

LS M03: PERSONAL DEVELOPMENT AND STUDY STRATEGIES

Originator

sarzunyan

Co-Contributor(s)
Name(s)

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College

Moorpark College

Discipline (CB01A)

LS - Learning Skills

Course Number (CB01B)

M03

Course Title (CB02)

Personal Development and Study Strategies

Banner/Short Title

Personal Dev & Study Strategies

Credit Type

Credit

Start Term

Fall 2020

Catalog Course Description

Introduces strategies and skills to enhance academic success and personal growth for lifelong learning. Includes gaining self-awareness of personal responsibility, motivation, learning style preferences, career and life planning, goal setting, communication, stress reduction and the development of a self-management system. Integrates self-awareness through learning specific study strategies, including note taking, test taking, and research. Emphasizes critical thinking skills and engagement with resources on campus and in the community. Instruction designed to meet the educational needs of students with or without disabilities.

Additional Catalog Notes

Instruction designed to meet the educational needs of students with or without disabilities.

Taxonomy of Programs (TOP) Code (CB03)

4930.32 - Learning Skills, Learning Disabled

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

2 - Not Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

Will not be required

Grading method

Letter Graded

Alternate grading methods

Student Option- Letter/Pass
Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

105

Maximum Outside-of-Class Hours

105

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)

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

- | | |
|---|---|
| 1 | assess, identify, practice, and reflect on their beliefs and behaviors related to the choices of successful students. |
| 2 | recognize study skills challenges, implement appropriate strategies, and evaluate the effectiveness. |

Course Objectives

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

- | | |
|----|---|
| 1 | identify learning styles preference and apply it to academic, personal, and professional settings. |
| 2 | recognize and apply effective communication styles that facilitate interaction with family, friends, and instructors in ways helpful to the learning process. |
| 3 | apply organizational and self-management strategies to facilitate success in a variety of settings (both academic and non-academic). |
| 4 | analyze and evaluate key life planning variables necessary to create and maintain a satisfying and healthy lifestyle including self-esteem, personal development, goal setting, financial literacy and stress management. |
| 5 | identify and assess ways to maintain personal responsibility for one's own academic progress, self-development, and future choices. |
| 6 | apply specific strategies for improving study habits and concentration needed for persistence and success in college, career, and personal life. |
| 7 | describe and practice strategies to improve reading, listening, and writing skills, and apply them to the academic tasks of taking notes, studying, and test taking. |
| 8 | evaluate textbook information and determine appropriate comprehension and memory strategies to best learn the material. |
| 9 | identify and manage emotions and stress in order to employ positive behaviors and attitudes. |
| 10 | formulate and apply skills required to study, work, and live as a contributing and aware member of a multicultural and interdependent global society. |
| 11 | demonstrate knowledge of research and writing strategies in order to effectively use library services and resources to write a research paper. |
| 12 | identify student responsibilities and resources available both on the campus and in the community. |

Course Content

Lecture/Course Content

1. **(30 %) Personal Development**
 - a. Analysis of individual learning styles preference and development of a learning orientation to life
 - b. Goal setting and motivation
 - c. Self- management and organizational skills
 - d. Self-awareness
 - e. Emotional intelligence (stress reduction and self-esteem)
 - f. Personal responsibility and decision-making process
 - g. Effective communication strategies with family, friends, and instructors
 - h. Mindfulness
 - i. Strategies for financial literacy and career planning
 - j. Use of technology to enhance critical thinking and accessibility
2. **(30%) Study Strategies**
 - a. Active learning
 - b. Strategies for improving reading comprehension and retention of textbook material
 - c. Strategies to improve note taking
 - d. Strategies to improve organization and rehearsing of material
 - e. Test taking strategies for various types of exams
3. **(30%) Critical Thinking and Research**
 - a. Critical and creative thinking
 - b. Understanding and using reference and research materials
 - c. Steps to preparing for a research paper (choosing topic, evaluating sources, paraphrasing and summarizing, creating an outline, citing sources using MLA style)
4. **(10%) Community Engagement**
 - a. Utilizing college and community resources
 - b. Multiculturalism and diversity
 - c. Service-learning
 - d. Career investigation

Laboratory or Activity Content

N/A

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Problem solving exercises
Skills demonstrations
Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Classroom Discussion
Group projects
Individual projects
Journals
Objective exams
Oral presentations
Projects
Participation
Reports/Papers/Journals
Reports/papers
Skills demonstrations

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Collaborative group work
Class activities
Class discussions
Case studies

Distance Education
 Field trips
 Group discussions
 Guest speakers
 Instructor-guided use of technology
 Internet research
 Lecture

Describe specific examples of the methods the instructor will use:

Inviting campus services, such as the library, financial aid, and scholarship office, to present available resources to students.

Representative Course Assignments

Writing Assignments

1. Write about the causes and effects of one self-defeating behavior pattern.
2. Write a final essay evaluating and synthesizing qualities of a successful student; incorporate a personal challenge, the strategies used in dealing with the challenge, and the outcome.
3. Complete a modified research assignment in order to practice organizing the topics in a paper, creating an outline, utilizing credible sources, and developing a strong introductory paragraph.

Critical Thinking Assignments

1. Identify strategies to determine whether certain sources are appropriate for academic research papers.
2. Evaluate study strategies improved upon, include what to improve upon more and a plan for making future improvements.
3. Determine and write about preferred styles of learning and choices that can help improve learning challenging subjects.

Reading Assignments

1. Read the textbook to learn about study skill challenges, select a strategy or two that will help with the challenge, and complete the "Do One Thing Different" assignment.
2. Locate five sources (at least one journal article, one book, and one website) related to a research topic. Read the sources to find two quotes or paraphrases per source that relate to the main ideas of a selected topic.

Skills Demonstrations

1. Choose one method of organizing notes detailed in the textbook with a group. Organize study materials from a previous chapter using the selected method from the textbook. Present the organization method to the class.
2. Visit five campus support services as a group. Discover what services are provided and learn one interesting fact about each service.

Outside Assignments

Representative Outside Assignments

1. Create and use a self-management system.
2. Conduct independent research.
3. Plan for projects and presentations
4. Read the textbook.
5. Explore and engage with campus and community resources in order to take advantage of services and maximize opportunities for success.

Articulation

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
CSU Northridge	UNIV 100	Freshman Seminar	3

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
Golden West College	COLL G100	Becoming a Successful Student	3
Napa Valley College	COUN 100	College Success	3
Santa Barbara City College	PD 100	College Success	3
Victor Valley College	GUID 107	Learning Strategies and Study Skills	3

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

FALL 2005

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

E Lifelong Learning and Self-Development

Approved

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

UC TCA

UC TCA

Approved

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Description

Downing, Skip. *On Course: Strategies for Creating Success in College and in Life; and Study Skills Plus*. 3rd ed. Cengage.2016.

Resource Type

Textbook

Description

Hopper, Carolyn H. *Practicing College Learning Strategies*. 7th ed., Cengage, 2015.

Resource Type

Textbook

Description

Ellis, Dave. *Becoming a Master Student*. 16th ed., Cengage, 2017.

Resource Type

Other Resource Type

Description

Moorpark College Catalog (Access available on website).

Description

Harrington, Christine. *Student Success in College; Doing What Works*. 3rd., Cengage, 2018.

Library Resources**Assignments requiring library resources**

Attend an orientation to the Library and an instruction session on how to locate, evaluate, and use Internet and Library print and online resources in preparation for writing a modified research paper.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Modified research assignment which follows steps to prepare for a research paper; choosing topic, evaluating sources, paraphrasing and summarizing, outline, citing sources using MLA style.

Distance Education Addendum**Definitions****Distance Education Modalities**

Hybrid (51–99% online)

Hybrid (1–50% online)

100% Online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
Face to Face (by student request; cannot be required)	Students will have direct face-to-face contact with instructor during weekly class meetings. This time will provide the opportunity for students to discuss and ask questions about the material to facilitate student learning objectives and course outcomes. The instructor will also hold weekly, scheduled office hours for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed.
Other DE (e.g., recorded lectures)	Faculty will use a variety of tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: <ul style="list-style-type: none"> o Recorded Lectures, Narrated Slides, Screencasts o Instructor created content o 3rd Party Publisher Tools o Websites and Blogs o Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)

Hybrid (51%–99% online) Modality:

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100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
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Examinations

Hybrid (1%–50% online) Modality

- Online
- On campus

Hybrid (51%–99% online) Modality

- Online
- On campus

Primary Minimum Qualification

SPECIAL EDUCATION

Review and Approval Dates

Department Chair

12/03/2019

Dean

01/29/2020

Technical Review

02/06/2020

Curriculum Committee

02/18/2020

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000429486

DOE/accreditation approval date

MM/DD/YYYY