

# Santa Monica College

## Course Outline For COUNSELING AND TESTING 20, Student Success Seminar

Course Title:	Student Success Seminar	Units:	3.00
Total Instructional Hours (usually 18 per unit):	54		
Hours per week (full semester equivalent) in Lecture:	3.00	In-Class Lab:	0
		Arranged:	
Date Submitted:	May 2011		
Date Updated:	November 2012		
Transferability:	Transfers to UC Transfers to CSU		
IGETC Area:	Does NOT satisfy any area of IGETC:		
CSU GE Area:	<ul style="list-style-type: none"><li>• CSU GE Area E: Lifelong Understanding and Self-Development<ul style="list-style-type: none"><li>○ E - Lifelong Understanding and Self-Development</li></ul></li></ul>		
SMC GE Area:	Does NOT satisfy any area of SMC GE:		
Degree Applicability:	Credit - Degree Applicable		
Prerequisite(s):	None		
Pre/Corequisite(s):	None		
Corequisite(s):	None		
Skills Advisory(s):	None		

### I. Catalog Description

This course provides an exploration of intellectual, psychological, social and physical factors that impact lifelong learning, well-being and success. Topics include motivation and self-efficacy; critical thinking, academic integrity and active study strategies; health issues and lifestyle choices; relating to others as a global citizen; written and oral communication; time management; career exploration; and educational planning.

### II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Achieving Academic Success, Strategies for College and Lifelong Learning, Santa Monica College Custom Edition, 6th, Van Blerkom, Dianna, -Cengage learning © 2010, ISBN: 1424074800
2. Hanson, Nancy. Counseling 20 Supplemental Packet, SMC Reprographics, 08-27-2012
3. Carter, Carol, Joyce Bishop and Sarah Lyman Kravits. "Keys to Success". 7th Edition Boston:Pearson Education, Inc.,2012. Print
4. Downing, Skip. "On Course- Strategies for Creating Success in College and in Life." Boston: Houghton Mifflin Company, 2005. Print.
5. Ellis, Dave. "Becoming a Master Student". 14th Edition. Boston: Wadsworth Cengage Learning, 2012. Print.
6. Gardner, John N. and Betsy O. Barefoot. "Your College Experience, Strategies for Success". 10th Edition Boston: Bedford-St.Martin's, 2012. Print.
7. Hopper, Carolyn H. "Practicing College Learning Strategies". 6th Edition Boston: Wadsworth Cengage Learning, 2013. Print.

### III. Course Objectives

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

1. Understand the factors that influence motivation, and develop strategies to increase motivational levels.
2. Learn the concept of self-efficacy, and learn specific strategies and successful behaviors to develop self-efficacy.
3. Formulate effective short-term and long-term personal and educational goals.
4. Examine the principles of critical thinking and academic integrity for academic and personal decision-making.
5. Identify effective study/life strategies and practice applying these strategies to academic and personal goals.
6. Examine health issues such as stress, nutrition, and exercise that affect lifelong well-being.
7. Examine lifestyle choices and the impact these choices have on learning and health.
8. Demonstrate self-awareness and awareness of cross-cultural and global issues.
9. Demonstrate effective written and oral communication, and group process skills.
10. Understand effective strategies for managing time and achieving lifelong goals.
11. Assess interests and values as a foundation for career and educational planning.
12. Identify educational goals based on an understanding of the systems of higher education and the use of print and electronic resources. Develop a plan to achieve an educational goal.

**IV. Methods of Presentation:**

Lecture and Discussion , Other (Specify)

Other Methods: small group discussions, student presentations, guest speakers and various multimedia resources.

**V. Course Content**

<u>% of course</u>	<u>Topic</u>
10%	Motivation and self-efficacy
15%	Time management and goal-setting
25%	Critical thinking, academic integrity and learning skills
10%	Health and lifestyle issues
10%	Global Citizenship and Relationships
20%	Written and oral communication and research
10%	Educational planning; career exploration
100%	Total

**VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)**

<u>Percentage</u>	<u>Evaluation Method</u>
30 %	Exams/Tests

15 %	Class Participation
55 %	Written assignments
100 %	Total

## VII. Sample Assignments:

### 1) C20 Educational Plan Assignment

#### ASSIGNMENT OVERVIEW:

For this assignment, you will be completing the Student Educational Plan Form in your packet.

#### 1. On this form, you will:

- Identify a school, major and academic goal
- List the courses required in four areas:
  - Major
  - General education (if applicable)
  - Prerequisites required
  - Courses in progress, and courses planned for two additional terms

#### 2. You will also be required to meet with an SMC academic counselor to review your plan. The counselor will sign off on your form when it is completed correctly.

- You can see a counselor at any center on campus that provides academic counseling, e.g., the Transfer Center, EOPS, Latino Center, Black Collegians Program, SSP, TRIO, International Student Center, Center for Students with Disabilities, Welcome Center.
- **Make your appointment early!** This assignment may require more than one meeting with a counselor.

#### 3. Also submit any general education or major sheets or printouts given to you by the counselor.

#### BEFORE YOUR APPOINTMENT:

1. Gather the information for your academic goal: identify the major and general education courses required and prerequisite courses needed using the resources presented in class and on the Counseling 20 Ed Plan site at <http://www.smc.edu/AcademicPrograms/Counseling/CounselingCourses/Pages/Educational-Planning.aspx>

2. IN PENCIL, fill out the major, GE (if applicable), and prerequisite sections of your Ed Plan
3. IN PENCIL, using the coursework laid out in the categories and your learning about course planning, enter your current classes, then plan your coursework for the next two terms.

#### AT YOUR APPOINTMENT:

1. Review your completed form with the counselor. The counselor will review it for accuracy and help you make corrections as needed.
2. This is also your opportunity to ask any and all questions you may have about your academic goals!
3. Have the counselor print and sign your form when it is accurate and complete.

#### GETTING HELP PRIOR TO YOUR COUNSELOR MEETING:

Here are some resources if you are unsure how to complete the form or find appropriate resources:

- Your instructor
- An Express Counselor in the Transfer Center for quick questions
- A Counseling 20 peer mentor
- The Counseling 20 Educational Planning website:  
<http://www.smc.edu/AcademicPrograms/Counseling/CounselingCourses/Pages/Educational-Planning.aspx>
- A first meeting with an academic counselor for guidance

#### 2) C20 Lifeline Assignment

##### ASSIGNMENT OVERVIEW:

For this assignment, you will be **creating your lifeline**, which will represent your significant past events and your future goals. You also will be **giving a brief presentation** to the class of the highlights of your lifeline. A strong lifeline will demonstrate creativity, thought and effort.

##### INSTRUCTIONS:

##### The Lifeline:

1. You will create a visual presentation, which will be a **CONTINUUM** with a **THEME**:
  - Minimum size of 22" by 14," OR
  - Create a PowerPoint. If you make a PowerPoint:
    - Bring your presentation to class on a flash drive, **AND**
    - Print out a copy of the PowerPoint to submit to your instructor
2. Start with your birthdate (year is optional) and place of birth

3. Write the date and title of \_\_\_\_ number of significant events in your life thus far
  - These significant events can either be good or bad, positive or negative. Everything that has happened to you contributes to who you are today.
4. Include today's date and place it in the correct part of your continuum
5. Add the date and title of \_\_\_\_ number of future goals
  - What do you want to accomplish in the rest of your life?
  - Consider the following areas:
    - Academic
    - Career
    - Creative
    - Contribution (to your community or other)
    - Adventure
    - Health
    - Travel
  - You may include marriage and family; **HOWEVER**, they must be in addition to the specific goals above
6. Finish the continuum by adding the year of your "death" at the end. Give yourself a good, long life. If you are uncomfortable with this, still include an end or final PowerPoint slide

### The Presentation:

1. Prepare and practice a **one-minute presentation** about your lifeline that will include **ONLY** the information in #2 below
2. Prepare two (2) 3X5 cards with the information below. You will use one card for your presentation. You will submit the second card to your instructor before you give your presentation:
  - Your name
  - Where you were born (country, city)
  - Your theme
  - Two most significant events from the past
  - Three most important goals for the future (do NOT include marriage and/or family in your presentation)

## **VIII Student Learning Outcomes**

1. Apply knowledge of educational planning and time management that demonstrates an accurate mastery of details needed for the creation of an Educational Plan that includes a reasonable class schedule and time frame for its completion.
2. Demonstrate and evaluate knowledge and use of effective study strategies related to lecture note taking, textbook reading, test preparation and test performance.