

Personal Development 101: Success In College

3 Hours Class-time/Week (3-credits)

Tues & Thurs, 11 a.m. – 12:20 p.m.

CRN 20054, Fall 2023

A-103

Contact Information

Lynn M. Becerra-Valencia, M.Ed.

Associate Professor

Preferred Gender Pronoun: She/Her/Hers

I use the pronouns she, her and hers. Sharing your preferred pronouns and checking with people about which pronouns they prefer helps us all create and work towards welcoming and respectful environments for all; regardless of our gender identity or expression.

Ways You May Reach Me:

Phone: 805.364.2630 Google Voice (Mobile)

Email: lynn.becerra@hancockcollege.edu

Office Hours: Fridays 9:30am – 2:30pm

Office Location: Counseling Department, Building A (1st floor, across from elevators)

What Are Office Hours?

My office hours (“student only hours”) are times for conversation where we prioritize the course and your work progress. I am here to answer questions, offer feedback, discuss a course concept, or just listen share your thoughts about course content. I can also direct you to resources to help you meet challenges you might be facing outside of class. This is also a time I can provide onsite technical support.

Communication is Key!

My number one priority is your success in this course, so I want to reinforce the many ways I am available to you:

- The best way to contact me for non-emergencies is via Canvas Inbox
- I am also available by phone (text), Hancock email, or Zoom
- Expect email replies between Monday – Friday 8am – 5pm
- Feel free to email me in advance to schedule an appointment during my office hours (not required, but preferred)
- **Questions outside of office hours?** I will respond to your message within 48 hours, M-F. If you do not receive a response after 48 hours, please connect with me in-person at the end of our next class to address any questions.

Critical Dates For This Class	
Aug 14, 2023	Start Date
Aug 25, 2023	Last Date to Drop with a Refund
Aug 27, 2023	Last Date to Drop <i>without</i> a "W"
Aug 27, 2023	Last Date to add class
Aug 27, 2023	Census Roster Due Date
Sept 15, 2023	Last Date to choose Pass/No Pass
Nov 4, 2023	Last Date to Drop with a "W"
Dec 7, 2023	End Date

Grading Option

The grading options for this course are "standard letter grade" or "pass/no pass." Standard letter grade is considered the default grading, e.g. A, B, C, D, or F grade. You also have the option of choosing the pass/no pass (P/NP) option, and to do so you need to use myHancock to select this grading option. **The last day to select P/NP option is Sept 15, 2023.**

Welcome to PD 101!

It is my honor to facilitate a teaching and learning space in which all your identities, life experiences, and diversity can contribute to the overall learning in this course. Much like many of your Hancock College experiences, your experiences in this course are greatly determined by you. In the same way students can be dropped from courses for not attending the first day of class and/or a continued length of absence, the same is true for PD 101.

At the minimum, your *active* presence is not only required but crucial to yours and your PD 101 Colleagues' experiences in this course.

Please plan for your success by being "present" with your *active* presence (*including online discussion posts*) which means: you are actively participating in our classroom discussion and when appropriate, asking questions, etc.

"You cannot un-educate the person who has learned to read. You cannot humiliate the person who feels pride. You cannot oppress the people who are not afraid anymore."

- César Chávez

"Intelligence plus character-that is the goal of true education."

- Dr. Martin Luther King, Jr.

Course Description

PD 101 is designed for students to maximize their opportunities for a successful college learning experience. Students will increase knowledge of self and others through study of the following: individual learning and development; recognizing the variety of student support services available throughout Allan Hancock College (AHC), improving effective study strategies; and developing skills to increase one's ability to become active and successful participants in academic life. This course is not open to students who are enrolled in or have received credit for PD 105 or SP INS 101 or LS 101.

Teaching Philosophy

"Make your work useful by meaning and truth.... Knowledge that does not heal, bring together, challenge, surprise, encourage, or expand our awareness is not part of the consciousness this world needs now." – Dr. Manulani Aluli Meyer

It is my honor to facilitate a teaching and learning environment in which your identities, life experiences, and diversity can contribute to the overall learning in this course. This class is not about me proving to you how much I know, this class is *ABOUT YOU* and *our learning community!*

Respect and Care

Respect is central to this course: My instruction, your learning and our collective interactions with one another. It is my goal to provide a safe and supportive learning environment where each of us will feel confident in actively participating and learning from one another. Please be prepared to treat all your colleagues and me (Your Instructor) with the utmost respect.

This course is about you demonstrating to me and to your class colleagues your willingness to grow and learn from course materials and one another. We are all in this together and yes, we will all be at different "places" in our journey with one another. Please be patient with others, kind to yourself and as the saying goes, "Be kind to everyone you meet, for everyone is fighting a great battle." Please extend collegial respect to all members of our classroom community, this includes me!

Speaking of Care... Ways to Connect with Others:

As your instructor, I am highly aware that there is one of me and many of you (my students).

One strategy of being a successful student is to connect with others!

Hancock's Student Activities is a great place to connect with student groups, of which we have many! If we don't have one you're interested in, you can always create one, too!

Visit <https://www.hancockcollege.edu/asbg/clubs.php> for more information

Hancock's *Men's Support Group* is another great program to connect with to support Male Students' completion rates at Hancock! For more information, visit: <https://www.hancockcollege.edu/men/index.php>

If you are interested in getting connected on-campus, I am happy to provide you guidance on this – Please visit me in my Office Hours and I am happy to offer ideas!

[The highlighted section was added after reviewing my PD 101 Syllabus for Culturally Responsive Curriculum Modification]

Speaking of Respect... A Word on "In-Class Etiquette"

The Policies and Procedures for student conduct can be found in the Allan Hancock College Catalog <https://catalog.hancockcollege.edu/current/policies/> which describe discrimination policies, guidelines of conduct, administration discipline, and student grievances.

In addition, you are required to abide to the following class rules:

- Do not leave class early without letting me know before class, then sit near the door and leave quietly.
- Do not leave the room until class has been dismissed.
- Electronic devices such as smart phones, earbuds, music players, computers, e-readers, tablets, etc. are not to be used during class unless it is to support class work (including group work).
- Do not sleep, read, text, chat with others, or disrupt the class in anyway.

Students who disrupt the class may be asked to leave but will be welcomed back the following class.

Learning Goals

Course Objectives *At the end of this course, students will demonstrate the ability to:*

1. identify and access various student services for holistic personal and academic success, such as student health and academic support services.
2. understand wellness, self-management and academic success strategies such as note-taking, study skills and the decision-making process to support student success.
3. apply classroom discussions and activities to prepare a personal and academic plan to support time management, stress management and a more positive and balanced existence.
4. access Library resources and other academic materials to support student research and knowledge.
5. navigate, understand, and utilize college-student information web resources (i.e. college catalog, class schedule, website).

6. identify techniques of mindfulness, meditation, and various kinds of active listening responses (i.e. reflecting meaning, paraphrasing, summarizing, open and closed questions) and illustrate the use of each.
7. develop a multi-dimensional, academic/vocational plan for success by incorporating values (personal, familial, societal, etc.), interests and future life goals.
8. critically examine personal, cultural and intersectional attitudes and values to establish realistic career and life goals.
9. understand financial literacy as a student and impact on psychological, social, and environmental health.

Student Learning Outcomes (SLOs) *At the end of this course, students will demonstrate the ability to:*

SLO1 - Identify and access various student services.

SLO2 - Identify and apply study skills that build a successful learning foundation.

SLO3 - Identify various kinds of active listening response and illustrate their use.

SLO4 - Use college publication and website to successfully navigate the educational system.

SLO5 - Establish and evaluate realistic career and life goals and integrate said goals into a specific plan.

Class Participation/ In-class Assignments

This class functions as a forum in which students can engage the texts and exchange ideas, interpretations, and insights with each other. The success of this format depends on everyone's preparation and participation. Therefore, I expect you to participate in class activities and discussion. Successful participation requires that you prepare for class by completing the reading(s) prior to class, doing your assignments, and actively engaging the course material. I expect you to attend class and to be an active participant in class discussion.

Course Materials

Textbook

You do not need to purchase any textbooks to complete the requirements for PD 101.

- The required textbook for the course is an OER (Open Educational Resource) and is available free to students. **Title:** Blueprint for Success in College and Career v1.4

The webbook (digital) version of the text is here:

<https://press.rebus.community/blueprint2/front-matter/license/>

There are multiple **options to download textbook** also available

at <https://press.rebus.community/blueprint2/>

It is also available for download for offline viewing in epub3, epub, pdf (print or digital), mobi, xhtml, pressbooks xml, and wordpress xml and can be viewed on most desktops, laptops, tablets, kindles, nooks, and smartphones (click the "download this book option" on the link provided above: **options to download textbook**)

Internet and Computer

This course is delivered both in-person and online via Canvas, where you will interact with your classmates and your instructor.

This course is dependent on technology. Students need to have direct, personal access to the Internet and an email account for successful completion of this class.

- It is expected that an enrolled Hancock Student will check her/his/they email *at least* once a day (if not more) and follow-up with academic matters in a timely fashion.
- Much of the content in this course can also be accessed from the Canvas App, which is available for free.

If you do not own a computer or have direct, personal access to the Internet, you do have options:

i. COMPUTER ACCESS

The Open Access Computer Lab is open to students located in the Academic Resource Center (ARC) located in Building L-South
<https://www.hancockcollege.edu/arc/oacl.php>

ii. WI-FI ACCESS

Wi-Fi is available in every building on the Santa Maria, and Lompoc Valley Center campuses. In addition, we have outdoor Wi-Fi available in a few areas on the Santa Maria campus. You can connect on the patio between the library and the Student Center, in the parking lot outside of the gym (bldg. N), and in the parking lot near Humanities (bldg. C). For a detailed list of locations, please visit:

<https://www.hancockcollege.edu/covid/documents/On%20Campus%20Study%20Sites.pdf>

iii. HOTSPOT & LAPTOP LOANING PROGRAM

Do you need to borrow a laptop or hotspot this semester? Visit

<https://www.hancockcollege.edu/library/technology.php> for more information on how to requests these technologies to support your student success

Academic Integrity

Academic integrity and honesty are essential in college. Direct copying or cheating on any assigned course work will not be tolerated. This class, in accordance with AHC's policies on academic integrity, observes and enforces the rules with respect to plagiarism.

Plagiarism, in any form, is not tolerated and will be dealt with in one of two ways: a fail (F grade) or receiving 0 points on the assignment, or a fail (F grade) or No Pass (NP) grade in the course. Any student who is unsure about what constitutes plagiarism in his or her writing or assignments should consult with me before submitting any assigned work. For more details: Refer to “Academic Honesty” section in the **Allan Hancock College Catalog 2022 - 2023** <https://catalog.hancockcollege.edu/current/index.php>

It may be difficult to determine if you are following the recommended guidelines. Borrowing from @ONE Community (<https://onlinenetworkofeducators.org>), please refer to the following standards for academic integrity:

- Model exceptional citation and attribution skills
- Share openly whenever possible
- Recognize that mistakes are an opportunity to learn

Course Accessibility and Usability

This course is designed to be welcoming to, accessible to, and usable by everyone, including students from many distinct and diverse experiences, such as: First-generation, returning students, students with a variety of learning styles, differently abled, multilingual, students from ethnically diverse and historically marginalized communities, to name a few.

I am committed to access for all and supporting your academic and personal success, as you define it. Please let me know immediately if you have a barrier/issue of concern that may impact your success in this course.

*This course and Allan Hancock College is committed to students who are differently abled and supports the **Americans With Disabilities (ADA) Act/Students With A Documented Disability***

ADA Policy: Any personal learning accommodations that may be needed by a student covered by the Americans with Disabilities Act (ADA) must be made known to me as soon as possible. **This is the student's responsibility.** Information about services, academic modifications and documentation requirements can be obtained from the Learning Assistance Program (LAP), <https://www.hancockcollege.edu/lap/index.php>

The **Learning Assistance Program (LAP)** provides individualized support services for students with learning, physical and/or psychological disabilities. These services are designed to assist students with permanent or temporary disabilities in achieving their individual educational goals. The college supports the inclusion of students with disabilities in all educational opportunities regardless of location or mode of instruction.

For more information about services available to AHC students with disabilities, contact:

(805) 922-6966 ext., 3274 (Santa Maria Campus)

(805) 922-6966 ext., 5274 (Lompoc Valley Center from Santa Maria)

(805) 735-3366 ext., 5274 (Lompoc Valley Center from Lompoc)

(805) 928-7834 (TTY/TDD for the Deaf)

(805) 922-69-6966 (Video Phone)

Participation, Attendance and Absences

“Basta de gritar contra el viento—todo palabra es ruido si no está acompañada de acción.”

“Enough shouting against the wind—all words are noise if not accompanied with action.”

- Gloria Evangelina Anzaldúa

Guidelines to Gauge Participation

In this course, your attendance is marked by your participation within class activities.

- Twice-a-week, class check-ins and active interactions in the course; either with me (your Instructor) or through peer dialog
- Participate in all discussions—Either in-person or through Canvas discussion posts
- Connect with me beforehand if you anticipate that any of the above cannot take place

PD 101 will follow a weekly schedule. Each week you will interact with your peers in weekly discussions and complete a series of assignments. The weekly schedule supports each of us to actively engage and learn from one another.

Absences

This course requires a minimum of 3 hours per week of instruction not including study or homework time outside of instruction time.

Should it be apparent that you have not met this goal, in other words, *you have been “absent”* from our PD 101 community, or not participating in our weekly course discussions and submitting assignments, your grade will negatively be impacted.

“Life Happens” Clause

Your active participation is a crucial component to your success in this course. That said, I also recognize that “life happens” and specifically, taking into account our current, national crisis, life may be particularly challenging at this moment. In brief, should “life happen” while participating in this course, please do not hesitate to connect with me at your soonest convenience so that you and I can make arrangements to support your PD 101 success.

Late Work Policy

My policy on late work – Every assignment will have two due dates.

- 1st due date is to earn *all points possible*
- 2nd due date is 48-hours after the 1st due date.
 - Should you choose to submit your work within this 48-hour window, you will lose partial points.
 - **No points will be deducted for students in the Learning Assistance Program (LAP)** should they be eligible (and have provided proper documentation) for late submissions
- After the 48-hour window, all assignments will be closed for submissions.

Course Requirements

Our course management system (Canvas) is the only way to submit assignments. I will not accept printed assignments or emailed attachments. Please submit all your work using our Canvas course.

- **Bi-Weekly Course Reflections:** Reflecting on course material is an integral part of learning and internalizing information. Your reading notes can include: observations, dates, vocabulary, important things you noticed, a comment on the material, a quote you found interesting, or a question/s you may want to ask in class. These notes are to help you study for our in-class group work. You should be taking the kind of notes that would allow you to discuss the assigned reading(s) without having to return to your book or class reader. You will not lose points if your reading notes extend beyond the minimum word count I requested, however you will lose points if you do not reach the entirety of the word count. *Each reflection will be worth 25 points (25 x 6)*

Your reflection involves two aspects of our course:

- ✓ First, a *reflection of our reading materials through notes* (more details will be given in class) to demonstrate you thoroughly read the assigned readings
- ✓ Second, a *reflection of reading/film in-class discussions* which include major take-aways that you learned from those two weeks by sharing how it connected to your own lived experience, major insights, and/or any remaining questions.

Reflection Requirements: Total Reflection Word Count: *At least 500+ words*

- Notes reflection needs to be at least 250 words
 - It's okay to have bullet point for this section
 - Reading/film discussion reflection needs to be at least 250 words
- **In-Class Group Work:** You have no quizzes for this course. Instead, every two weeks, students will have a chance to work together to reflect on course material through directed questions (more details in class). You have **7 class days dedicated to group**

work. If you miss these days, you cannot make up the points since your points are dependent on your in-class work with your peers.

In the course calendar, you will note entries that read “In-Class Group Work.” On these dates you are to bring your laptop to our classroom, as we will be completing group assignments that require access to the internet, social media, YouTube and various other online sources. During “Group Work” days, you will work together on assignments designed to explore facets of the material we covered for the week. Each group will be responsible for uploading 1 (one) group file to our class Discussion Board of your completed assignment before the end of the day. Make sure that all the names of your group members who participated are listed at the top of your document or post. If you do not post the group work on the Discussion Board, your entire group will lose their participation points for the week. If you do not own a laptop, please make arrangements with group members to ensure that they bring their computers to class on “Group Work” days. *Each activity will be worth 40 points (40 x 7)*

- **Canvas Discussion Posts**

More details will be shared in-class. Worth 50 points.

- **Planning for Success Reflection**

More details will be shared in-class. Worth 75 points.

- **Course Final PowerPoint Presentation**

More details will be shared in-class. Worth 150 points.

Grading Standards & Criteria

Your grade will be based on a fixed scale, not a curve. The total number of points accumulated during the semester will determine a students’ grade. There are a possible 705 points that a student can earn as shown below.

Canvas Discussion Posts <i>Each post will be worth 25 points (25 x 2)</i>	50 points
Bi-Weekly Course Reflections <i>Each reflection will be worth 25 points (25 x 6)</i>	150 points
In-Class Group Work	280 points

<i>Each activity will be worth 40 points (40 x 7)</i>	
Planning for Success Reflection	75 points
Course Final PowerPoint Presentation	150 points
Total	705 points

Grading Scale

A	90% >	634.5 — 705
B	80% >	564 — 634.4
C	70% >	493.5 — 563
D	60% >	423 — 493.4
F	< 59%	422 or below

Course Calendar / PD 101 CRN 20054

Weeks 1 – 4 Provided

Week	Tuesday	Thursday* <i>Be prepared to discuss assigned readings</i>
Week 1	Class Introductions and Review of Syllabus Suli Breaks: <i>Why I Hate School But Love Education</i> https://youtu.be/y_ZmM7zPLYI?si=wQsb_tE6AsxPp-0Kc	Class Introductions Continued... StoryCorps: <i>Facundo the Great</i> https://youtu.be/s8FheuSE7w4?si=XlwgTw3Z1ih9NxZR
Week 2 <i>Why College?</i> <i>What's Your "Why"</i>	TED Talk: <i>Do Schools Kill Creativity?</i> Sir Ken Robinson https://www.ted.com/talks/sir_ken_robinson_do_schools_kill_creativity?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare	In-Class Group Work #1 <i>College Policies and Procedures</i> <i>Reading A:</i> Blueprint for Success in College and Career (Intro, Chapters 2 & 3)
Week 3 <i>How Are You Intelligent?</i>	Howard Gardner's Multiple Intelligences <i>Samoan Youth: Ensuring Our Success</i> https://youtu.be/SAFYJnbJHZY?si=CinIjNXc4rcCFbJd	Considering Your Personality Type: <i>Abbreviated Myers-Briggs Type Indicator</i> <i>Reading B:</i> Blueprint for Success in College and Career (Chapters 5, 6 & 7)

<p>Week 4 <i>Defining Your Full-Potential</i></p>	<p>Maslow's Hierarchy of Needs</p> <p>TED Talk: Dr. Victor Rios' <i>Help for kids the education system ignores</i> https://www.ted.com/talks/victor_rios_help_for_kids_the_education_system_ignores?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare</p>	<p>In-Class Group "Work" (Circle) #2 <i>Reflecting on Your Prior Knowledge and Experiences within Education</i></p>
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