



COLUMBIA GORGE
COMMUNITY COLLEGE

[View \(/courses/fye-100\)](/courses/fye-100)

[Edit \(/node/703/edit\)](/node/703/edit)

[Delete \(/node/703/delete\)](/node/703/delete)

[Revisions \(/node/703/revisions\)](/node/703/revisions)

College Survival Skills

Course Number: FYE 100

Transcript Title: College Survival Skills

Created: Aug 10, 2022

Updated: Aug 10, 2022

Total Credits: 3

Lecture Hours: 0

Lecture / Lab Hours: 66

Lab Hours: 0

Satisfies Cultural Literacy requirement: No

Satisfies General Education requirement: No

Grading Options A-F, P/NP, Audit

Default Grading Options A-F

Repeats available for credit: 0

Course Description

Develops time and financial management skills, in addition to facilitating campus connection and goal setting. Includes study skills, career exploration, and personal responsibility for college success. Develops skills for navigating culturally diverse learning environments and explores college resources and services. Audit available.

Course Outcomes

Upon successful completion of this course, students will be able to:

1. Apply college and career readiness skills.
2. Interpret cultural systems and structures within the college and community.
3. Demonstrate emotional intelligence.
4. Apply growth-minded learning strategies.
5. Use college resources to solve academic and real-world problems.

Suggested Outcome Assessment Strategies

Creating a budget, creating an academic plan, presentations, journals and reflection papers, note taking skills, resume/cover letter, tests/quizzes, peer and roundtable discussions, discussion forums, case studies

Course Activities and Design

- Communication in the Real World: An Introduction to Communication Studies (Chapter 8) <https://doi.org/10.24926/8668.0401>
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- [CGCC Student Handbook](https://www.cgcc.edu/sites/default/files/student-services/Student-Handbook.pdf) (<https://www.cgcc.edu/sites/default/files/student-services/Student-Handbook.pdf>)PDF
- [Service learning project:](https://www.celt.iastate.edu/teaching/teaching-format/service-learning/) (<https://www.celt.iastate.edu/teaching/teaching-format/service-learning/>)
- [Emotional Intelligence Mini Reflection](https://docs.google.com/document/d/1zy_1_vsUyjm5DIUaxOWdfxCG-z1GEmUd/edit?usp=sharing&oid=107197384574666568664&rtpof=true&sd=true)
(https://docs.google.com/document/d/1zy_1_vsUyjm5DIUaxOWdfxCG-z1GEmUd/edit?usp=sharing&oid=107197384574666568664&rtpof=true&sd=true)
- [Developing Your Emotional Intelligence](https://drive.google.com/file/d/10neG3FpWA9ICubNblOr4nKgLO8SQkGUz/view?usp=sharing)
(<https://drive.google.com/file/d/10neG3FpWA9ICubNblOr4nKgLO8SQkGUz/view?usp=sharing>)
- [EQ/Stress](https://drive.google.com/file/d/18kNmV7mfxzARcrfawokAPKNSbAe4ZFBL/view?usp=sharing)
(<https://drive.google.com/file/d/18kNmV7mfxzARcrfawokAPKNSbAe4ZFBL/view?usp=sharing>)
- G Suite Toolkit Videos (1(https://drive.google.com/file/d/1L04dZgy-wF-Yes9Sp3D-xr5XLtS1a_85/view?usp=sharing)& 2(https://drive.google.com/file/d/14Ycyp_5yvQAMqQ8-Pri37yL_rntppXLb/view?usp=sharing))
- [GrowthMindsetLesson](https://prezi.com/zwoznblno_vv/growing-your-mind-1/) (https://prezi.com/zwoznblno_vv/growing-your-mind-1/)
- *How to Think About Weird Things: Critical Thinking for a New Age*, Schick, Theodore, and Lewis Vaughn. 1999. Mountain View, Calif: Mayfield Pub

Course Activities and Design

The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.

Course Content

Outcome #1: Develop college and career readiness skills.

- Identifying and exploring CGCC's face to face and online support services
 - CGCC Student Toolkit (Moodle, Zoom, G Suite)
 - Financial aid/Scholarship
 - Writing Desk-online and face to face
 - Math tutoring-online and face to face
 - Food pantry
 - Advising
 - Associated Student Government
 - CGCC Marketplace
- Identifying/creating a career plan.
 - Make a CGCC class map/schedule

- Pick a Pathway
- List outside work/volunteer work/etc that could support this
- resume/cover letter
- Study skills
 - Note taking
 - Flash cards/memory strategies
 - Learning styles
 - Test taking strategies
 - Text book reading
 - Time management

Outcome #2: Interpret cultural systems and structures within the college and community

- Describe culture
- Social identities
- Personal identities
- Cultural identities
- Intersectionality in dominant/nondominant identity formation
- Describe college culture at CGCC
- College guiding statements (mission/values)
- Comprehension of Course Learning Outcomes (CLOs), Degree, Certificate and Program Learning Outcomes, and CGCC Institutional Learning Outcomes (ILOs)
- Student rights and responsibilities

- Navigate college structures:
 - Student Complaint processes (equal opportunity issues vs. grade appeals vs. academic integrity appeals vs. record appeals vs. etc. category)

Outcome #3: Demonstrate emotional intelligence.

- Distinguish between healthy and unhealthy emotional intelligence.
 - Student Services support services
 - Four domains of emotional intelligence (self awareness, self management, social awareness, and relationship management)
- Determine one's personal strengths and goals in developing a healthy personal social emotional skill set.
 - Healthy emotional skills
 - Developing communication skills
 - Active listening
- Discover individual leadership skills.
 - Team Building
 - Student Clubs/sports/life
 - Leadership opportunities
 - Student government

Outcome #4: Apply growth-minded learning strategies.

- Link learning to brain development
- Neural plasticity

- Developing economic/emotional/mental independence
- Adapting and growing skills necessary to succeed in college
- Compare and contrast a static mindset to a growth mindset.
- Social Learning Theory

Outcome #5: Use college resources to solve academic and/or real-world problems.

- Define problem solving
 - Apply problem solving skills to case studies (based on academic and real world scenarios)
 - Identify relevant student services.
 - Use library resources to address research questions
- Define Critical Thinking.
 - Explore elements of source credibility (currency, author, accuracy, publication, and objectivity).



COLUMBIA GORGE
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The Dalles Campus

400 East Scenic Drive

The Dalles, OR 97058

[Click address for directions/map. \(https://maps.google.com/?q=400%20East%20Scenic%20Drive%0D%0AThe%20Dalles%2C%20OR%2097058%0D%0A%20%28541%20506-6000%29%20%28tel%3A5415066000%29](https://maps.google.com/?q=400%20East%20Scenic%20Drive%0D%0AThe%20Dalles%2C%20OR%2097058%0D%0A%20%28541%20506-6000%29%20%28tel%3A5415066000%29)

Hood River Center

[1730 College Way](#)

[Hood River, OR 97031-7502](#)

[Click address for directions/map. \(https://maps.google.com/?q=1730%20College%20Way%20Hood%20River%20OR%2097031-7502%0D%0A%20%28541%20506-6000%29%20%28tel%3A5415066000%29](https://maps.google.com/?q=1730%20College%20Way%20Hood%20River%20OR%2097031-7502%0D%0A%20%28541%20506-6000%29%20%28tel%3A5415066000%29)

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