

**College of San Mateo
Official Course Outline**

1. **COURSE ID:** LCTR 680MA **TITLE:** Keys To Success **C-ID:**
Semester Units/Hours: 1.0 units; a minimum of 16.0 lecture hours/semester
Method of Grading: P/NP Only

2. **COURSE DESIGNATION:**

Degree Credit
Transfer credit: CSU

3. **COURSE DESCRIPTIONS:**

Catalog Description:

This course assists new students in making a successful transition to college life. Students will learn to assume responsibility for their academic decision-making as it relates to success in college. Topics include: knowledge of resources, making math fun, advanced study techniques, learning styles, critical thinking skills, mathematical computations, motivation and self-efficacy. Students will also take a personalized interactive assessment through ALEKS to determine which math concepts they have mastered and areas they are ready to learn. This class has a strong emphasis on group work and peer learning.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**

Upon successful completion of this course, a student will meet the following outcomes:

1. Students will be able to identify three college survival skills to help them reach their goals.
2. Students will demonstrate increased self-efficacy.
3. Students will exhibit improvement in understanding math course content for which they have requested assistance.
4. Students will report reduced levels of math anxiety after completion of course.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**

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

1. Course Content Outcomes:
2. Students will be able to identify the differences between high school and college expectations.
3. Students will be able to identify their reasons for being in college.
4. Students will be able to develop a preliminary educational plan.
5. Students will be able to identify his/her personal learning style and study strategies to support their style.
6. Students will be able to demonstrate through classroom behavior, personal ownership of learning.
7. Students will be able to identify strategies to manage stress.
8. Students will be able to identify three college survival skills to help them reach their goals.
9. Through class discussion and extensive small group learning sessions, students will demonstrate the ability to work with their peers in a respectful manner.
10. General Education Learning Outcomes:
11. Students will be able to understand the basic organizational structure of expository writing.
12. Students will be able to understand basic reading techniques.
13. Students will be able to demonstrate the ability to understand and apply basic mathematical computations.
14. Students will report reduced levels of math anxiety after completion of course.
15. Students should demonstrate an increased understanding of different cultures.

6. **COURSE CONTENT:**

Lecture Content:

1. Transition to College
2. Reasons for Attending College
3. Campus Services and Resources
4. Making Math Fun
5. Three Ways to Read and Discuss Texts
6. Ignition of Metacognition
7. College Survival Skills
8. Preliminary Education Plan and Goal Setting
9. Stress and Financial Management Strategies

10. Self-Efficacy as it Relates to Persistence in College
11. Explore Ways to Communicate Effectively

Lab Content:

N/A

TBA Hours Content:

N/A

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

1. Lecture
2. Activity
3. Discussion
4. Field Trips
5. Guest Speakers
6. Observation and Demonstration
7. Other (Specify): Workshops

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

Writing assignments will primarily focus on organization

Reading Assignments:

Reading Apprenticeship Activities (Before, During, and After)

Twenty-Five Word Abstract-Addresses the Cognitive and Knowledge Building Domains

This activity is a summarization strategy designed to better access text. Students work independently and then in groups to read a piece of text, discuss as a group any comprehension roadblocks, and discuss similarities and differences in their choices of main ideas. Their final goal is an individual and then collaborative twenty-five word abstract which is shared with the entire class.

Other Outside Assignments:

1. Supplemental instruction, study sessions, and tutoring activities with math peer tutors
2. Project-based assignments and adaptive online learning tools

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

1. Class Participation
2. Class Performance
3. Class Work
4. Group Projects
5. Home Work
6. Oral Presentation
7. Projects
8. Research Projects

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

1. Baldwin, Amy. *The Community College Experience*, Third ed. Pearson (Prentice Hall), 2011
2. Carol Carter, Joyce Bishop, and Sarah Lyman Kravits. *Keys to Success: How to Achieve Your Goals*, Third ed. Pearson (Prentice Hall), 2000

Possible software includes:

1. College Success Factors Index. Wadsworth Cengage Learning, N/A ed.
The College Success Factors Index (CSFI) is intended to have practical predictive value for anyone working with college bound and first-year students. As a diagnostic instrument, the College Success Factors Index allows us to look at scores in reference to a criterion success line, which we call the "watchline." A student may have an overall CSFI score high enough for university work, but may find that the score for individual factors (Time Management, Expectations, College Involvement, etc.) are below the watchline. Customized intervention plans are devised for each student in the course.
2. Assessment and Learning in Knowledge Spaces (ALEKS). McGraw-Hill, N/A ed.
ALEKS is a Web-based, artificially intelligent assessment and learning system. It uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics she or he is most ready to learn. As a student works

through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained.
Other:

1. Handouts will be provided by the instructor.

Origination Date: November 2012

Curriculum Committee Approval Date: December 2012

Effective Term: Summer 2013

Course Originator: Jennifer Mendoza

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