**

**Discussion:**

**Due Date**

**Writing:**

**Due Date**

**Research:**

**Due Date:**

**Tests:**

**Due Date:**

**Other:**

**Due Date**

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**Week Fifteen: December 1-6**

**Objectives:**

**Lecture:**

**Assignments:**

**Reading: Chapter 15**

**Due Date: December 6**

**Discussion: How can you prepare for FLEXIBILITY in the workplace and with your career choice? How many JOBS to you see yourself having over the next 20 years? Would planning for a CAREER reduce the amount of jobs you might need over the next 20 years? Why or why not? If you are undecided on a career, what are you doing to find one?**

**Due Date December 6**

**Writing: What is your opinion of having a mentor? Would you consider finding one for yourself? How would you go about finding one and how would you use one?**

**Due Date December 6**

**Research:**

**Due Date:**

**Tests:**

**Due Date:**

**Other:**

**Due Date**

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**Week Sixteen: December 8-13**

**Objectives:**

**Lecture:**

**Assignments:**

**Reading: NONE**

**Due Date:**

**Discussion: NONE**

**Due Date**

**Writing: Please send a THOUGHT PAPER evaluating the class and the text book. This is the first semester of trying this text so any feedback would be appreciated. I'm also open to anything I could do to improve the class. YOUR OPINION will NOT affect your grade so be honest.**

**Due Date December 12**

**Research:**

**Due Date:**

**Tests:**

**Due Date:**

**Other: HAVE A GREAT HOLIDAY BREAK!!!!**

## **Becoming A Master Student Cerro Coso College-Fall 2010**

**Instructor- Bonita Robison**

**Office room 734- Check card for other times and places**

**Contact- 760-384-6380      [brobison@cerrocoso.edu](mailto:brobison@cerrocoso.edu)**

**Required Text: Becoming A Master Student- David Ellis- 13<sup>th</sup> edition**

**Other:** Minimally you will need access to a computer on campus to complete online assignments.

Dear Students,

Welcome to Master Student. The course is designed to provide you with a vast array of information about college and about yourself. Students who have successfully completed the course find they use the concepts and resources not only at the college but also find them valuable to apply to their work, home and social life as well. Most colleges offer such courses. The course not only familiarizes students with college campuses;

it affords students the opportunity to fine tune strengths and habits but also give a variety of ways of responding to any weaknesses. I look forward to working with you as you either begin this journey or continue to expand your skills.

Bonita Robison

Professor- Personal Development, Education & Reading  
Cerro Coso College

### **Cerro Coso Expected Attendance Policy**

Regular and prompt class attendance is expected of every student. A student's absence means that the student is not able to participate in the class. Only approved college activities (e.g., field trips, college sponsored conferences, athletic events for the specific athletes) are deemed excused absences for which the student has the right to make up work. Instructors have the right to set their own make-up policy, if any, for missed work due to other types of absence.

While it is the final responsibility of the student to drop a class that she/he is no longer attending, instructors may at their discretion drop students without consultation with the student when unexcused absences accumulate to number the equivalent of two weeks or exceed 10% of the total hours of class sessions, up to the 10th week of the semester or the 60% date of the enrolled course. No student may be dropped from any class after the 10th week. Students will be assigned the appropriate letter grade. Cerro Coso Catalog 2009-2010 p.133

### **Cerro Coso Accommodation Policy**

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, programs, and activities, including extracurricular activities. Students with disabilities, who are requesting academic accommodations, auxiliary aides or services, should contact Special Services at 760-384-6250. Participation by students with disabilities in Special Services is voluntary. Any student choosing not to participate in the program may elect an alternative path for support services through the Office of Student Learning. See Vice President of Student Services. Cerro Coso Catalog 2009-2010 p.19

## General Policies Becoming A Master Student-

### Classroom

1. **Prompt attendance** at every class is expected. You may not earn full class points for being tardy. Tardiness is impolite as it disrupts others' attention. You may earn only ½ points for the first tardy. ¼ points for two tardies. If you have more than two tardies, you will not receive the points for that day's participation. Absences mean you lose additional points.
2. **Cell phones** must be turned off or kept on silent and kept out of sight. No headphones
3. **Inappropriate disrespectful or disruptive behavior or language will not be tolerated.** The class is a safe-zone for all to learn without interruptions or intimidation.

### Assignments and Grades

4. Your grade is determined by your accumulation of points based on participation and assignments. If you are in class and fail to participate, you will earn no daily points.
5. **Assignments** are given during class time and are **due the next class period** unless otherwise noted.
6. You may not hand in assignments after the first 5 minutes of class. No name on papers and assignments, or messy or torn pages = no points.
7. Most assignments should be completed using a word processor. Assignments may be sent by email before the class begins each day. No make-up work is permitted and only students in good standing with a "C" or better are entitled to extra credit.
8. You need to **keep a binder with all** previous **work**, notes and handouts. This notebook will be used to complete the final.
9. As with nearly-all college classes students are expected to spend a minimum of 2 hours for every hour in class. Our class is a 1.5 hour class so students should **expect to spend three (3) hours on assignments for each class period.**
10. **No final= "F" for the course**
11. **Extra Credit** given for additional public service, a diversity film review, or 'Master Student' research. Extra Credit is for students who are in good standing (already passing the class). The film review has a specific format.

### Meeting with Instructor

12. Do not drop this class or any other, even if you think you are failing, without first talking to the instructor of the course. There are financial and enrollment reasons not to drop courses.
13. You will be expected to meet with me, for points, at least one time during the semester ..
14. **Prior notification of the instructor' absence will result in a make up assignment entitled "Qualities of A Master Student"** based on a list provided by the instructor of outstanding individuals. Bibliography required of non-textbook sources, 1-2 pages double spaced with citation of resources. The no plagiarism policy applies.

**Becoming A Master Student Grading Policy-**

**Grades are based on point accumulation ( \*\* items required in final portfolio)**

Participation each class (20points) Includes quizzes, discussion and activities 15	560	Each missed class -30 Each missed presentation -
Assignments 15		Each missed appointment -
Text Exercises and HW-14wks x 15	210	
**Discovery Wheelx2 =10x2=	20	<b>No Late Assignments</b>
<b>Accepted</b>		
**Learning Styles Inventory	10	
**EUREKA	10	
**Time Management	20	
Master Student Presentation	10	
Campus Event/Interview 10x2	20	
Meeting with course Instructor	30	
Library Search	10	
Educational Plan	10	
**Group/ Indiv. Service Project	40	
** Final Portfolio Presentation	50	
<hr/> Total	1000	

**NO FINAL = "F" for the class, but completing the final does not guarantee you will pass**

**Grade/ point assignments- You choose your grade by the work you do and your participation in daily class activities. Tally your points as you proceed throughout the semester**

A=900+      B=800+      C= 700+  
D=600+      F= below 600

**What grade do you want? What do you need to do to get it?      The table is based on instructor experience.**

A	Attended almost all classes and was in class for the whole class session	Completed almost all assignments and journals	Participated in the final
B	Missed a few classes Was not late/ left early more than a few times	Completed all but one long assignment and several journals	Participated in the final
C	Missed two weeks of classes Was late/left early a more than a few times	Completed all but one long assignment and missed 5-10 journals	Participated in the final
D	Missed more than two weeks of classes Was late or left early more than 5 times	Completed all but 2 long assignments but missed more than 10 journals	Participated in the final
F	Missed more than three weeks of classes Was late or left early more than 6 times.	Completed all but 2 long assignments But missed more than 15 journals	No final

Questions\_\_\_\_\_

Choose your Grade- The grade I expect to earn in this class is\_\_\_\_\_.



**Becoming A Master Student Syllabus Sequence  
Fall 2010**

August 24 <sup>th</sup> August 26 <sup>th</sup>	Introduction, Class Requirements And Making Transitions Transitions-In Class 8/26 College Success Factors Index	<b>Discovery Wheel Due 9/2</b>
August 31 <sup>st</sup> - September 2 <sup>nd</sup>	Transitions & Begin Ch 1-First Steps Chapter 1 First Steps	<b>Learning Style Inventory Due 9/7</b>
September 7 <sup>th</sup> September 9 <sup>th</sup>	Chapter 1 First Steps Chapter 1 Ch & Chapter 11 Health	
September 14 September 16 <sup>th</sup>	Chapter 2 Time Chapter 2 Time	<i>(Begin Time Monitoring 9/14)</i> <b>Time Monitoring Due 9/21</b>
September 21 <sup>st</sup> September 23 <sup>rd</sup>	Chapter 2 Time/ College Catalog/Memory Chapter 3 -Memory	
September 28 <sup>th</sup> September 30 <sup>th</sup>	Chapter 3 Memory & Tests Chapter 6 Tests	( Begin BAMS Project)
October 5 <sup>th</sup> October 7 <sup>th</sup>	Chapter 6 Tests Chapter 4 Reading	<b>BAMS Project Due 10/14</b>
October 12 <sup>th</sup> October 14 <sup>th</sup>	Chapter 4 Reading & Notes Chapter 5 Notes	
October 19 <sup>th</sup> October 21 <sup>st</sup>	Chapter 5 Notes Chapter 7 Thinking	<b>Eureka Due 10/28</b>
October 26 <sup>th</sup> October 28 <sup>th</sup>	Chapter 7 Thinking Chapter 8 Communicating	
November 2 <sup>nd</sup> November 4 <sup>th</sup>	Chapter 8 Communicating Chapter 8 Communicating & Diversity	<b>Educational Plan Due By 11/18</b>
November 9 <sup>th</sup> - <b>November 11<sup>th</sup></b>	Diversity & Chapter 10 Money <b>No Class</b>	
November 16 <sup>th</sup> November 18 <sup>th</sup>	Chapter 10 Money Chapter 11 Health	<b>Service Projects Due By 11/30</b>
November 23 <sup>rd</sup> <b>November 25<sup>th</sup></b>	Chapter 11 Health & What's Next <b>No Class- Thanksgiving</b>	
November 30 <sup>th</sup> December 2 <sup>nd</sup>	Chapter 12 What's Next Chapter 12 & Portfolios	<b>Finish Portfolio Due 12/7</b>
December 7 <sup>th</sup>	Portfolios Due/ Final/ Student Presentations	

**Syllabus Sequence for Becoming A Master Student**  
 Specific class assignments are given each class day. The instructor reserves the right to  
 change topics as needed.

Date	General Classroom Topics	Assignments- due next class/ plan for 3 hours
Aug. 24th	Introduction to Class	Read: Scan textbook Do: Text exercise pp 1-5 Get a campus computer account Log into the text website <a href="http://college.hmco.com/masterstudent/students">http://college.hmco.com/masterstudent/students</a> <b>Work Ahead- Discovery Wheel due 9/2</b>
Aug. 26	College is Different! - Transitions College Success Factor Index- on line	Read: pp.1-15 Do: Text Exercises& Journals_____ <b>Work Ahead- Discovery Wheel Due 9/2</b> <i>Learning Style Inventory Due 9/7</i>
Aug 31	Transitions and Begin Ch 1-First Steps	Read: pp. 16-31 Do: Discovery Wheel and Journals Work Ahead: Learning Style Inventory-LSI Due 9/7
Sept.2	Chapter 1- First Steps	Read: pp.31-all LSI*pages Do: LSI and Journal due 9/7
Sept.7	Chapter 1 First Steps	Read: pp 35-48 Do: Summarize what you have learned as about yourself with the inventories. One paragraph per inventory
Sept.9	Chapter 1 First Steps	Read: pp.50-59 & 320-328 Do: Text Exercises& Journals_____
Sept.14	Planning Chapter 2 Time Management & Health	Read: pp. 60-73 Do: Text Exercises& Journals_____ <b>Begin Time Monitoring and Exercises due 9/21</b>
Sept. 16	Planning Chapter 2 -Time	Read: pp. 74-83 Do: Text Exercises& Journals_____ <b>Time Monitoring and Exercises due 9/21</b>
Sept.21	Planning Chapter 2 –College Cataloge.Time and Memory	Read: pp. 84-96, 98-109 Do: Text Exercises& Journals_____
Sept.23	Chapter 3 Memory	Read: pp. 109-121 Do: Text Exercises& Journals_____

Sept. 28	Chapter 3 Memory& Tests	Read: pp.176-192 Do: Text Exercises& Journals_____
Sept. 30	Chapter 6 Tests	Read: pp. 193-203 Do: Text Exercises& Journals_____
		<b>Begin BAMS project due 10/14</b>
Oct. 5	Chapter 6 Tests	Read:Re-read the chapter on tests Do: Text Exercises& Journals_____
		Write five sample test questions of various types.
Oct. 7	Chapter 4 Reading	Read pp.122-146 Do: Select and read something you would not ordinarily read- journal. Write a paragraph summary and comment on the difficulty and appropriate strategies for comprehension.
		<b>Work on BAMS project due 10/14</b>
Oct. 12	Chapters 4&5 Reading and Notes	Read: pp. 143-158 Do: Text Exercises& Journals_____
		<b>Work on BAMS project due 10/14</b>
Oct. 14	Chapters 5 Notes	Read: pp. 159-174 Do: Text Exercises& Journals_____
		Work Ahead: Eureka True Colors Due 10/28
Oct. 19	Chapter 7 Thinking for college	Read: pp. 204-218 Do: Text Exercises& Journals_____
		Work Ahead: Eureka True Colors Due 10/28
Oct. 21	Chapter 7 Thinking for college	Read: 219-233 Do: Text Exercises& Journals_____
		Work Ahead: Eureka True Colors Due 10/28
Oct. 26	Chapter 8- Communicating and relationships	Read: pp. 234-242 Do: Text Exercises& Journals_____
		<b>Eureka True Colors Due 10/28</b>
		Work Ahead: Education Plan due 11/18
Oct. 28	Chapter 8- Communicating and relationships	Read: pp. 243-258 Do: Text Exercises& Journals_____
		Work Ahead: Education Plan due 11/18

Nov.2	Chapter 8 Communicating & Diversity	Read: pp. 259-277 Do: Text Exercises& Journals_____ Work Ahead: Education Plan due 11/18 Service projects due 11/30
Nov.4	Chapter 9 Diversity	Read: pp. 278-293 Do: Text Exercises& Journals_____ Work Ahead: Education Plan due 11/18 Service projects due 11/30
Nov.9	Diversity & Chapter 10 Money	Read: pp. 294-307 Do: Text Exercises& Journals_____ Work Ahead: Education Plan due 11/18 Service projects due 11/30
Nov 11	<i>NO Class Veterans Day</i>	Service projects due 11/30
Nov. 16	Chapter 10 Money	Read: pp. 308-319 Do: Text Exercises& Journals_____ <b>Education Plan and Project Plan due 11/18</b> Service projects due 11/30
Nov.18	Chapter 11 Health	Read: pp. 329-343 Do: Text Exercises& Journals_____ Service projects due 11/30
Nov. 23	<b>Chapters11&amp; 12</b> Health &What's Next	Read: 344-358 Do: Text Exercises& Journals_____ <b>Service projects due 11/30</b>
Nov. 25	<b>No Classes Thanksgiving</b>	
Nov.30	<b>Chapter 12</b> What's Next	Read pp. 359-372 Do: Text Exercises& Journals_____ <b>Service projects due 11/30</b>
Dec. 2	Chapter 12 & Portfolio Review	<b>Read:</b> Read: pp. 373-385 <b>Do: Finish Portfolio</b>
Dec. 7 9:00 a.m.- 11a.m.	Final- Informal Presentations of portfolios 9:00a.m.-11:00a.m. Classes meet for 2 hours for finals. Place: TBD	I wish you the best in your future endeavors.

## Master Student Class Portfolios

**This will be your final for the class. No final=an F.** You may begin to work on completing and saving any time between now and the end of the semester. HINT: Do not wait until the last week; too many other things come up. Portfolios are samples of your work put in a format that best explain who you are and shows what your strengths are and how you have progressed in a particular area. Portfolios for this class will be shared with the rest of the class that will double as your final. Pages are numbered to about 20 pages! Yipee!!! Follow the directions below.

### Page 1-Final Portfolio

The first page COVER represents you and your strengths and a brief explanation of those strengths. You may determine those strengths by stating the results of Eureka, learning style, study skills or computer skill inventories completed during class or outside of class.

Example: Hello I'm John Smith. Some things I discovered about myself is that I have strengths. I strongly believe and my opinions and am not easily swayed. I like to learn on my own and consistently get my work or other tasks done. But, I am not boring. I like people and like to see them use their talents too- Like my friend Mike he is so good at planning he planned our last BBQ right down to the last detail, napkins and all. I thanked him, told him how good he was at planning and asked if he would plan the next camping trip. He was thrilled I asked because he remembered the missing tent stakes from the last trip I planned. I am good taking tests too but that is because I am a great reader; I just have trouble with time management. My leaning style tends toward the thinking and active side. I'm great at classes where the instructor challenges my thinking or let's me get in there and do something. I have to work at listening and taking notes.

**Page 2-Final Portfolio Application of Strengths:** - Write one page and print it out. Save it. If you completed a volunteer service activity of at least 10 hours in the last 6 months, please have the work verified. For example J. Jones volunteered 10 hours helping Boys and Girls Clubs after school, their name and date. You will share what you did and why you chose the activity. How did it benefit the other person or group? Expand upon what you learned and whether you would do the activity again. Please refrain from asking family or friends to verify your hours; it makes it appear that you lack integrity. Note: One semester , students tallied at least 640 hours of public service.

Here is my list of places where volunteered

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Page 3 Discovery Wheel Comparison first with last. Please tell why you think yourr scores changed

Page 4- Eureka- what did you learn about yourself- job opportunities and places to train for a career.

Page5- Your Ed Plan and your plans for the future.

**Pages 6-20- Final portfolio-** These are other activities that you completed that show information about you such as

- recent inventories such as study skills or computer skills and a comparison statement of changes and
- how you have used the information from the class in other classes, at home or on the job.
- Include your learning style (Optional)
- How do all of the above items relate to possible career choices?
- Add other pages or activities from the class that you enjoyed and thought were of value to you. Add any
- projects, assignments, exercises, critical thinking, or discussions you found particularly useful in class.
- You may add a list of tips for yourself for a particular area. Your portfolio should be around 20 pages, most of which will be work you already have completed throughout the course.
- Lastly you should place all your hard work into plastic sheets in a binder for safekeeping.

You are gathering important “stuff” to put in a single place for yourself. This may be used as a study tool, as a springboard toward a career change, a resume for a job application or for discussions with your college counselor. It is beneficial for you to keep a copy as a record and add to it as you progress through classes or through your career.

**This will be your final for the class. No final=an F. You may begin to work on completing and saving any time between now and the end of the semester. HINT: Do not wait until the last week; too many other things come up.**

**What if I have questions? Please ask about any of these activities throughout the semester, do not wait until you feel rushed or overwhelmed.**

**Do not ever drop a class without speaking to your professor first and also your counselor. Many problems can be worked out. Your decisions may affect your grade or financial aid. Honestly, instructors are here to help you but only if you ask.**

Again, my Office is on the second floor of the LRC upstairs near the elevator.

- You may also find me in the LAC or the open computer lab
- Tuesday Thursday are my busy teaching and meeting days
- I may be contacted by phone 760-384-6380( message) or by email [brobison@cerrocoso.edu](mailto:brobison@cerrocoso.edu)
- All the information is provided on my personal information card for the semester.
- If you lose the card, there are extras pinned near my office door.

*Bonita Robison*

## Master Student make-up assignment

If I am absent there is an automatic assignment of a a, research report on a famous person, 1-2 pages double spaced in size 12 font plus a bibliography/resource list cited in either MLA or APA format. This is in addition to the regular homework. Students may choose to work on these assignments in advance. All make up work will be due the next class meeting on a Tuesday.

You should cite the background of the person and any challenges they had in their life, identify the character traits that led to their success, what their impact has been on the world and then explain how those traits can help any person become a master student or leader. You may use single space and write one full page or double space and write two full pages. Cite every work used in a bibliography in either APA or MLA format- you can find the format on the web.

You may use library books and other sources such the internet but be sure your source is reliable. In other words you must do some research. Students may type their report. The Cerro Coso home page lists the LRC; it has many excellent online library resources.

You are to choose from the list below. These names are well known but their lives may be a mystery to you. Be daring and chose a person you do not know anything about. Have fun.

Cal Ripkin Jr.  
Kristi Yamaguchi  
G.K. Chesterton  
Mike Utley  
Marla Runyan

Mary McHugh  
Patricia Palacco  
Annie Dillard  
Leo Tolstoy  
Anita Roddick

David Robinson  
Mia Hamm  
Nancy Kerrigan  
Terence Parker  
Pablo Picasso

Richard Branson  
Millard Fuller  
Colonel Sanders  
Shusaku Endo  
Jane Adams

Itzak Perlman  
Charles Schultz  
U2 & Bono  
Grandma Moses  
Joni Erickson Tada

Thomas Edison  
Jimmy Carter  
Winston Churchill  
Franklin D. Roosevelt  
Andrew Rugasaria

Dr.Paul Brand  
Carly Fiorina  
Dr. C. Everett Koop  
Dr. Robert Coles  
Chris Burke

Patrick Lencioni  
Wes Stafford  
Gary Hamel  
Jessica Jackley  
Patty Duke

Henry Holden  
Whoopi Goldberg  
Michael J. Fox  
David Gergen  
Dan Heath

Marlee Matlin  
Tom Hanks  
Montel Williams  
Chip Heath  
Henry Cloud

## Becoming A Master Student- Bonus Assignment- on campus or online

### Diversity and Critical Thinking-

- Typed, 1.5 to 2x spacing, with your name and date and title of the film/book
- The analysis must be from the Bonus Assignment list
- Answer completely- 50 points
- Minimum: two pages answering the questions below. If the film was an allegory explain the elements of the allegory instead of completing the diversity section
- Include a bibliography of the sources you used on a third page.

### Summary Introduction:

Explain in detail the movie you watched and the basic content of the movie. This may include the progression of the movie, the setting, time frame, characterization etc. Using book(s), journal(s), or historical documents comment on the accuracy of the film. Did it portray with accuracy the time period, the main and other characters, and the setting? Did the film use poetic license anywhere in the film? Was the poetic license effective or did it reduce the film's effectiveness? Why or why not?

### From a judgmental standpoint

Would you take a young child to the film? Explain your answer. From your own emotional viewpoint, since these were controversial films, did you find any part of the films objectionable? Why or why not? Did the film conflict with your attitudes or values? Did you feel manipulated in any way? Did this contribute or detract from the film or video?

### From a diversity standpoint

Which group did the film portray? Were the views of that particular group portrayed accurately according to other documents and the group themselves? Think of current or past social problems, who might find the film objectionable from a diversity standpoint and why? Do you feel they are justified in considering the film as objectionable, prejudicial, or incite-full as in inciting others to prejudicial actions? If yes, explain why or if no, explain why.

### From a critical thinking framework with references

Evaluate the film. What was factual, common knowledge, supportable by documents or what was personal preference about the film?

Did you find more than one source of evidence for you critique? Did you change your opinion about anything because of the film or the critique? If so, what made you change your mind? What questions were left in your mind due to the viewing of the movie or video? Where did you look to find answers to your questions? Was your question(s) of significance to the meaning of the movie or video?

### Conclusion

Make a concluding comment about the complexity of the topic presented in the movie or video.

How did the film portray the complexity of the issues? If you were to write a screen play, what might you include that was not presented in the film.



**Bonus- due any time prior to the two weeks before the end of the semester. You must follow the format of the assignment for credit.** The Bonus is worth 40 points.

**Bonus Assignment** Our class deals with diversity as well as critical thinking. All emphasize a particular religious group. Bonus assignments below cover topics which have received criticism from at least one group and may be considered unacceptable according to a UN Resolution Our Supreme Court “observed...the liberty to speak out freely must be rigorously protected”. (UN-acceptable censorship:...New York Daily News Jan 14<sup>th</sup>, 2009)

If you chose to participate, you will be asked to view one video from the list, analyze the film from several perspectives in the format provided and send your analysis to you instructor. Most films are for mature audiences; if you are a high school student you may wish to discuss these with your parent (s) before viewing. **This not a class requirement and you may choose to participate or not.** Other extra credit points are offered. The video choices are:

- **Brother Sun, Sister Moon-**
- **Osama-**
- **Schindler's List-**
- **The Chosen-**
- **The Diary of Anne Frank**
- **The Hiding Place-**
- **The Mormons-**
- **The Passion of the Christ-**
- **The End of the Spear-**
- **The Chronicles of Narnia. Due to the fictional nature of this film additional research on the original author's intent for this story will be required.**
- **Amazing Grace**

**New!**

- **Water**
- **Submission**
- **The Message**

**Other- If you do not watch movies then an alternative is analyzing a scholarly book that covers a controversial topic and emphasizes religious diversity or persecution based on religion. Check with your instructor.**

## Becoming A Master Student

### Important Dates Explained

<b>1.Census Date:</b> Sep 07, 2010
<b>2.30% Date:</b> Sep 20, 2010
<b>3.60% Date:</b> Nov 01, 2010

1.The census date is the date that is counted for the college for the semester's enrollment.

2.Courses dropped prior to the30% date fifth week of regular ( full semester) classes will not be included as part of the student's permanent record.

3.Any drops after that date will be recorded as a "W" Students may receive a "W" up to and including the last day of the 10<sup>th</sup> week of instruction or the first 60% of the term, whichever is less. After that date a grade will be recorded. Incompletes "I"s are rarely given and then only in specific circumstances.

- A "W" while not calculated into the student's GPA are considered as factors in probation and disqualification and are considered as important success factors along with "NP" "D" or "F". These marks are also important factors for continued or future financial aid eligibility.
- Students may apply for a refund if they drop a course prior to the 10% date of a full term course. No refunds will be given after that point.
- It is always the student's responsibility to pay attention to specific census dates for each enrolled course. Or to officially drop themselves from courses in which they no longer are attending.
- Instructors, however, at their discretion, may drop students whose unexcused absences exceed 10% of the course hours up through the 60% date.

*Page 7- 2009-2010 Cerro Coso Catalog*

### Long Assignments

Reports for extra credit or Master Student research reports nce will be submitted to turnitin.com. Instructions for submitting work under the class ID will be provided to students.

# **“Helping Students Learn How to Learn”**

## **Cerro Coso College Learning Assistance Center**

### **First Tutoring Session Checklist**

**\_\_\_\_\_1. Proof of registration for INST C004-Academic Skills Review Lab.**

This is a zero unit positive attendance class. Students are not graded but the college program is evaluated for student success. Hours of attendance are compared to student success rates and hours are reported for state reimbursement. There is a limit of 2x for drop-in tutoring before a student must register for INST C004.

**\_\_\_\_\_2. Signed Tutee Contract-**The contract sets the expectation level for subsequent meetings which explains why it must be completed at the beginning of the first session. The contract reminds students of their responsibilities for INST C004 as a class including completion of forms. Should a student not wish to fill out forms then they need to seek private fee-based tutoring.

**\_\_\_\_\_3. Class syllabus and materials-**Each student needs to bring their class syllabus not only the first time but also every time to tutoring. The syllabus is the instructor’s agreement with the student and is the best means for the student and tutor to be informed of the tutee’s progress in mastering class concepts.

**\_\_\_\_\_4. A folder with current and past work or some form of organization of the work accomplished and attempted.** Disorganization is a symptom. Tutors need to probe for the reason(s) and then deal with the causes such as poor time management or task prioritization or help the student with a particular disability such as ADD.

**\_\_\_\_\_5. Learning Style/ MARQ Sheets (optional)** Over 60 % of students who filled out the sheets last semester also passed the class for which they received tutoring. It is theorized the sheets raised students’ and tutors’ awareness of a students preferred way of learning and their study behaviors which then were addressed.

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_



## Tutoring Program- "Helping Students Learn How To Learn"

**Tutor/Tutee Summary of Each Tutoring Session**-Data provided here will be used to measure a number of independent student learning outcomes over a semester. The data may be cross reference with student success and retention data. The tutors will use the form to identify needs and to indicate progress with the student (s).

Print legibly and Fill Out completely each session. Session # \_\_\_\_\_

Tutor _____	Date/ _____
Tutee(s) _____	Course/level _____

**Tutoring is designed to help you become and independent learner.**

**Acquisition/Self- responsibility**-Since the last session I studied \_\_\_\_\_ hours and have these questions for my tutor.

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**Plan to hit the MARQ each session !**

**Planning- identify the study skill(s)** you need for the task with a / mark and those you will work on today with an X  
 Metacognitive Behaviors Which Study Skill(s) does the tutee need to improve? ( Use student initials with groups.)

Motivation	Acquisition	Retention	Quality of Performance
<input type="checkbox"/> Motivation/incentive	<input type="checkbox"/> Usage of Syllabus/required work	<input type="checkbox"/> Organization of Material(s)	<input type="checkbox"/> Relate Details to Whole - sum up
<input type="checkbox"/> Goal Setting/planning	<input type="checkbox"/> Textbook Usage, Reading & SQ4R	<input type="checkbox"/> Study Aid-outline, mind map	<input type="checkbox"/> Locating Work Errors proof, edit
<input type="checkbox"/> Setting Task Priorities	<input type="checkbox"/> Use of Non-text Resources/ MLA...	<input type="checkbox"/> Mnemonics/Memory Skills	<input type="checkbox"/> Test Question Prediction
<input type="checkbox"/> Time/task Management	<input type="checkbox"/> Note Taking/Listening Comp. Skills	<input type="checkbox"/> Test Preparation/ Review	<input type="checkbox"/> Test Taking Strategies
<input type="checkbox"/> Reducing Test Anxiety	<input type="checkbox"/> Question Strategies	<input type="checkbox"/> Research Skills-online	<input type="checkbox"/> Knowledge Transfer- apply
<input type="checkbox"/> Recog. Pre-req. skill	<input type="checkbox"/> Practice/time on task	<input type="checkbox"/> Relate to previous work	<input type="checkbox"/> Analyze question
<input type="checkbox"/> Other <u>Focus/ Materials</u>	<input type="checkbox"/> Other <u>computer/ calculator/picture it</u>	<input type="checkbox"/> Other <u>sequencing steps</u>	<input type="checkbox"/> Other- <u>rushing</u>

**Review**-In your own words **describe** the study skill used today and how it helped you and will help you in the future.

Study Skills \_\_\_\_\_

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Planning: Before the next session, I plan to spend \_\_\_\_\_ hours before the next session on \_\_\_\_\_.

The study skills I plan to use is \_\_\_\_\_

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*Examples: Read, Re-read, Take Notes, Outline, Do Practice Problems, Review, Research, Make Study Cards, Write a Rough Draft.*

Tutor comments on study skills and concepts to share with coordinator and tutees for session # \_\_\_\_\_.

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Tutor Thoughts on the session \_\_\_\_\_

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Readiness for the course- A periodic check for tutor and tutee

Independency ( Metacognition B. Bloom) (Check the appropriate box. Does the level correspond with the class? Decide this with the student)

<b>1.Knowledge:</b> <input type="checkbox"/>	<b>2.Comprehension:</b> <input type="checkbox"/>	<b>3..Application:</b> <input type="checkbox"/>	<b>4. Analysis:</b> <input type="checkbox"/>	<b>5. Synthesis:</b> <input type="checkbox"/>	<b>6. Evaluation:</b> <input type="checkbox"/>
The tutee can <u>define</u> basic concepts verbatim.	The tutee can <u>describe</u> information in own words.	The tutee can <u>interpret or</u> apply knowledge.	The tutee can <u>analyze problems</u> or compare and contrast.	The tutee can <u>create</u> from a knowledge base.	The tutee understands on the highest level and can judge beyond the stated information.
<b>Key Identifiers:</b> Define, Repeat, List, Recall, Name	<b>Key Identifiers:</b> Translate, Restate, Describe, Explain	<b>Key Identifiers:</b> Interpret, Apply, Demonstrate	<b>Key Identifiers:</b> Distinguish, Differentiate	<b>Key Identifiers:</b> Compose, Design Construct, Prepare	<b>Key Identifiers:</b> Judge, Appraise Evaluate, Assess

We wish to acknowledge Dr. Rick Sheets for giving permission to freely copy his 9/1/2008 "Metacognitive Behaviors". We have substituted "Quality of Performance" for his "Performance" creating the mnemonic MARQ in reference to hitting the mark with behaviors. Further we wish to thank the staff of the Antelope Valley College Learning Center personnel for their assistance and design of this form.



## LEARNING ASSISTANCE CENTERS

**“HELPING STUDENTS LEARN HOW TO LEARN”**

# TUTEE CONTRACT

*To be completed **before** the first tutoring session. The duplicate copy is retained by the student.*

I, \_\_\_\_\_, understand that by receiving tutoring through the Learning Assistance Center ( LAC), I must accept certain responsibilities, including

- a. continuing my enrollment, attendance and participation in each class tutoring is requested for;
- b. being an active learner by coming prepared to tutoring sessions with syllabus, text, attempted work, written questions and by demonstrating a willingness to critique my own study skills;
- c. maintaining the proper study atmosphere at the Learning Center at all times including placing my cell phone on silent mode;
- d. calling the LAC Office ahead of time if I will be late or unable to keep an appointment; Phone 760-384-6380 (IWV), 760-\_\_\_\_\_ (KRV), 760-\_\_\_\_\_(ESCC)
- e. notifying the LAC personnel if I dropped the class and/or no longer need a tutor;
- f. asking for additional help if I need it.

\*I recognize when I do not follow these policies, I decrease chances for my own success.

\*I understand when I do not show up for an appointment, my peer tutor is not paid.

\*I understand I must enroll in INST C004 (a zero-unit supervised tutoring class) to receive the **FREE** tutoring services. Further, the class is a positive attendance course, so there is no need to ever drop.

\* I understand drop-in tutoring service is limited to 2x before enrollment is required.

**\*I understand that I may be suspended from the tutoring program if I am LATE or miss TWO tutoring appointments without giving advance notice of one hour to my tutor or the LAC staff. Tutoring may be suspended immediately or at a later date if a student comes unprepared to a session(s).**

\_\_\_\_\_  
(Student Signature)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(LAC Employee Signature)

\_\_\_\_\_  
(Date)

Cerro Coso Community College  
5520 Lake Isabella Blvd  
Lake Isabella, Ca 93240  
(760) 379-5501

PDEV 101.CRN: 30402. 3 Units

**Becoming a Master Student**

Spring 2008 January 21-May 16

Tuesday & Thursday 4:00-5:25 PM Room 7

Instructor: Alita Elfstrom, MA

Prerequisites: NONE

Advisory: **Reading level 1 recommended**

Required Text: Becoming A Master Student 11<sup>th</sup> Edition, Concise

Author: Dave Ellis

**Course Description:**

Students will be introduced to skills that are designed for first year students. Through self-evaluation, lecture, activities, class discussion, and participation, students will develop a strategic plan for academics, personal, and professional success. Students will be introduced to a variety of topics including student resources, academic expectations, and the skills necessary for college success.

**Goals:**

Students will learn skills such as goal setting, effective study and time management, note taking, memory skills, reading strategies, personal strength, exam preparation, exam strategies, and career choices. Students will experience journal writing, taking quizzes, speech giving and research writing. Each student will be required to participate in critical thinking lectures.

**What to expect:**

Be prepared to contribute to class discussions. All quizzes will be open book, group, or take home (with a few exceptions). The mid-term will be a 3 page research paper done in MAL style of writing. The final will be a 3 minute speech. During the semester each student will be required to create a resume, business cards and make a career choice.

**NO EXTRA CREDIT** due to the amount of work required in this class.

**You only have 3 absentes. If you have 4 go to the office and drop this class. Participation is vital in this class. Do not call me or the office if you will be absent!**

**Grades:**

Participation 60% That means be in class!

Quizzes 10 % From book and hand-outs

Journal writings 10% Personal notebook and all work done in class.

Mid-term 50% Research paper MAL style of writing

Final 50% 3 minute speech given on research paper information

Resume, business cards, and career choice work 20%

A 200-180

B 179-160

C 159-140

D 139-125

Do not due quizzes at home unless you have been instructed to.

Home work is stated for each week on the back of this paper.

Do not throw away any papers or materials you are given in this class

You will do journal writing every class for 10 minutes. Every week we will have a critical thinking session.

Jan 22/24 Introduction to class Chapter **Making Transitions** read chapter and do exercises #1 and 2, and journal entry# 2 Homework- Read chapter #1

Jan 29/31 Chapter 1 **First Steps** Chapter work in class-The Discovery Wheel, quiz, and critical thinking project. Homework read chapter #2

Feb 5/7 Chapter #2 **Planning** Chapter work in class-create a time management form, create a lifeline and realistic goals. Homework read Chapter #3.

Feb 12/14 Chapter #3 **Memory** Chapter work in class-all exercises, group quiz-no book. Homework read Chapter #4

Feb 19/21 Chapter #4 **Reading** in class work-Journal entries 10 & 11, take home quiz, reading assignment. Homework read Chapter #5 and do Ch #5 quiz.

Feb 26/28 Chapter #5 **Notes** Movie-notes required for test (it is not in the book). Be ready for this chapter!!! Homework read Chapter #6

March 4/6 Chapter #6 **Tests** in class work-Test Tests Tests. Think about your notes you took for the movie. We will discuss the MLA style of writing. Homework do research for your paper.

March 11/13 **Mid-term.** Research and writing. Homework read Chapter #7

March 18/20 Chapter #7 **Thinking** in class work-all text work-quiz. Become a critical thinker! Homework start thinking about your resume, business cards, and career choice.

March 25/27 **SPRING BREAK**

April 1/3 Career week! Resume, Business cards Career choices  
Homework read Chapter #8

April 8/10 Chapter #8 **Communicating** in class work-all text work, quiz. This chapter will begin to give you an idea of speech giving. No homework

April 15/17 **Speech Giving** A look into the different kinds of speech giving. You will be required to do an out-line for your speech. No homework

April 22/24 **Health** How do we eliminate stress at school and life. Why does it make us ill? What we can do? Homework read Chapter #9

April 29/May 1 Chapter #9 **Technology** in class work-all text work, quiz and computer work. Homework read Chapter #10

May 6/8 Chapter #10 **What's Next?** In class work-Discovery Wheel. Prep for speeches  
May 13 **Final** 3 minute speeches



## **Becoming a Master Student Syllabus Spring 2010**

**Course Name:** PDEV 101 - Becoming a Master Student

**Text:** Becoming a Master Student, by Dave Ellis; Twelfth Edition

**Class Time:** Mondays and Wednesday, 1:00-2:25 pm

**Room:** 205

**Instructor:** Yolanda Vasquez, TRiO Director

**Office:** Counseling Department, 3<sup>rd</sup> Floor

**Available:** Mondays and Wednesdays, 10:00-4:00 pm (by appointment only)

**Email:** [yvasquez@cerrocoso.edu](mailto:yvasquez@cerrocoso.edu)

**Telephone:** 384-6219 (IWV) / 379-5501 (KRV)

### **Drop Policy**

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

### **Drop Dates**

10% = January 29, 2010 (last day to request a refund for full-term classes)

30% = February 19, 2010 (last day to drop a class without entry on permanent records. Also deadline to petition for Credit/No Credit grading)

60% = April 5, 2010 (last day to withdraw from full-term classes with a "W")

### **Course Goals/Objectives**

This class emphasizes skills for becoming an effective student such as time management, note taking, memory skills, textbook reading, exam preparation and test strategies. These skills are intended to be used, modified and translated into many applications throughout your academic and professional career.

### **Electronic Equipment**

All electronic devices (cell phones) must be turned off during class time. If you accept a call, you will be asked to leave and will miss the entire class session.

### **Non-Enrolled Parties**

Friends and relatives (including children) who are not enrolled in the class are not permitted to attend class. They are more than welcome to wait for you in the hallway or in the student center.

### **Food/Beverages**

Food is not permitted during class time. Beverages, such as sodas and coffee are allowed as long as they are in a container with a lid.

### **Late/Missed Assignments**

Late work will not be accepted and missed assignments cannot be made up. It is your responsibility to attend class as scheduled and to submit all required work as specified. This is college and you will be treated as the mature, responsible adult that you are, with full expectations for success in your academic career.

### **Participation**

Many assignments will be completed in class and discussions held on the various topics. Because your input is important and necessary, you will be expected to participate. Therefore, you will be expected to have read the specified material prior to each class meeting in order to do so.

**Conduct**

Different opinions and views are welcomed during discussions; in fact they are vital to life-long learning. Respect must be extended when verbalizing your input, as well as when receiving and responding this input. It is not to say that we must agree with everything that is shared, we can disagree but it must be done with respect at all times. Disrespect will not be tolerated at any level.

**Timeliness**

Class begins at 1:00 pm and ends at 2:25 pm. Be on time, if not a few minutes early. Once class begins there is no going in-and-out of class.

**Discussion – vs – Visiting**

Discussions are always welcome, even on outside topics. Visiting once the class has begun is unacceptable, especially when the lecture is in progress or classmates are giving their input. If this occurs, you will be asked to stop. If it continues and becomes a problem, you will be asked to leave the class.

**Disability Accommodations**

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 need academic accommodations or services should contact the Disability Program at (760) 384-6250.

**Class Agenda**

<u>Date</u>	<u>Topic</u>	<u>Description</u>
January 20	Class Introductions, Syllabus, Assignment #1	
January 25 27	Chapter 1	“First Steps”
February 1 3	Chapter 2	“Time”
February 8 10	Chapter 3 Library Tour	“Memory”
February 15 17	Holiday-Washington Day Speaker/Chapter 3	Campus Closed “Memory”
February 22 24	Test #1 Chapter 4	Chapters 1-3, Library Tour, Speaker, Assignment #1 “Reading”
March 1 3	Chapter 4 & Assignment #2 Chapter 5	“Reading” “Notes”
March 8 10	Chapter 5 Chapter 6	“Notes” “Tests”

March	15 17	Chapter 6 Test #2	“Tests” Chapters 4-6 and Assignment #2
March	22-27	Spring Recess	Campus Closed
March	29 31	Chapter 7 Career/Transfer Center	“Thinking”
April	5 7	Chapter 8	“Communication”
April	12 14	Chapter 9 & Assignment #3	“Diversity”
April	19 21	Test #3 Chapter 10	Chapters 7-9, Career/Transfer Center, Assignment #3 “Money”
April	26 28	Chapter 10 Chapter 11	“Money” “Health”
May	3 5	Chapter 11 Chapter 12	“Health” “What’s Next”
May	12	Final Exam - 1:00 pm	Chapters 10-12

**Grading (Total = 500 points)**

Participation	50	A = 401 - 500
Tests #1	100	B = 301 - 400
Test #2	100	C = 201 - 300
Test #3	100	D = 101 - 200
Final Exam	150	F = 0 - 100

**Extra Points**  
Possible



**Cerro Coso Community College**

**Summer Semester 2009**

**Course Name and CRN:** PDEV C101 (50172)      **TWR 9:00 a.m. to 12:00 p.m.**

**Instructor:** Missy Gross

**Starts:** July 7 **Ends:** August 13

**Contact Info:** [mnmgross@msn.com](mailto:mnmgross@msn.com)

**Textbook:** Sherfield, R., Montgomery, R., and Moody, P. (2008) *Cornerstone: Discovering Your Potential, Learning Actively, and Living Well*. 5<sup>th</sup> edition; Pearson Education, Inc., New Jersey. **\*\*\*Bring to class every day\*\*\***

**Required Resources:** Cerro Coso Catalog. You will also need to bring your text, syllabus, writing instruments, paper, and journal with you to every class meeting. You will also need to sign up for CSCI C001, as we'll be doing activities in the computer lab.

**Drop Dates:** 10% Date: July 8      30% Date: July 15      60% Date: July 29

**Catalog Course Description:** This class emphasizes skills for becoming an effective student such as time management, note taking, memory skills, textbook reading, exam preparation and test strategies. A variety of college resources including the library will be introduced. Topics such as personal strengths, goal setting, and career choice will be explored.

**Course Objectives:** Upon successful completion of the course, students will be able to:

- A. understand college requires different skills from other learning environments and apply skills such as self-responsibility, self-evaluation, and time management to their life circumstances.
- B. understand their own personal strengths and be able to use those in academic, personal, and service settings.
- C. understand and apply study techniques such as note taking, power reading, mnemonics, and test taking.
- D. use extensive journal writing as a method to clarify problems and explore solutions.
- E. respect diversity in thinking due to differences in learning style, experience, life circumstance and culture and include awareness of sexual and disability harassment.
- F. use critical thinking processes for solutions to problems and for implementing new ideas.
- G. evaluate the effect of choices on health, money management, and relationships.
- H. understand how learning styles and attitudes impact learning.
- I. utilize personal strengths, talents, and themes in a service setting and understand strength concepts application to personal and career choices.

**Course Outline:**

July 7—Introduction and class overview; campus tour; chapter 1

July 8—Chapter 2 (Quiz chapters 1&2)

July 9—Chapter 3 (Quiz chapter 3; SmartGrades.net)

July 14—Chapter 4 (Quiz chapter 4; Time Sheets due)

July 15—Chapter 5 (Quiz chapter 5)

July 16—Chapter 6 (Quiz chapter 6)

July 21—Chapter 7 (Quiz chapter 7)

July 22—Chapter 8 (Quiz chapter 8)

July 23—Chapter 9 (Quiz chapter 9)

July 28—Chapter 10 (Quiz chapter 10)

July 29—Chapter 11 (Quiz chapter 11; Spending Trackers due)

July 30—Chapter 12 (Quiz chapter 12)

August 4—Chapter 13 (Quiz chapter 13)

August 5—Chapter 14 (Quiz chapter 14; Food Intake Analysis due)

August 6—Chapter 15 (Quiz chapter 15)

August 11—Chapter 15 (Wellness Plan due) **class in LRC 709**

August 12—Final Preparation

August 13—Final

**\*\*\*There will be in-class activities and assignments not listed here that will be collected and graded\*\*\***

**Grading:**

14 Quizzes **140 points (10 points each)**

Participation (graded by completion of ALL of the following: daily journals, in-class activities and assessments, and group activities) **180 points (10 points each class)**

Special Assignments:

Who Am I? Collage **20 points**

SmartGrades.net **20 points**

Time Sheets **20 points**

Campus Scavenger Hunt **20 points**

Catalog Search **20 points**

Library Scavenger Hunt **20 points**

Career and Transfer Center Worksheet **20 points**

Spending Tracker **20 points**

University Catalog/Web site Worksheet **20 points**

Impromptu Speech **20 points**

Speech of Personal Experience **20 points**

Food Intake Analysis **20 points**

Obituary **20 points**

Wellness Plan **20 points**

Career Exploration Assignment **20 points**

Final **100 points**

Total points possible **720 points**

A=90-100%

B=80-89%

C=70-79%

D=60-69%

F=<60%

**Class Behavior Expectations:**

- Bring journal to class everyday
- Get to class on time
- Stay for the whole class period
- Listen and positively participate in class discussions and activities
- Use language appropriate to a college class
- No personal attacks—disagree without being disagreeable
- De not engage in private conversations
- **DO NOT USE CELL PHONES IN CLASS, INCLUDING TEXTING**

**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.*

**CERRO COSO COMMUNITY COLLEGE  
SUMMER SEMESTER 2011**

**Course Name and CRN:** PDEV C101 (50201) **T&TH 9:00am to 12:10pm**  
**Instructor:** Karee Hamilton **Starts: May 31/Ends July 21**  
**Contact Information:** Email [khamilton@cerrocoso.edu](mailto:khamilton@cerrocoso.edu)  
Office (760) 384-6223  
Office Hours: T&TH 12:10pm-1:00pm or by appointment (please call  
(760) 384-6219)  
**Textbook:** Ellis, D. (2011) *Becoming a Master Student*. 13<sup>th</sup> edition, Houghton Mifflin  
Co.: Boston.

**Drop Dates:**

**Census Date: June 7<sup>th</sup>      30% Date: June 14<sup>th</sup>      60% Date: June 30<sup>th</sup>**

**Course Goals and Objectives:** *“Discussion and application of effective studying and listening techniques, including time management, note taking and memory aids, textbook reading and preparing for examinations. Students will also be introduced to the library and other college resources. Goal setting and career choices will be explored.”*

**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.

<b>DATE</b>	<b>TOPIC</b>	<b>ASSIGNMENTS/HOMEWORK</b>
May 31	Introductions What is a Master Student? Learn about the campus	Campus Scavenger Hunt (in class) Cerro Coso Email Assignment (due June 2) Read Chapter 1 (by June 2) Chapter 1 Quiz (due June 2)
June 2	Chapter 1	Discovery Wheel (in class) Long-term Education Plan (due June 30) Read Chapter 2 (by June 7) Chapter 2 Quiz (due June 7)
June 7	Chapter 2 - Time	Complete Learning Style Inventory (in class) Lifeline Activity Time Monitor Exercise-pg 62-66 (due June 14) Read Chapter 3 (by June 9) Chapter 3 Quiz (due June 9)
June 9	Chapter 3 - Memory Learn About Moodle	Goal Setting Assignment (due June 16) College Catalog Search (in class)

June 14	Career Exploration	Time Monitor Exercise-pg 62-66 (due TODAY) CAP Folder Assignment (due July 19) Read Chapter 4 (by June 16) Chapter 4 Quiz (due June 16)
June 16	Explore the LRC Chapter 4 - Reading	Goal Setting Assignment (due Today) Research Paper (due June 30) Read Chapter 5 (by June 21) Chapter 5 Quiz (due June 21)
June 21	Chapter 5 - Notes	Read Chapter 6 (by June 23) Chapter 6 Quiz (due June 23)
June 23	Chapter 6 - Tests	Read Chapter 7 (by June 28) Chapter 7 Quiz (due June 28)
June 28	Chapter 7 – Thinking	Read Chapter 8 (by June 30) Chapter 8 Quiz (due June 30)
June 30	Chapter 8 - Communicating	Long-term Education Plan (due TODAY) Research Paper (due TODAY) Read Chapter 9 (by July 5) Chapter 9 Quiz (due July 5)
July 5	Chapter 9 - Diversity	Collage Assignment (in class)
July 7	Transfer Center	Present Collages to class Transfer Center Assignment (in class) College Research Assignment (due July 14) Read Chapter 10 (by July 12) Chapter 10 Quiz (due July 12)
July 12	Chapter 10 – Money	Budge Plan Assignment (due July 19) Read Chapter 11 (by July 14) Chapter 11 Quiz (due July 14)
July 14	Chapter 11 - Health	College Research Assignment (due TODAY) Read Chapter 12 (by July 19) Chapter 12 Quiz (due July 19)
July 19	Chapter 12 – What's Next?	CAP Folder Assignment (due TODAY) Budget Plan Assignment (due TODAY)
July 21	FINAL EXAM	

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

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## **GRADING**

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

10 Quizzes	100 points (10 points each)
Class Participation	160 points (10 points each day)

Special Assignments (to be assigned in class):

Campus Scavenger Hunt	10 points
Cerro Coso Email Assignment	10 points
Discovery Wheel	20 points
College Catalog Search	10 points
Learning Style Inventory	30 points
Long-Term Education Plan	30 points
Time Monitor Assignment	20 points
Goal Setting Assignment	20 points
CAP Folder (Career Exploration)	30 points
Research Paper	30 points
Collage Assignment	30 points
Transfer Center Assignment	10 points
College Research	20 points
Budget Plan Assignment	20 points
Final Exam	30 points

Total points possible 680 points

Extra Credit Assignments will be assigned during class. You can only earn up to 25 points of extra credit during this class.

### **GRADING (in points)**

612 and above	= A
544 to 611	= B
476 to 543	= C
408 to 475	= D
407 and below	= F



## **PDEV 101 – 50164 - Syllabus**

### **Summer 2012**

Tuesday & Thursday 1:00pm – 4:10pm

**Instructor-** PAM GODFREY

**Email Address:** [pagodfre@cerrocoso.edu](mailto:pagodfre@cerrocoso.edu)

**Office hours** – please contact the Special Services office at 760- 384-6250 to set up an appointment

Class Assistants –

JENNIFER SCHWERIN, Job Development Specialist – 760-384-6276

SANDI SMITH, Special Services Assistant – 760-384-6250

Drop Policy: Once a student has attended one class, the student is responsible for dropping the course.

- Last day to drop with a refund – June 14<sup>th</sup>, 2012
- Last day to drop without entry on permanent record – June 20<sup>th</sup>, 2012
- Last day to drop with a “W” – July 12<sup>th</sup>, 2012

*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. 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.
- 5. 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.
- 6. 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.
- 7. Raise your self-esteem.** You will learn how to develop self-acceptance, self-confidence, self-respect, self-love, and unconditional self-worth.
- 8. Understand issues of diversity.** Exploring differing perspectives along with gaining sensitivity to differing perspectives will be discussed.

*Required text – Ellis, D. Becoming a Master Student. 13<sup>th</sup> ed. New York, NY: Houghton Mifflin.*

*Grading –*

Grading will be based on percentage of completed course requirements.

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

*Assignments –*

Participation activities	2 per class/ 5points each	160 possible points
6 quizzes	10 points each	60 possible points
7 assignments	10 points each	70 possible points
Lifeline		30 possible points
Educational Plan		30 possible points
Money Monitor/Money Plan		30 possible points
Career/Educational Search Project		40 possible points
Community event		30 possible points
1 Personal Philosophy of Success Speech		<u>60 possible points</u>
Total <b><u>ASSIGNMENT</u></b> Points Possible		510

**PARTICIPATION POINTS...EXTRA...IMPORTANT!!!!!!!!!!!!!!!!!!!!!!**

Class participation projects are 5 points each and cannot be obtained outside of class. You must attend class to obtain class participation project points. There will be a minimum of one participation project each class.

**Work that is turned in more than 24 hours late will receive no higher than a 70% grade.**

**MEETING DATES AND TOPICS – SUMMER 2012**

**WEEK 1** June 12<sup>th</sup> & 14<sup>th</sup>

- Review syllabus and overview of class objectives
- Review group rules
- **Homework -**
  - **June 14<sup>th</sup>**, - *turn in* journals 3 (p. 21) & 5 (p.31)
  - **Due June 21<sup>st</sup>**. *begin* time exercise 7, (p62 – 68), keep track of time for 3 week days and 1 weekend day
- \_\_\_\_\_

**WEEK 2** June 19<sup>th</sup> & June 21<sup>st</sup>

- Continued lecture and small group activity on *Chapter 1 – First Steps*
- Lecture and small group activity on *chapter 2 – Time*
- **Homework -**
  - **June 21<sup>st</sup>** - *turn in* time activity
  - **June 21<sup>st</sup>** - *turn in* journal entry 8, (p 68)
  - **Due June 28<sup>th</sup>** - *Begin* lifeline activity (p69 – exercise 9)
  - **Due July 19<sup>th</sup>** - *Begin* researching a community meeting you would like to participate in for diversity purposes

- \_\_\_\_\_
- WEEK 3**      June 26<sup>th</sup> & June 28<sup>th</sup>
  - Lecture and small group activity on Chapter 3 – Memory
  - Emphasis on “20 memory techniques,” p. 102 – 103
  - Lecture and small group activity on chapter 4 – Reading
  - Emphasis on “How Muscle Reading Works,” (p.124 – 129)
  - **Homework –**
    - **June 26<sup>th</sup>** - turn in Journal 9, Create value from this chapter, (p 99)
    - **June 28<sup>th</sup>** - turn in Journal 12. (p. 129)
    - June 28<sup>th</sup>** - turn in lifeline
    - **June 28<sup>th</sup>** - be prepared to share lifeline
- \_\_\_\_\_
- WEEK 4**      July 3<sup>rd</sup> & July 5<sup>th</sup>
  - Lecture and small group activity on chapter 5 – Notes
  - **Homework -**
    - **July 3<sup>rd</sup>,** turn in exercise 18 (p. 166)
  - Lecture and small group activity on chapter 6 – Tests
  - **Homework**
    - **July 5<sup>th</sup>,** turn in journals 17 & 18 (p. 192)
- \_\_\_\_\_
- WEEK 5**      July 10<sup>th</sup> & 12<sup>th</sup>
  - Continued lecture and small group activity on chapter 6 – tests
  - Anxiety discussion
  - **Homework –**
    - **July 24<sup>th</sup>** - Begin keeping track of your income and expenses – see exercise 28, (p. 296)
  - Lecture and small group activity on Chapter 7 – Thinking
  - Emphasis on pages 212 - 221
  - **Homework –**
    - **July 12<sup>th</sup>,** turn in exercise 21, (p. 215)
- \_\_\_\_\_
- WEEK 6**      July 17<sup>th</sup> & 19<sup>th</sup>
  - Lecture and small group activity on Chapter 8 - Communication.
  - **Homework –**
    - **July 17<sup>th</sup>** - turn in journal entry 24, (p. 255)
  - Lecture and small group activity on Chapter 9 – Diversity
  - **Homework –**
    - **July 19<sup>th</sup>** - attend one community meeting that you normally would not attend. One paragraph, 5 – 7 sentences, stating what you learned and one paragraph, 5 – 7 sentences, explaining how you felt.
- \_\_\_\_\_

**WEEK 7**      July 24 & 26<sup>th</sup>

- Lecture and small group activity on *Chapter 10 – Money*
- **Homework –**
  - **July 24<sup>th</sup>** – *Turn in* the money monitor/money plan (one plan due), (p. 296 – 297)
  - **July 24<sup>th</sup>** – *turn in* journal 29, (p.301)
  - **July 26<sup>th</sup>** – *turn in* long term education plan
- Lecture and small group activity on *Chapter 11 – Health*
- **Homework –**
  - **July 26<sup>th</sup>** - read “Choose to Rest,” (p. 326). *Turn in* an online article on solutions to sleep disorders
- \_\_\_\_\_

**WEEK 8** July 31st & August 2<sup>nd</sup>

- Lecture and small group activity on *Chapter 12 – What’s next*
- **Homework**
  - **July 31<sup>st</sup>** – *turn in* Career/Educational Search Project
  - **August 2<sup>nd</sup>** - *Present* Personal Philosophy of Success Speech
- Present Eureka project speeches
- Celebrate successful ending of class

**If you have a disability which may require classroom or test accommodations, please contact Special Services - Disabled Student Program and Services (DSPS) in room 3 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. All information will be kept confidential. This document is available in alternate format upon request.**

**CLASSROOM CONDUCT-**

- respect each other, all are adults
- turn off electronic devices or put them on vibrate during class, if you have an “on call” situation please inform instructor in advance
- no ear buds or head phones
- no children in class, this may be difficult but it is unfair to the other students in class to allow the disruption
- attendance – it is the students responsibility to find out what work was missed during an absence, there is no such thing as an excused absence in college, to succeed please make an effort to attend

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