

COURSE OUTLINE

**Student Development 145**  
**Achieving Academic and Career Success**

**I. Catalog Statement**

Student Development 145 is a survey course designed to increase academic motivation and career success throughout the life span. The primary goal of this course is to examine how an individual's psychological, social, physical, and environmental factors impact academic achievement and academic, career and personal life choices. Topics include learning theory, achievement motivation, identity development, critical thinking strategies, study and time management techniques, career exploration, decision making, and vocational planning.

Total Lecture Units: 3.0

**Total Course Units: 3.0**

Total Lecture Hours: 48.0

**Total Faculty Contact Hours: 48.0**

Recommended Preparation: English 191 or ESL 141.

**II. Course Entry Expectations**

Skills Level Ranges: Reading 4; Writing 4; Listening/Speaking 4; Math 2.

**III. Course Exit Standards**

Upon successful completion of the required coursework, the student will be able to:

1. apply techniques to conceptualize and recall information;
2. identify how to take effective class notes;
3. practice reading with improved retention;
4. describe and demonstrate basic steps in problem solving and critical thinking;
5. describe policies and procedures relating to academic success;
6. locate people and information resources that support student success and career decision-making both on and off campus;
7. design an effective time management schedule;
8. apply theories of learning and personality type to problem-solving aspects of academic life and career choices;

9. identify psychosocial factors such as self-esteem, self-efficacy, and self-concept that impact academic perceptions;
10. list the socio-emotional issues that impact academic success;
11. identify important values, skills, and interests;
12. select a tentative career goal compatible with one's values, personality, skills, interests, and goals;
13. identify and use career decision-making models to focus on occupational choices.

**I. Course Content**

**Total Faculty Contact Hours = 48**

- |   |          |
|---|----------|
| A. Higher Education Orientation   | 4 hours  |
| 1. Introduction to course: course agreements, contracts, and responsibilities |          |
| 2. Post-secondary education overview: policies, programs and requirements     |          |
| 3. Resources: library, other campus and community resources                   |          |
| <br>  |          |
| B. Academic Strategies for Success  | 12 hours |
| 1. Memory techniques: theories and application                                |          |
| 2. Reading retention techniques   |          |
| a. Surveying textbooks  |          |
| b. Critical reading   |          |
| 3. Note-taking  |          |
| a. Purposes and uses of note-taking   |          |
| b. Cornell, outline and mind-mapping methods                                  |          |
| 4. Test-taking  |          |
| a. Preparing for tests  |          |
| i. Overcoming test anxiety  |          |
| ii. Predicting test questions   |          |
| b. Taking tests   |          |
| i. Essay tests  |          |
| ii. Standardized tests  |          |
| <br>  |          |
| C. Personal Management  | 16 hours |
| 1. Achievement motivation   |          |
| a. Self-efficacy/Self esteem  |          |
| b. Locus of control   |          |
| c. Effort Avoidance and procrastination                                       |          |
| d. Maslow's hierarchy   |          |
| 2. Life transitions and changes   |          |
| a. Managing stress and emotions   |          |
| b. Decision-making  |          |
| c. Exploring socio ecological factors   |          |
| d. Maintaining health and wellness  |          |

3. Time management and monitoring
    - a. Goal generating and setting
    - b. Setting priorities
  4. Identity development
    - a. Learning styles
    - b. Personality type
    - c. Diversity, culture, and personal values
- D. Career and Life Planning 2 hours
1. Life-long process as interrelated with education and leisure
  2. Goal setting and career decision making
  3. The changing world of work and occupational and work trends
  4. Factors in job satisfaction/stereotypes and barriers
- E. Self-Assessment Discussion, Interpretation, Evaluation, and Application 9 hours
1. Values clarification
  2. Identification of skills/interests
  3. Abilities
  4. Personality preferences and temperament
  5. Correlation of values, skills, interests, abilities, and personality preferences with majors and careers
- F. Occupational Research Methods 3 hours
1. Evaluating labor market trends
  2. Use of career computer-assisted interactive systems
  3. Informational interviews and understanding their importance
  4. Creation of proper resume and cover letter
  5. Understanding the importance of internships and service learning
  6. Interview techniques and job search strategies
- G. Career Decision Making Process 2 hours
1. Ranking needs, using critical and creative thinking
  2. Generating alternatives and options
  3. Synthesizing information
  4. Evaluating outcomes

**IV. Methods of Instruction**

The following instructional methodologies may be used in this course:

1. classroom lectures;
2. guest lectures;
3. multimedia;
4. collaborative interactive presentations by instructor and students.

## **V. Out of Class Assignments**

The following out of class assignments may be used in this course:

1. journal keeping;
2. homework assignments (e.g. describe your dream job, listing the values important to you;)
3. class presentation of an information interview;
4. class presentation on student services;
5. career research using various career databases.

## **VI. Methods of Evaluation**

The following methods of evaluation may be used in this course:

1. quizzes;
2. essays/ research paper;
3. class participation in oral and written exercises;
4. instructor evaluation of student work;
5. midterm and final examinations.

## **VII. Textbooks**

Ellis, D. *Becoming a Master Student*, 14th Edition, 2012. Boston: Houghton, Mifflin Company.

11th Grade Reading Level. Student Edition ISBN: 143901743

Santrock, J.W. & Halonen, J.S. *Your Guide to College Success: Strategies for Achieving Your Goals*, 7<sup>th</sup> Edition, 2012. Wadsworth/Cengage Learning.

12<sup>th</sup> Grade Textbook Reading Level. ISBN: 978-0-495-57151-3.

Sukiennik, Bendat, and Raufman. *The Career Fitness Program*. Current edition, 2007. Scotsdale: Goursuch/Scarbrick Publishers.

12th Grade Textbook Reading Level. ISBN: 1-3086-100-6.

## **VIII. Student Learning Outcomes**

1. Students will apply appropriate techniques to conceptualize and recall information.
2. Students will identify personal values, personality type, skills, and interests leading to selection of possible college major and career goals.
3. Students will locate appropriate campus and community resources that support student success and career decision-making.