

COLL 001: FIRST YEAR SEMINAR

Originator

dgreene

Justification / Rationale

Adding DE modality

Effective Term

Fall 2022

Credit Status

Credit - Degree Applicable

Subject

COLL - College

Course Number

001

Full Course Title

First Year Seminar

Short Title

FIRST YEAR SEMINAR

Discipline**Disciplines List**

ALL DISCIPLINES

Modality

Face-to-Face

100% Online

Hybrid

Catalog Description

Development of thinking strategies that can be used for lifelong problem solving in academic, social, and personal life. Introduces critical thinking, information literacy, college resources, motivating factors and study skills for student success. Special emphasis is placed on using materials related to the content area in which the course resides.

Schedule Description

Development of thinking strategies that can be used for lifelong problem solving in academic, social, and personal life.

Lecture Units

3

Lecture Semester Hours

54

Lab Units

0

In-class Hours

54

Out-of-class Hours

108

Total Course Units

3

Total Semester Hours

162

Required Text and Other Instructional Materials**Resource Type**

Book

Open Educational Resource

Yes

Formatting Style

APA

Author

Dillon, Dave

Title

Blueprint for Success in College and Career

Edition<https://press.rebus.community/blueprint2/>**Publisher**

Rebus Community

Year

2021

Resource Type

Book

Open Educational Resource

Yes

Formatting Style

APA

Author

Caulfield, Michael A.

Title

Web Literacy for Student Fact-Checkers

Edition<https://webliteracy.pressbooks.com/>**Publisher**

PressBooks

Class Size Maximum

30

Course Content

- I. Student Development
 - A. Sociocultural, environmental and internal factors relating to motivation
 - B. Career and Educational Planning
 - C. Financial planning, budgeting, good debt/bad debt
 - D. The difference between high school and college
 - E. The role of emotions in academic performance, self-talk, managing anxiety
 - F. Nutrition, sleep and exercise for improved learning, affirming identity,

culture shock, safer sex and AIDS education

- G. Growth mindset about intelligence
- H. Neuroscience and learning

II. Learning Skills & Time Management

- A. Prioritizing tasks, generating a realistic weekly schedule
- B. Generating, evaluating and implementing plans.
- C. Working effectively in groups, seeking academic help, improving concentration skills, managing physical and social environment, procrastination elimination strategies.
- D. Short & long-term memory, working memory, cognitive processes, rote learning vs. meaningful learning, categorizing knowledge, expectations of college work
- E. Anticipating test questions, reorganizing notes
- F. Memorization skills, i.e., mnemonic, graphic organizers, musical memory
- G. Note-taking, i.e., Cornell; test-taking, i.e., anxiety, test time-management, prioritizing

III. Services

- A. Campus resources

IV. Higher Education - Transfer Options

- A. The college and university options in California, including the UC and CSU systems.
- B. Degree options

V. COD Curriculum - Applied to Major Choice

- A. Use of the college catalog
- B. Degree and certificate programs available
- C. Major and general education requirements
- D. Occupational and transfer requirements
- E. Identify transfer, non-transfer and non-credit courses
- F. Educational planning

VI. Academic Research Skills

- A. Accessing library resources, locating print materials, getting reference desk assistance, using online data bases
- B. Evaluation of sources based on accuracy, completeness and reliability
- C. Identification of the major components of a peer-reviewed article, analysis of peer-reviewed articles

VII. *Focus on Career and Major Choice

- A. Articles and excerpts as well as the above content focusing on majors such as hard and soft sciences, applied sciences, business, humanities, communications, etc.

Course Objectives

	Objectives
Objective 1	Read, discuss and apply the Learning and Neuroscience research related to college success, as well as the ten principles of On Course especially victim/creator.
Objective 2	Apply financial literacy, time management, and goal setting strategies to develop a college success plan.
Objective 3	Explain the different theories of intelligence, memory and learning.
Objective 4	Apply strategies to manage the physical and emotional challenges faced by college students.
Objective 5	Use peer-reviewed articles to identify and adopt effective behaviors for college students.
Objective 6	Demonstrate effective metacognition through written Reading Response Journals.
Objective 7	Prepare, read and comprehend expository text in specific content areas as well as in general articles concerning "success" using primarily Reading Apprenticeship as well as other reading/study strategies.
Objective 8	Identify effective study, memory, note-taking and test-taking strategies based on individual learning styles and apply these to current course work.
Objective 9	Engage in tutoring opportunities, attend professor's office hours, & reflect, through written response journals, on tutor/professor feedback.
Objective 10	Use technological and physical resources to access information.
Objective 11	Create an education and transfer plan that is individualized for a specific career or major path.
Objective 12	Attend campus events and engage in college life including using campus educational resources.

Student Learning Outcomes

Upon satisfactory completion of this course, students will be able to:	
Outcome 1	Analyze external and internal motivating factors of successful college students.
Outcome 2	Create a path and a personal education plan to meet long-term college and career goals.
Outcome 3	Select and apply appropriate study skills to college coursework.

Methods of Instruction

Method	Please provide a description or examples of how each instructional method will be used in this course.
Discussion	Students will engage in discussions with peers around course topics.
Supplemental/External Activity	Students will attend campus events designed to engage them in the greater campus community and to assist with creating their education and career plan.
Self-exploration	Students will use the Career and Workforce Development Center to complete workforce and educational assessments designed to assist in choosing a career and educational path.
Collaborative/Team	Students will work in teams to review essays, and will complete campus exploration in teams. Students will also create an overview of career paths in similar fields that will be shared with their peers, example: careers in human services, careers in health, etc.
Participation	Students will engage in team assignments and will be expected to participate in class activities designed to enhance their understanding of the course material.
Lecture	Instructors will provide overviews of important topics in mini-lectures during class meetings or recorded for online courses.
Journal	Students will create weekly reflections about the course topics and will explain how those topics will be applied to their personal goals and plans.
Supplemental/External Activity	When possible, visits to other colleges and to worksites to gather information about potential careers and transfer opportunities will be provided.

Methods of Evaluation

Method	Please provide a description or examples of how each evaluation method will be used in this course.	Type of Assignment
Written homework	Students will be provided weekly reading related to the topic. Summarizing and analyzing the reading each week will be required.	Out of Class Only
Student participation/contribution	Students will participate in small group project.	In and Out of Class
Self/peer assessment and portfolio evaluation	Students will create a final portfolio that will be reviewed by their peers and they will submit a self-review of the final project before completing.	In and Out of Class
Presentations/student demonstration observations	Students will present their group career path projects to the entire class, either through video or team in class presentations.	In and Out of Class
Portfolios	Each student will create a final portfolio project that will include their intended career path, education plan, financial plan and a student success essay.	Out of Class Only
College level or pre-collegiate essays	Each student will write an essay that explains the necessary skills for college success. This essay will summarize the course content .	Out of Class Only

Assignments

Other In-class Assignments

1. Work in a small group and review the campus policies on academic integrity, plagiarism, cheating, and code of student conduct.
2. Create a handout for the class on why academic integrity is important and provide specific information on plagiarism, cheating or code of conduct (choose one).
3. Be prepared to share the information with your classmates through a brief, informal presentation.
4. Note taking
5. Discussion groups
6. Analytical work
7. Presentations
8. Sharing experiences

Other Out-of-class Assignments

1. Work together in a small group to locate in the library databases a research study on student success (ex., study strategies that work, managing stress well, importance of sleep, etc.)
2. Write a one-page summary that identifies the research questions, participants and important findings.
3. Create an interactive Power Point presentation that describes the main finding from the research and how you and your classmates can apply this information in your academic lives.

Grade Methods

Letter Grade Only

Distance Education Checklist

Include the percentage of online and on-campus instruction you anticipate.

Online %

80

On-campus %

20

What will you be doing in the face-to-face sections of your course that necessitates a hybrid delivery vs a fully online delivery?

Hybrid is not necessary, but for many first time college students at least a few face to face meetings to review how to access the LMS and how to complete the online work is helpful.

Instructional Materials and Resources

If you use any other technologies in addition to the college LMS, what other technologies will you use and how are you ensuring student data security?

Students will use the assessment tools in the Career and Workforce Development Center. Log in and results are controlled by counseling faculty and facilitated by the Chancellor's Office.

If used, explain how specific materials and resources outside the LMS will be used to enhance student learning.

Students will be provided access to career and educational assessments to help them plan their work and academic careers.

Effective Student/Faculty Contact

Which of the following methods of regular, timely, and effective student/faculty contact will be used in this course?

Within Course Management System:

Chat room/instant messaging
Private messages
Regular virtual office hours
Timely feedback and return of student work as specified in the syllabus
Video or audio feedback
Weekly announcements

External to Course Management System:

E-portfolios/blogs/wikis
Posted audio/video (including YouTube, 3cm mediasolutions, etc.)

For hybrid courses:

Field trips
Library workshops
Orientation, study, and/or review sessions
Scheduled Face-to-Face group or individual meetings

Briefly discuss how the selected strategies above will be used to maintain Regular Effective Contact in the course.

Weekly office hours and announcements will be posted by the instructor. Timely feedback will be provided on all assignments.

If interacting with students outside the LMS, explain how additional interactions with students outside the LMS will enhance student learning.

Campus visits, tutorials and study sessions will help the newest students become acclimated to college life.

Other Information**Comparable Transfer Course Information****University System**

CSU

Campus

CSU Dominguez Hills

Course Number

SOM201

Course Title

Strategies for College and Career Success

Catalog Year

2016

University System

CSU

Campus

CSU Long Beach

Course Number

C/LA 195

Course Title

Introduction to the Learning Community-Transition to College Success

Catalog Year

2016

COD GE

C5 - Personal Growth and Development

CSU GE

E - Lifelong Understanding and Self-Development

MIS Course Data**CIP Code**

32.0105 - Job-Seeking/Changing Skills.

TOP Code

493013 - Academic Guidance

SAM Code

E - Non-Occupational

Basic Skills Status

Not Basic Skills

Prior College Level

Not applicable

Cooperative Work Experience

Not a Coop Course

Course Classification Status

Credit Course

Approved Special Class

Not special class

Noncredit Category

Not Applicable, Credit Course

Funding Agency Category

Not Applicable

Program Status

Program Applicable

Transfer Status

Transferable to both UC and CSU

General Education Status

Y = Not applicable

Support Course Status

N = Course is not a support course

Allow Audit

No

Repeatability

No

Materials Fee

No

Additional Fees?

No

Approvals**Curriculum Committee Approval Date**

11/02/2021

Academic Senate Approval Date

11/11/2021

Board of Trustees Approval Date

12/17/2021

Chancellor's Office Approval Date

01/12/2022

Course Control Number
CCC000588595