COLLEGE OF THE DESERT

Course Code COLL-001

Course Outline of Record

1. Course Code: COLL-001
2.   a. Long Course Title: First Year Seminar
     b. Short Course Title: FIRST YEAR SEMINAR
3.   a. Catalog Course 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.

   b. Class Schedule Course Description:

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

   c. Semester Cycle (*if applicable*): *N/A*
   d. Name of Approved Program(s):
      - COD GE Pattern
4. Total Units: 3.00   Total Semester Hrs: 54.00

   Lecture Units: 3   Semester Lecture Hrs: 54.00

   Lab Units: 0   Semester Lab Hrs: 0

       Class Size Maximum: 30   Allow Audit: No

       Repeatability 0x

       Justification 0

5. Prerequisite or Corequisite Courses or Advisories:

   Course with requisite(s) and/or advisory is required to complete Content Review Matrix (CCForm1-A)

   N/A

6. Textbooks, Required Reading or Software: *(List in APA or MLA format.)*
      a. College of the Desert (2017). *Catalog* (Updated Yearly/e). College of the Desert.

   College Level: Yes

   Flesch-Kincaid reading level: *N/A*
      b. Gardner, John N., Barefoot, Betsy O. (2015). *Your College Experience: Strategies for Success* (12/e). Boston Bedford/St. Martin's. ISBN: 9781457699665

   College Level: Yes

   Flesch-Kincaid reading level: *N/A*
      c. Cuseo, Joe: Fecas, Viki S,: Thompson, Aaron (2016). *Thriving in College and Beyond: Research-based Strategies for Academic Success and Personal Development* (4th/e). Dubuque Kendall Hunt. ISBN: 978-146529094

   College Level: Yes

   Flesch-Kincaid reading level: *N/A*
      d. Cushman, Kathleen (2011). *First in the Family: Advice about College from 1st Generation Students* (2nd/e). Providence Next Generation Press. ISBN: 9780976270669

   College Level: Yes

   Flesch-Kincaid reading level: *N/A*
7. Entrance Skills: *Before entering the course students must be able:*

   a.

   None

8. Course Content and Scope:

Lecture:

I. Student Development - Applied to Meta Major*
  A. Sociocultural, environmental and internal factors relating to motivation.
  B. Goal setting, possible selves
  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. Learning styles, multiple intelligences: linguistic, logical-mathematical, kinesthetic, musical, spatial,
interpersonal, intrapersonal.

II. Learning Skills & Time Management - Applied to Meta Major*
  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 proceses, rote learning vs. meaningful
learning, categorizing knowledge, expectations of college work.
  E. Anticipating test questions, reorganizing notes.
  F. Memorization skills, i.e., pneumonics, graphic organizers, musical memory techniquest.
  G. Note-taking, i.e., Cornell; test-taking, i.e., anxiety, test time-management, prioritizing.

III. Services
  A. Campus resources

IV. Higher Education - Applied to Meta Major
  A. The college and university options in California, including the UC and CSU systems.
  B. Degree options

V. COD Curriculum - Applied to Meta Major*
  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 - Applied to Meta Major*
  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 Meta Major
  A. Articles and excerpts as well as the above content focusing on Meta Majors such as hard and soft
sciences, applied sciences, business, humanities, communications, etc.

Lab: *(if the "Lab Hours" is greater than zero this is required)*

9. Course Student Learning Outcomes:
  1.
  Analyze external and internal motivating factors of successful college students.

  2.
  Develop an understanding of critical reading strategies in order to sustain the effort required for college-level work.

3.
Select and apply appropriate study skills to college coursework.

10. Course Objectives: *Upon completion of this course, students will be able to:*

a. Read, discuss and apply the research of Carol Dweck, (Mindsets) Angela Duckworth (Grit) as well as the ten principles of On Course especially victim/creator.

b. Apply financial literacy, time management, and goal setting strategies to develop a college success plan.

c. Demonstrate an understanding of the different theories of intelligence, memory and learning.

d. Apply strategies to manage the physical and emotional challenges faced by college students.

e. Use peer-reviewed articles to identify and adopt effective behaviors for college students.

f. Demonstrate effective metacognition through written Reading Response Journals.

g. 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.

h. Identify effective study, memory, note-taking and test-taking strategies based on individual learning styles and apply these to current course work.

i. Engage in tutoring opportunities, attend professor's office hours, & reflect, through written response journals, on tutor/professor feedback.

j. Use technological and physical resources to access information.

k. Demonstrate understanding of educational pathways.

l. Demonstrate understanding of educational resources.

11. Methods of Instruction: *(Integration: Elements should validate parallel course outline elements)*
    a. Collaborative/Team
    b. Demonstration, Repetition/Practice
    c. Discussion
    d. Experiential
    e. Journal
    f. Lecture
    g. Participation
    h. Role Playing
    i. Self-exploration
    j. Supplemental/External Activity

12. Assignments: *(List samples of specific activities/assignments students are expected to complete both in and outside of class.)*
    In Class Hours: 54.00
    Outside Class Hours: 108.00
    a. 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

    b. Out-of-class Assignments
    > 1. Work together in a small group to locate in the Proquest database a research study on student

success (ex., study strategies that work, managing stress well, importancde 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.

13. Methods of Evaluating Student Progress: *The student will demonstrate proficiency by:*
- Written homework
- Guided/unguided journals
- Portfolios
- Reading reports
- Presentations/student demonstration observations
- Group activity participation/observation
- Self/peer assessment and portfolio evaluation
- True/false/multiple choice examinations
- Mid-term and final evaluations
- Student participation/contribution

14. Methods of Evaluating: Additional Assessment Information:

15. Need/Purpose/Rationale -- *All courses must meet one or more CCC missions.*
PO-GE C5 – Personal Growth and Development
    Value learning as a lifelong endeavor designed to enrich one's life.
    Exhibit habits of intellectual exploration, personal responsibility, and well being.
    Interact with individuals and within groups with integrity and awareness of others' opinions, feelings, and values.
    Participate in teams to make decisions and seek consensus.
    Recognize and value the human body as an integrated organism with systemic functions such as movement, nutrition, growth, reproduction, and aging.
    Make informed decisions with self-awareness in practical matters including college and career choices.
PO-BS Reading and Writing Skills
    Read complex passages with understanding.
PO-BS Academic Behaviors
    Recognize Plagiarism in any shape or form and be mindful of its consequences.
    Develop appreciation for higher education.
    Practice proper classroom etiquette.
    Show respect to others and environment.
PO-BS Independent Study Skills
    Recognize that the responsibility for learning and growth is their own.
    Show purposeful and self-directed learning.
    Create goals and take an active role in defining these goals.
    Develop on-task endurance.
    Develop study skills (note taking, flash cards) and time management ability.
IO - Personal and Professional Development
    Self-evaluate knowledge, skills, and abilities.
    Develop realistic goals.
    Display habits of intellectual exploration, personal responsibility, and physical well being.
    Demonstrate an understanding of ethical issues to make sound judgments and decisions.
    Value diverse cultures and populations.
    Value the feedback of others.

16. Comparable Transfer Course

University System	Campus	Course Number	Course Title	Catalog Year
CSU	CSU Dominguez Hills	SOM201	Strategies for College and Career Success	2016
CSU	CSU Long Beach	C/LA 195	Introduction to the Learning Community-Transition to College Success	2016

17. Special Materials and/or Equipment Required of Students:

None

18. Materials Fees: __None__ ☐ Required Material?

Material or Item	**Cost Per Unit**	**Total Cost**

19. Provide Reasons for the Substantial Modifications or New Course:

College 101 is a First Year Experience class. It is proposed to introduce the science of student success to improve students' learning in different academic disciplines. First Year Experience is a "Best Practice" in the state. This course is closely modeled after PCC's "College 1" which won a Chancellor's award for an outstanding First Year Experience program. It deviates slightly in that it is designed to be more content specific. So there will be an FYE for business, an FYE for sciences, an FYE for humanities, etc. This concept was created at the BSILI 2017 conference. Faculty from PCC's FYE program were present at BSILI 2017. When we informed them of our FYE plan, they were very supportive saying they are planning to move their FYE in a similar direction.

20.   a. Cross-Listed Course *(Enter Course Code)*: *N/A*
       b. Replacement Course *(Enter original Course Code)*: *N/A*

21. Grading Method *(choose one)*: __Letter Grade Only__

22. MIS Course Data Elements
     a. Course Control Number [CB00]: __CCC000588595__
     b. T.O.P. Code [CB03]: __493013.00 - Academic Guidance__
     c. Credit Status [CB04]: __D - Credit - Degree Applicable__
     d. Course Transfer Status [CB05]: __B = Transfer CSU__
     e. Basic Skills Status [CB08]: __2N = Not basic skills course__
     f. Vocational Status [CB09]: __Not Occupational__
     g. Course Classification [CB11]: __Y - Credit Course__
     h. Special Class Status [CB13]: __N - Not Special__
     i. Course CAN Code [CB14]: *N/A*
     j. Course Prior to College Level [CB21]: __Y = Not Applicable__
     k. Course Noncredit Category [CB22]: __Y - Not Applicable__
     l. Funding Agency Category [CB23]: __Y = Not Applicable__
     m. Program Status [CB24]: __1 = Program Applicable__
Name of Approved Program *(if program-applicable)*: __COD__
Attach listings of Degree and/or Certificate Programs showing this course as a required or a restricted elective.)

23. Enrollment - Estimate Enrollment
First Year: __180__
Third Year: __360__

24. Resources - Faculty - Discipline and Other Qualifications:

COLL 001-First Year Seminar

      a. Sufficient Faculty Resources: Yes

      b. If No, list number of FTE needed to offer this course: *N/A*

25. Additional Equipment and/or Supplies Needed and Source of Funding.

None

26. Additional Construction or Modification of Existing Classroom Space Needed. *(Explain:)*

None

27. FOR NEW OR SUBSTANTIALLY MODIFIED COURSES

Library and/or Learning Resources Present in the Collection are Sufficient to Meet the Need of the Students Enrolled in the Course: Yes

As a course with a strong information literacy component, students would be using the library databases to locate articles. In addition, they might consult reference librarians for assistance in locating information. Librarians would be likely instructors of this course and would be a valuable asset for professional learning for potential instructors of this course. An ideal classroom would have smart classroom capabilities (projector, internet, etc.)

28. Originator Gary Bergstrom   Origination Date 09/18/17