

**College of San Mateo**  
**Official Course Outline**

1. **COURSE ID:** LCTR 240    **TITLE:** College and Academic Success  
**Units:** 3.0 units    **Hours/Semester:** 48.0-54.0 Lecture hours; and 96.0-108.0 Homework hours  
**Method of Grading:** Letter Grade Only
  
2. **COURSE DESIGNATION:**  
**Degree Credit**  
**Transfer credit:** CSU; UC  
**AA/AS Degree Requirements:**  
    CSM - GENERAL EDUCATION REQUIREMENTS: E5d. Career Exploration and Self-Development  
**CSU GE:**  
    CSU GE Area E: LIFELONG LEARNING AND SELF-DEVELOPMENT: E1
  
3. **COURSE DESCRIPTIONS:**  
**Catalog Description:**  
    This course assists students in understanding and engaging in college success skills and strategies. Designed to improve academic and personal success, this course takes students through a journey that includes study skills development, value clarification, personal and educational goals and options, financial literacy, time and life management, critical and creative thinking, and an awareness of learning styles. The course also provides assistance to develop communication skills related to self-advocacy. (Course is cross listed as COUN 240.)
  
4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**  
    Upon successful completion of this course, a student will meet the following outcomes:
  1. Identify personal learning style and study strategies that support that learning style.
  2. Demonstrate an understanding of financial literacy in regards to the expense of a college education and related living expenses.
  3. Present a time and life management map to support the stated educational and career goal.
  4. Identify 3 self-advocacy strategies.
  
5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**  
    Upon successful completion of this course, a student will be able to:
  1. Identify different learning styles and identify their personal learning preferences.
  2. Practice study skills and strategies related to their personal learning preferences
  3. Identify personal values related to life and educational goals.
  4. Demonstrate financial literacy as it relates to personal, educational, and career pursuits
  5. Develop a time management plan to include all daily activities and obligations. The plan will identify specific educational needs related to class time, study time, and required tests, papers, and homework.
  6. Develop a life management plan.
  7. Demonstrate communication skills that focus on self-advocacy in an educational setting.
  
6. **COURSE CONTENT:**  
**Lecture Content:**  
    PERSONAL GROWTH AND VALUES
  1. Life Management
    - a. values clarification and self-awareness
    - b. goal setting
    - c. decision making skills
    - d. personal responsibility and fear management
    - e. personal management, time, energy, motivation, procrastination
    - f. time management skills for academic and personal success
    - g. financial literacy
  
  2. Learning Styles and Personal and Academic Success
    - a. visual, auditory, kinesthetic, logical, social, solitary
    - b. learning styles and brain dominance
    - c. multiple intelligence theory and emotional intelligence

d. study skills and strategies that support learning preferences

3. Defining and Setting Educational and Career Goals

- a. values, identity, cultural diversity
- b. personal, educational, career goals
- c. understanding life transitions

4. Communication and Personal Success

- a. classroom behaviors and conduct
- b. communicating with professors
- c. communicating with peers
- d. navigating educational systems

5. Maintain a Balanced Life

- a. health, balance, stress, diet, sleep, exercise, drug and alcohol use

**STUDY STRATEGIES**

1. Memory and Concentration

- a. principles of learning and forgetting
- b. short and long term memory, recognition and recall techniques
- c. mnemonic devices
- d. note-taking, 5R and other note-taking techniques
- e. active listening
- f. class participation and class presence

2. Textbook Study Systems

- a. textbook and chapter review
- b. SQ5R, SOAR, Muscle Reading and other textbook study techniques
- c. strategies for textbook reading
- d. specific study techniques for different subjects: math, science, online

3. Test Taking Strategies and Techniques

4. Using the Library, Learning Center, and Other on Campus Resources

**7. REPRESENTATIVE METHODS OF INSTRUCTION:**

Typical methods of instruction may include:

- A. Lecture
- B. Activity
- C. Critique
- D. Discussion
- E. Guest Speakers
- F. Observation and Demonstration

**8. REPRESENTATIVE ASSIGNMENTS**

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

**Writing Assignments:**

Examples of writing assignments:

Maintain a personal journal that focuses on day to day college experiences and discoveries as well as personal issues and growth.

Written autobiography which highlights educational past and present and career interests, values, life plans.

Discuss your experience with your learning style. Include "what works and what doesn't work" in relationship to your academic learning experiences. Discuss strategies you can use to support your successful learning.

What does self-advocacy mean to you.

Write about a decision making experience.

Finding balance - what does that mean to you

**Reading Assignments:**

Use the library to locate resources to support a successful college experience.

Textbook reading and reflections

**Other Outside Assignments:**

Library tour and subsequent library assignments  
College treasure hunt  
Study in Time Management  
Use of videos and on line resources

**9. REPRESENTATIVE METHODS OF EVALUATION**

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Work
- C. Exams/Tests
- D. Group Projects
- E. Homework
- F. Oral Presentation
- G. Papers
- H. Projects
- I. Quizzes
- J. Research Projects
- K. Written examination

**10. REPRESENTATIVE TEXT(S):**

Possible textbooks include:

- A. Gardner, Barefoot, Farakish. *Your College Experience*, 2014 ed. nacmillanhigher.com, 2014

Other:

- A. College of San Mateo Catalog, current edition.

**Origination Date:** August 2016  
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**Course Originator:** Jennifer Taylor-Mendoza