

**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:
 1. Identify the difference between the high school and college environment and related student expectations.
 2. Identify strategies of successful college students.
 3. Demonstrate and apply growth mindset & MINDSET 4.0 principles to broader course content and student experience.
 4. Develop and utilize critical reading strategies for diverse texts suited for college-level work.
 5. 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:
 1. Demonstrate metacognitive reading habits.
 2. Demonstrate awareness of effective use of diverse research resources.
 3. Demonstrate knowledge of strategies of successful college students, critical reading strategies and awareness of effective use of diverse research resources.
 4. Demonstrate knowledge of student expectations, knowledge of strategies of successful college students, and apply MINDSET 4.0 principles.
 5. 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.
 6. 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
- 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