

COUNSELING 120-COLLEGE SUCCESS SKILLS-3 UNITS

Instructor: James Shinn, LCSW
Email address: shinnjc@sbcglobal.net

Couns. 120-CRN#-21171`
Class Day/Times: Calipat/8:30 am

COURSE DESCRIPTION

This course is designed to assist students in learning how to reach their collegiate and life planning goals. Topics include college orientation, study skills, cultural diversity awareness, self-evaluation, stress management, personal awareness affecting education/life success, and transitioning to different college or work environments. The central theme of the course is a holistic approach to the individuality of students in higher education, which include race, ethnicity, gender, sexual orientation and age. Strategies covered and skills developed will be goal setting, note-taking, listening, time-management, learning styles, critical thinking, test taking, research resources, financial aid and educational program planning. The course will focus on learning about being successful in the classroom, work and other social environments.

STUDENT LEARNING OUTCOMES

Upon completion of the course, the successful student will have acquired new skills, knowledge and/or attitudes as demonstrated by being able to:

1. Identify prison resources and be able to explain what resources they find are important for their personal college success.
2. Identify three study tips and three ways to take notes and state how improving these techniques are important for student college success.
3. Identify what are their short/long term academic goals.
4. Identify experiences in volunteerism that will help them achieve long term academic/vocational goals.
5. Identify five strategies for managing stress related to the demands of college life.
6. Define and operationalize 50-100 vocabulary words related to college and life success.

COURSE OBJECTIVES

Upon satisfactory completion of the course, students will be able to:

1. Identify learning resources in the prison, communities and most college settings.
2. Organize and maintain a portfolio of completed works, exam, notes and creative writings activities.
3. Identify 5 different survival skills which lead to academic, vocational and social success.
4. Identify and utilize academic skills such as test taking, note-taking, textbook reading techniques, time management strategies and access to social support for the purpose of success in learning environments of college or work.
5. Utilize library and internet resources in college and community settings.
6. Develop cooperative learning skills and an understanding of small group dynamics.
7. Identify 5 problem-solving strategies for improving academic performance.
8. Analyze the value self-care as it relates to mental health, stress management, exercise, support systems and a drug free lifestyle.
9. Demonstrate the ability to evaluate themselves as it relates to learning styles, motivation, management of moods, conflict resolution and maximize social and academic success.

10. Develop critical thinking skills as it relates to personal and educational development.

TEXTBOOK

The Essential Guide to Becoming a Master Student, 3rd Edition, Wadsworth.

COURSE REQUIREMENTS AND INSTRUCTIONAL METHODS

Three Exams (50, 100, 200 points)

There will be two small exams (100) and a final exam (200). Each exam will cover 5 chapters in the book, discussions, information from presentations and lectures. Exams will be both multiple choice and short essay answers. Student can expect to see some previous quiz/exam questions on the final.

Socio-Biography “Support Story” (100 points)

Students will write a an autobiography in which they will use terms from the first 3 chapters of the text to analyze their personal, family, social and group experiences. Students will be expected to define the terms and use sociological theory to analyze and evaluate the life experiences of self, peers and/or family. Students encouraged to identify support systems. All writing will be word processed using a 12 point font. When using a term from the text, please note the author’s name, date and page number (Shinn, 2/7/17, p. 77).

4 Quizzes (20 points each)

Each quiz will cover a certain amount of content from the text. The first quiz will be on Chapter 1 and then Chapters 2 and 3 and so on. The purpose of the quizzes is to evaluate comprehension of the text and motivate students to read and take notes on the text.

Current Event Analysis (40 points)/A Literature Review

Students will write a 2-3 page analysis of a current event using vocabulary, theory, self-reflection, research and interviews with other students. The project will contain a copy of the current event and 2-3 pages of word processed text.

Portfolio (40 points)

The week before the final exam, students will turn in a portfolio of class work to demonstrate organizational skills and to help prepare them for the final. The portfolio will contain quizzes, exams, quick writes, socio-biography, analysis of a current event from a sociological perspective.

Class Attendance/Participation (50 points)

There are many ways to participate in the class. The first is to show up. (“You miss all of the shots you don’t take”-Michael Jordan). Verbal participation is rewarded but optional. Written participation is mandatory, where students will turn in 1-2 quick writes for each class session. A “quick write” is a minimum of one half page written response to a topic, lecture, story, video or other learning activity. It will involve at least two paragraphs and a theoretical, emotional or experiential response analysis or response.

Absence Policy

Students are expected to attend all classes. If there is illness or lock-down or other reasons for students to miss class, they can make up attendance by defining a minimum of 10 terms from the weekly reading material and a 2-3 page quick write about the reading material or current events. All writing should

involve the use of theory, vocabulary or classroom learnings. . When using a term from the text, please note the author’s name, date and page number (Shinn, 2/7/17, p. 77).

Grading Policy

A	90-100%	584-660 points
B	80-90%	508-584 “
C	70-80%	432-508 “
D	60-70%	356-432 “
F	Below 60%	Below 356 points

CLASS SCHEDULE

Calipatria

Week 1 2/16	Intro/Syllabus/Quick Writes Organize Portfolio/Course Review	Read Chapter 1-Using Learning Styles
Week 2 2/23 Money/Time	Lecture-Chapter 1 & 2- Tools for Self-Assessment	Read Chapter 2-Taking Charge-
Week 3-3/2 Reading/ Quiz #1	Lecture-Chapter 3-Setting Goals A Purpose Driven Life	Read Chapter 3-Purpose and
Week 4 -3/9 Class/Note taking	Lecture-Chapter 4 Writing/journaling	Read Chapter 4-Participating in Socio-Biography “Support Story” due
Week 5-3/16	Lecture-Chapter 5-Test Taking Strategies	Read Chapter 5-Tests and Memory
Week 6 -3/23 Technology	Lecture-Chapter 6-Becoming a Techie and other tools	Read Chapter 6- Quiz #2 -Using
Week 7-3/30	Lecture-Chapter 7-Thinking And communicating ideas	Read Chapter 7- Exam #1
Week 8-4/6 Relationships	Lecture-Chapter 8-People and	Read Chapter 8-Creating Positive

	Power	Quiz #3
Week 9-4/13 Health	Lecture-Chapter-9-Stress Management	Read Chapter 9-Choosing Greater
Week 10-4/27 Majors/Careers	Lecture-Chapter 10-Decision making and getting support	Read Chapter 10-Choosing Quiz #4
Week 11-5/4	Lecture-Stress Management	Current events/Literature analysis due
Week 12-5/11	Lecture-Community Resources	Creating a Community Map
Week 13-5/18	Lecture-Coping with Diversity	Exam #2
Week 14-5/25	Lecture-Benchmarks and Self assessment	Lifelines; counseling; support groupss
Week 15-6/1	Lecture-Review for Final Exam Problem-solving and research	Portfolio due
Week 16-6/8	Termination/Class Evaluation	Final Examination