

**College of San Mateo
Official Course Outline**

1. **COURSE ID:** IDST 110 **TITLE:** College 1

Units: 3.0 units **Hours/Semester:** 48.0-54.0 Lecture hours; and 96.0-108.0 Homework hours

Method of Grading: Grade Option (Letter Grade or Pass/No Pass)

2. **COURSE DESIGNATION:**

Degree Credit

Transfer credit: CSU

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 new, first-time college students in making a successful transition to college by providing opportunities to explore college student mindset, identity, habits and expectations. Through a shared reading experience and series of common assignments, students develop critical reading strategies, information literacy awareness and skills, and establish a community of first-year support. Course content will be informed by the discipline expertise of the instructional faculty.

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

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

- A. Identify the difference between the high school and college environment and related student expectations.
- B. Identify strategies of successful college students.
- C. Demonstrate and apply growth mindset & MINDSET 4.0 principles to broader course content and student experience.
- D. Develop and utilize critical reading strategies for diverse texts suited for college-level work.
- E. Demonstrate growth and awareness of effective use of diverse research resources.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**

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

- A. Demonstrate metacognitive reading habits.
- B. Demonstrate awareness of effective use of diverse research resources.
- C. Demonstrate knowledge of strategies of successful college students, critical reading strategies and awareness of effective use of diverse research resources.
- D. Demonstrate knowledge of student expectations, knowledge of strategies of successful college students, and apply MINDSET 4.0 principles.
- E. Librarian-led workshops that highlight information literacy habits and skills such as application of inquiry practices, evaluation of sources, and identification and analysis of peer-reviewed articles.
- F. Through class discussion and extensive small group learning sessions, students will demonstrate the ability to work with their peers in a respectful manner.

6. **COURSE CONTENT:**

Lecture Content:

1. Transition to College
2. Critical, Creative and Practical Thinking: Solving Problems & Making Decisions
3. Factors that Affect Student Performance
4. Understanding Why a Growth Mindset Works
5. Becoming an Active Learner
6. Becoming a Lifelong Learning: Using Growth Mindset Strategies
7. Goal Setting & Academic Planning
8. Building a Network of Support
9. Critical Reading Strategies
10. Designing a Self-Management System
11. Self-Efficacy & Persistence
12. Shared Reading Experience: A focus on instructional faculty's discipline expertise
13. College Level Citation Expectations
14. Information Creation as a Process
15. Research as Conversation
16. Searching as Strategic Exploration
17. Introduction to Developing a Research Project
18. Developing a Portfolio of Work: Showcasing Success

7. **REPRESENTATIVE METHODS OF INSTRUCTION:**

Typical methods of instruction may include:

- A. Lecture
- B. Activity
- C. Discussion
- D. Guest Speakers
- E. Observation and Demonstration
- F. Other (Specify): One Book: One College Project Symposium 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 reflection, summarizing, and understanding of course content.

Reading Assignments:

Reading new, empirical articles and other short readings on relevant topics.

One Book: One College selection.

Other Outside Assignments:

Project-based assignments/E-portfolio assignments.

9. **REPRESENTATIVE METHODS OF EVALUATION**

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Performance

B. Class Experiences

C. Class Work

D. Group Projects

E. Homework

F. Oral Presentation

G. Portfolios

H. Projects

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

Possible textbooks include:

A. Arndt, T. , K. Coleman. *Life During College : Your Guide to Success*, 4th ed. College Transition Publishing, 2013

B. Downing, S.. *On Course: Strategies for Creating Success in College and in Life*, 7th ed. Wadsworth Publishing, 2013

Other:

A. Moore, W. (2010). *The Other Wes Moore: One Name, Two Fates*. Spiegel & Grau.

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Course Originator: Ronald Andrade