

A: Division: **Educational and Student Services** Date: **November 12, 1998**

B: Department: **Student Services and Student Development** New Course: **X**

Program: **RESS** Revision of Course Information form:

C: **STSU 100** D: **Introduction to College Studies** E: **3.0**

Subject & Course No.

Descriptive Title

Semester Credit

F: **Calendar Description: This first semester experience course is intended to assist students in their successful transition to Douglas College. The content of the course is designed to help students in becoming more independent learners in order that they can make the most of their educational opportunities. The course will expose students to the numerous resources and services available at Douglas College. Students will learn how to enhance their current study skills toward developing a foundation for lifelong learning and career development.**

Summary of Revisions: (Enter date & section) Eg: Section C,E,F

G: **Type of instruction: Hrs per week / per semester**
 Lecture: **4 Hrs.**
 Laboratory: **Hrs.**
 Seminar: **Hrs.**
 Clinical Experience: **Hrs.**
 Field Experience: **Hrs.**
 Practicum: **Hrs.**
 Shop: **Hrs.**
 Studio: **Hrs.**
 Student Directed Learning: **Hrs.**
 Other (Specify) : **Hrs.**
Total: 4 Hrs.

H: **Course Prerequisites:**
Douglas College Writing Assessment result at English 124 or higher; or an accepted equivalency.

I: **Course Corequisites:**

J: **Course for which this Course is a Prerequisite:**

K: **Maximum Class Size:**
35

L: **College Credit Transfer**
College Credit Non-Transfer
Non-Credit

M: **Transfer Credit:** Requested:
 Granted:

Specify Course Equivalents or Unassigned Credit as appropriate:

U.B.C.
 S.F.U.
 U. Vic.
 Other:

Sheridan Gibbons
 Course Designer(s)

Director/Chairperson

[Signature]
 Divisional Dean

[Signature]
 Registrar

Subject and Course Number

N. Textbooks and Materials to be Purchased by Students (Use Bibliographic Form):

Students may be required to purchase a course package of materials.

Complete Form with Entries Under the Following Headings: O. Course Objectives; P. Course Content;
Q. Method of Instruction; R. Course Evaluation

O. Course Objectives:

This First Semester Experience Course is intended to:

Assist students in their transition to college.

Encourage students to use many of the college's resources and services.

Assist students in achieving their academic and personal goals.

Increase self-awareness and assist students to realize their academic potential.

Assist students in enhancing their motivation for seeking a post-secondary education.

Encourage students to take greater responsibility for their learning outcomes.

Enhance the self-reliance, self-discipline and self-direction of students.

Provide new students with mentors and networks for informal support through other existing Douglas College mentor networks.

Foster active, critical and creative thinking.

Assist students in developing the skills, strategies and attitudes for college success.

Assist students in recognizing and improving their methods of deliberate learning.

Enhance students' specific learning and problem solving strategies.

Deliver concrete information on a number of study skills topics, to provide objective feedback

Offer candid information from instructors and class peers.

Assist students in developing friendships and other supportive relationships.

Enhance students' self-esteem and self-confidence.

Develop students' perspectives and philosophies about what higher education should be.

Provide a foundation for lifelong learning and career development.

P. Course Content

This course will expose students to a number of first semester issues and topics that will be introduced and presented by faculty from various participating departments college-wide. Students will receive information and develop competencies in the following core area:

Orientation to Douglas College

a. Learning about the host institution

b. Determining the value of a post-secondary education

c. Becoming acquainted with the Douglas College grading system

d. Learning about Douglas College's standards and policies

e. Understanding the Grade Point Average (GPA)

f. Understanding registration issues (e.g. transferring credits from other post-secondary institutions,

late registration, repeating same courses, fee, payments, refunds, etc.)

- g. Petitioning and appealing grades and other college decisions.
- h. Understanding probation and academic performance regulations.

Becoming a Master Student

- a. Maximizing attitude and motivation
- b. Developing learning and memory strategies
- c. Becoming a strategic learner
- d. Enhancing study skills: improving attention / concentration, listening, reading, highlighting, summarizing, notetaking, researching, documenting, writing academic papers, preparing for exams, and test-taking strategies.
- e. Becoming acquainted with the DC Library: computer resources and labs at DC, library catalogue, interlibrary loan, reserves, references, search engines, periodicals, audio-visual library
- f. Becoming a critical thinker: understanding arguments, argument identification, structures of arguments, evaluating premises, conclusions
- g. Developing college writing skills: summarizing, analyzing critically, evaluating sources, integrating sources into students' writing, structuring academic argument

Personal Development

- a. Understanding emotional intelligence
- b. Identifying personal style
- c. Identifying learning style
- d. Aligning personal style to education and career development
- e. Understanding the habits of highly effective people

Time and Stress Management

- a. Identifying priorities
- b. Managing time effectively
- c. Understanding procrastination
- d. Keeping a balance between work, recreation and studies
- e. Assessing current lifestyles and priorities
- f. Understanding the importance of setting goals
- g. Identifying the symptoms of stress
- h. Learning practical techniques for relaxation and health
- i. Developing a money management process, reducing financial crises, creating an educational financial plan, learning about funding sources and student loan applications

Introduction to Career Development

- a. Learning about the changing labour market and factors that affect it
- b. Identifying new occupational trends
- c. Researching job futures
- d. Career and lifestyle planning
- e. Using the world wide web and other resources for occupational information
- f. Designing a ladder approach to lifelong learning
- g. Developing an educational plan

Effective Communication

- a. Learning about the communication loop
- b. Developing assertive, respectful communication
- c. Enhancing listening skills
- d. Improving communication with instructors

Q. Method of Instruction

Curriculum will be delivered through interdisciplinary involvement. The course is intended to be application oriented. Students will master course objectives through guided self-discovery, exploration, readings, lectures, special presentations, information sessions, tutorials, and mentor relationships. Various forms of media will be utilized in the delivery of the curriculum.

R. Course Evaluation

Students will be graded on a minimum of five different evaluations. Not one assignment will be worth more than 30% of the final mark. All evaluations will be marked and graded by the discipline responsible for delivering the designated curriculum. All marks will be retained, tabulated and submitted to the registrar's office by the course coordinator.