



**COURSE OUTLINE : ST DV 145**

**D Credit – Degree Applicable**

**COURSE ID 002107**

**Cyclical Review: July 2020**

**COURSE DISCIPLINE :** ST DV  
**COURSE NUMBER :** 145  
**COURSE TITLE (FULL) :** Achieving Academic and Career Success  
**COURSE TITLE (SHORT) :** Academic and Career Success

### **CATALOG DESCRIPTION**

ST DV 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.

### **CATALOG NOTES**

Note: ST DV 145 may not be taken for credit by students who have successfully completed ST DV 125 or ST DV 128. Fee for three assessments.

Total Lecture Units: 3.00

Total Laboratory Units: 0.00

**Total Course Units: 3.00**

Total Lecture Hours: 54.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

**Total Contact Hours: 54.00**

**Total Out-of-Class Hours: 108.00**

Recommended Preparation: ENGL 100 or ESL 141.



**ENTRY STANDARDS**

	Subject	Number	Title	Description	Include
1	ESL	141	Grammar And Writing IV	Compose a 400 to 450-word thesis-based essay which:	Yes
2	ESL	141	Grammar And Writing IV	a. summarizes and cites appropriately a reading passage provided as a prompt;	Yes
3	ESL	141	Grammar And Writing IV	b. includes a clear thesis statement;	No
4	ESL	141	Grammar And Writing IV	c. uses evidence to support the thesis;	No
5	ESL	141	Grammar And Writing IV	d. shows clear organization into an introduction, body and conclusion;	Yes
6	ESL	141	Grammar And Writing IV	e. uses appropriate rhetorical modes such as comparison/contrast, cause/effect and persuasion in order to support a thesis;	No
7	ESL	141	Grammar And Writing IV	demonstrate control of verb tenses in active and passive voice, gerunds and infinitives, conditionals real and unreal, adjective, noun, and adverb clauses, and transitional expressions;	Yes
8	ESL	141	Grammar And Writing IV	comprehend multi-paragraph reading passages in textbooks.	Yes
9	ENGL	100	Writing Workshop	Read, analyze, and evaluate contemporary articles and stories to identify topic, thesis, support, transitions, conclusion, audience, and tone;	Yes
10	ENGL	100	Writing Workshop	read, analyze, and evaluate contemporary articles and stories for the comprehension of difficult content and the identification of main ideas and (topic-based) evidence;	No
11	ENGL	100	Writing Workshop	read, analyze, and evaluate student compositions for unity, development, use of evidence, interpretation, coherence, and variety of sentence form;	No
12	ENGL	100	Writing Workshop	write a summary of a contemporary article or story with correct citation techniques;	Yes
13	ENGL	100	Writing Workshop	write an argumentative essay that has an introduction, body paragraphs, and a conclusion, demonstrating a basic understanding of essay organization;	Yes
14	ENGL	100	Writing Workshop	write an argumentative essay that addresses the topic, is directed by a thesis statement, uses appropriate textual evidence, develops logical interpretations, and concludes with some compelling observations;	No



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15	ENGL	100	Writing Workshop	write an argumentative essay that integrates the ideas of others (i.e., authors) through paraphrasing, summarizing, and quoting with correct citation techniques;	No
16	ENGL	100	Writing Workshop	write an argumentative essay that generates novel ideas (those that add to the conversation rather than repeating the author's ideas) related to the topic and the readings;	No
17	ENGL	100	Writing Workshop	write compositions (e.g., summaries and argumentative essays) that are easy to read and follow, though some errors in grammar, mechanics, spelling, or diction may exist;	Yes
18	ENGL	100	Writing Workshop	proofread and edit essays for content, language, citation, and formatting problems.	No

**EXIT STANDARDS**

- 1 practice effective note taking;
- 2 apply reading strategies;
- 3 demonstrate basic steps in problem solving and critical thinking;
- 4 research and examine policies and procedures relating to academic success;
- 5 design an effective time management schedule;
- 6 apply theories of learning and personality type to problem-solving aspects of academic life and career choices;
- 7 examine psychosocial factors such as self-esteem, self-efficacy, and self-concept and their impact on academic perceptions;
- 8 define the socio-emotional issues that impact academic success;
- 9 identify important values, skills, and interests;
- 10 plan and select a tentative career goal compatible with one's values, personality, skills, interests, and goals;
- 11 use career decision-making models to focus on occupational choices.

**STUDENT LEARNING OUTCOMES**

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



**COURSE CONTENT WITH INSTRUCTIONAL HOURS**

	Description	Lecture	Lab	Total Hours
1	Higher Education Orientation • Introduction to course: course agreements, contracts, and responsibilities • Post-secondary education overview: policies, programs and requirements • Resources: library, other campus and community resources	4	0	4
2	Academic Strategies for Success • Memory techniques: theories and application • Reading retention techniques • Surveying textbooks • Critical reading • Note-taking • Purposes and uses of note-taking • Cornell, outline and mind-mapping methods • Test-taking • Preparing for tests • Overcoming test anxiety • Predicting test questions • Taking tests • Essay tests • Standardized tests	12	0	12
3	Personal Management • Achievement motivation • Self-efficacy/Self esteem • Locus of control • Effort Avoidance and procrastination • Maslow's hierarchy • Life transitions and changes • Managing stress and emotions • Decision-making • Exploring socio ecological factors • Maintaining health and wellness • Time management and monitoring • Goal generating and setting • Setting priorities • Identity development • Learning styles • Personality type • Diversity, culture, and personal values	16	0	16



4	Career and Life Planning • Life-long process as interrelated with education and leisure • Goal setting and career decision making • The changing world of work and occupational and work trends • Factors in job satisfaction/stereotypes and barriers	2	0	2
5	Self-Assessment Discussion, Interpretation, Evaluation, and Application • Values clarification • Identification of skills/interests • Abilities • Personality preferences and temperament • Correlation of values, skills, interests, abilities, and personality preferences with majors and careers	9	0	9
6	Occupational Research Methods • Evaluating labor market trends • Use of career computer-assisted interactive systems • Informational interviews and understanding their importance • Creation of proper resume and cover letter • Understanding the importance of internships and service learning • Interview techniques and job search strategies	3	0	3
7	Career Decision Making Process • Ranking needs, using critical and creative thinking • Generating alternatives and options • Synthesizing information • Evaluating outcomes	8	0	8
				<b>54</b>

**OUT OF CLASS ASSIGNMENTS**

- 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.



**METHODS OF EVALUATION**

- 1 quizzes;
- 2 essays/ research paper ( for ex, on a specific career based on the results of the student's values, skills, interests)
- 3 class participation in oral and written exercises;
- 4 midterm and final examinations.

**METHODS OF INSTRUCTION**

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

**TEXTBOOKS**

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
Becoming a Master Student	Supplemental	Boston: Houghton, Mifflin Company	14		Ellis, D.	133709710 1	2017
The Career Fitness Program	Supplemental	Scotsdale: Goursuch/Scari sbrick Publishers			Sukiennik	978032197 9629	2016