

Mastering the College Experience

TELECOURSE PREVIEW

Produced and Distributed by
Coast Learning Systems

**COAST COMMUNITY COLLEGE DISTRICT
COSTA MESA, CALIFORNIA**

Produced by

The Office of Instructional Systems Development,
Coastline Community College, for
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in association with
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For assistance or additional information, you are invited to contact:

Coast Learning Systems

Coastline Community College

11460 Warner Avenue

Fountain Valley, California 92708-2597

Phone: (800) 547-4748

Email: CollegeExperience @cccd.edu

Fax: (714) 241-6286

Web site: www.coastlearning.org

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Introduction

This preview introduces the telecourse *Mastering the College Experience*. It describes how the course was developed and identifies individuals involved in that process. It also describes the interrelated components of the course which make it a fully integrated learning system. This booklet describes each of the twenty-six lessons, lists the learning objectives for each, and includes a sample course outline.

To aid institutions considering adopting *Mastering the College Experience* for their curricula, a form for requesting review copies of the print materials and videotapes is provided at the end of this preview.

A Brief Description of *Mastering the College Experience*

Mastering the College Experience is a freshman-level course in student success, college survival, and study skills. Based around the text *Becoming a Master Student* by Dave Ellis, the telecourse retains the core principle that students themselves have the power to choose success in college. Many of the Power Processes from the Ellis text are retained and shown in the videos. To depict students embracing their power of choice, the videos trace the growth and development of a group of actual students who study the concepts and complete the exercises featured in *Becoming a Master Student*. The episodes evolve from initially establishing the value of the course and early diagnosis of learning styles up through various traditional study skills. Special tips for distance learners are included with each skill discussed. The skills progress from time management to memory improvement to reading skills to note taking to test taking. Moreover, there are lessons on critical thinking, writing, and research skills. While roughly half of the videos are focused on such traditional study skills, there are several lessons that address other areas of students' lives, including communication, relationships, diversity, career planning, and physical well-being. The video lessons also include insights and information from experts in the topics under discussion.

Mastering the College Experience is designed for postsecondary students who either choose to improve their skills in these areas or who are recommended to take such a course by their campus counseling or student retention office. The telecourse can be offered by both two-year and four-year institutions for up to three units of lower-division credit. Depending on the needs of various institutions, the telecourse can be offered in one semester or two semesters, depending on how many units each course is worth. The telecourse is also appropriate for use by individuals in self-paced instruction and in nontraditional learning situations such as those at off-campus educational sites at military bases, prisons, libraries, and other outreach locations.

Mastering the College Experience is a flexible learning tool, designed so that individual segments, as well as the total package, can be used to meet the specific needs of each group of learners. For effective audiovisual presentations that help clarify and review basic concepts, individual video titles may be purchased for educational nonbroadcast in classrooms, libraries, learning centers, as supplements to classroom instruction. (Please refer to the ordering information at the end of this booklet.)

Assessing Your Institution's Needs

A **telecourse license** permits educational institutions to use the video programs as part of a complete, college-credit course. During the term of the license, colleges may duplicate the programs for use by students who are enrolled in the telecourse. Colleges that obtain the telecourse license receive a copy of the telecourse faculty manual. (See pages 41–42 for additional information.)

Educational institutions may be interested in obtaining an **audiovisual resource license**. The video programs contained in the telecourse are excellent educational resources that can be used as an audiovisual resource for classroom lectures; as part of a noncredit, continuing education class; or as an addition to the video collections of academic libraries and media centers. (See pages 41–42 for more information about A/V licensing.)

Course Goals

From its inception, this telecourse was designed to provide tools, techniques, ideas, illustrations, examples, methods, procedures, skills, resources, and suggestions for SUCCESS! With that in mind, the national advisory committee developed eleven instructional goals for *Mastering the College Experience*.

1. Define success as *they* see it, describe their purpose for being in school, and develop specific college, career, and life goals.
2. Describe what will be expected of them in college, and identify the services available to help them succeed in higher education.
3. Determine their “learning styles,” and use this information to make learning easier and more effective.
4. Perform skills in the areas of note taking, reading, and test taking that will lead directly to their success in college.
5. Demonstrate mastery of general strategies and skills in such areas as memory building, critical thinking, and writing that will lead to success throughout their lives.
6. Demonstrate mastery of strategies and techniques for their lifelong personal development in such areas as time management, health, finances, and interpersonal communications.
7. Describe the advantages and challenges of “distance learning,” and use this information to excel in their distance-learning courses.
8. See individual people more objectively—without preconceptions or bias—while at the same time understanding and appreciating general cultural differences.
9. Work more effectively and cooperatively with others, whether face-to-face or through communications technology.
10. Identify beliefs, attitudes, and habits that may inhibit their success, and replace them with new success-oriented values and behavior.
11. Take responsibility for themselves and their own success.

Design and Production of the Telecourse

Mastering the College Experience is the product of joint efforts of the Coast Community College District; the office of Instructional Systems Development, Coastline Community College; KOCE-TV; and Houghton Mifflin Company.

A carefully chosen team of production and media specialists was assembled to create this innovative telecourse. Their efforts were guided by an academic advisory committee that included instructors, counselors, and experts in the fields of education, cognitive science, neurobiology, communications, psychology, mathematics, journalism, and student success. The members of the advisory committee developed the course themes, reviewed and refined lesson topics and specific learning objectives, and evaluated treatments and scripts for content accuracy.

Academic Development Team

LEAD ACADEMIC ADVISORS: Suzanne Crawford and Sally Peterson served as the lead academic advisors for the telecourse.

Suzanne Crawford holds B.A. and M.A. degrees in English from California State Polytechnic University, Pomona, and is presently teaching courses in basic writing, freshman composition, and critical thinking as adjunct faculty at Orange Coast College and Saddleback College. Her professional positions have included being director of tutorial centers at California State University, Los Angeles, and California State Polytechnic University, Pomona (Cal Poly). She worked as a reading, writing, and learning skills specialist and program coordinator for the Educational Opportunity Program at Cal Poly, where she also taught a freshman study skills and academic success course for its summer bridge program and during the regular academic year. Crawford has taught with *Becoming a Master Student* in the traditional classroom and via live cable television as a distance learning class offered through Coastline Community College. She has been a study skills consultant for Huntington Beach High School and has presented workshops for teachers in the Coast Community College District, including Techniques to Improve Student Study Skills in the Classroom. Crawford has shared her distance learning experiences with educators as a presenter at several conferences and has taught or assisted college students in accomplishing their academic goals for more than twenty-two years.

Sally Peterson Lombardo has been a professional in higher education for the past 30 years. A graduate of Kent State University with a master's degree in Higher Education, she has been at the University of California at Irvine (UCI) for 26 years. Sally has been serving as the UCI Dean of Students since 1987. Dean Peterson is also a visiting professor in the School of Social Sciences at UCI, where she has been teaching an introductory course for freshman and a seminar for seniors since 1987. As the Dean of Students, she has been responsible for a wide range of student services ranging from the Learning Skills Center, the Tutorial Assistance Program, Disability Services, the Cross-Cultural Center and many other areas of student life that are designed to maximize student success at a research university. In addition to having the experience of serving a uniquely diverse student body at UCI, Dean Peterson has also served as the Director of Student Life for the Semester at Sea Program, which is designed to be a global semester in undergraduate education. She has been involved with the National Resource Center for

the First Year Experience and Students in Transition since 1987, serving as co-chair of West Coast conferences. She has also served a consultant on Program Review Teams for University 101 programs nationwide.

INSTRUCTIONAL DESIGNER: Robert D. Nash. In addition to ensuring the instructional effectiveness of the telecourse, Nash is the author of the telecourse student guide. He began his career as a researcher and writer for Corniche Productions, a company specializing in programming for public and national cable television. More recently, Nash worked as a free-lance designer and writer in corporate training for such companies as Hughes Aircraft, Mitsubishi, and Rain Bird Sprinklers. At Coast Learning Systems, he has written scripts and assisted in the design of telecourses on the subjects of astronomy, biology, intermediate algebra, and personal finance. Nash is pursuing a M.S. in educational psychology and technology from the University of Southern California, and is a Phi Beta Kappa graduate of the University of California, Berkeley.

Academic Advisory Committee

An outstanding group of academics and student success experts provided content and instructional guidance based on their individual areas of specialization. The advisory committee reviewed and finalized course themes, lesson topics, and specific instructional objectives, and reviewed treatments and scripts for content accuracy. The committee included:

- Ken Bindseil, Ph.D., South Texas Community College (Texas)
- Elaine K. Blanchard, Cuyahoga Community College (Ohio)
- Thelma Bowles, Jackson Community College (Michigan)
- Michael Catchpole, Ph.D., North Island College (British Columbia, Canada)
- Dara Duguay, Executive Director, Jump\$tart Coalition
- Ray Emmett, Salt Lake Community College (Utah)
- Victoria Fry, State University of New York at Morrisville
- Nancy Soto Jenkins, Coastline Community College (California)
- Jack Joyce, The College Board
- Brenda C. Moore, Gardner-Webb University (North Carolina)
- Sheryl S. Peterson, St. Petersburg Junior College (Florida)
- Michael Rooney, Maricopa Community College (Arizona)
- Ed Stupka, Sacramento City College (California)

Components of the Telecourse

A multimedia course, *Mastering the College Experience* includes the following elements: video programs, textbook, telecourse student guide, and faculty manual with test bank.

Video Programs

The video component of *Mastering the College Experience* reinforces and elaborates on the information in the telecourse student guide and textbook. Each program explores a range of powerful tools, techniques, skills, and strategies that will lead viewers to greater success at school and in life. Viewers will complete a journey of self-discovery that will help them refine their academic and career goals. In each program, two hosts walk viewers through the basic concepts and skills. The programs feature a group of actual college students who are learning and using these same concepts and skills in real-world situations as they make their way through a college semester.

The telecourse's 26 half-hour broadcast-quality video programs were designed and produced by academic and media production experts with the cooperation of KOCE-TV, an award-winning public television station. The video programs are available in all major videotape formats and can be presented on open broadcast, cable, and closed-circuit television and by video playback for groups or individuals. Individual programs can be used as a supplemental classroom resource to enhance campus-based instruction. *(To request preview tapes and written materials or to order individual videos, please refer to the ordering information in the back of this booklet.)*

Textbook

Mastering the College Experience is based on the leading textbook in the field of college orientation and student success: *Becoming a Master Student*, current edition, written by Dave Ellis and published by Houghton Mifflin Company. Written in a conversational style, this textbook presents small, "digestible" chunks of information in a colorful, easy-to-read format. The content of the textbook parallels the content of the video programs, and the telecourse student guide outlines the individual reading assignments from the textbook that correspond to the sequence of topics covered in each video.

Telecourse Student Guide

The telecourse student guide assists students by coordinating all elements of the course. It is a "road map" for the telecourse, and serves as a critical bridge between the textbook and the video programs. The telecourse student guide offers the step-by-step instructions for reading, viewing, and completing exercises. It includes review activities and quizzes for each lesson. Lessons in the telecourse student guide parallel the video programs and include the following elements:

Assignments: Detailed instructions on activities to be completed before, during, and after viewing the video program.

Learning Objectives: A list of what students will know and be able to do after they complete each lesson.

Overview: An introduction to the main topics covered in the lesson, plus questions students may consider while reading and viewing.

Summary: A summary of the lesson—to be read after reading the text and viewing the video—which clarifies key points.

Exercises: Various exercises designed to help students review and reinforce their understanding of important terms, concepts, and skills.

Online Activities: A chapter-by-chapter resource tool with suggested online learning activities for students to complete using e-mail, live chats, and the World Wide Web.

Quiz: A brief quiz that allows students to test their understanding of the terms and concepts in the lesson. These questions are taken primarily from the chapter Quizzes found in the Ellis textbook, *Becoming a Master Student*.

Answer Key: This section—found in the back of the telecourse student guide—provides answers to the Quiz section.

Faculty Manual/Test Bank

This faculty manual contains specific information for the instructor who manages the course. It offers information about the course itself; suggestions for communicating with distance-learning students; checklists of tasks the instructor may wish to complete before, during, and after the course; ideas for additional activities; and descriptions of techniques for providing support to students. To help instructors further tailor *Mastering the College Experience* to fit their institution's curriculum or to modify the course to reflect their instructional emphasis or the needs of their students, this faculty manual also contains a student success resources guide. The final portion of this faculty manual contains a bank of objective questions, exercises, and essay questions that test students' mastery of individual lesson objectives. The test bank is a resource for the instructor to use in constructing quizzes as well as midterm and final examinations.

Promotional Materials

For institutions adopting the telecourse, *Mastering the College Experience* and the accompanying Houghton Mifflin text, *Becoming a Master Student*, additional resources are available from the publisher. To order these resources, or to request more information, please contact the Houghton Mifflin Faculty Services Center at 1-800-733-1717, contact your local Houghton Mifflin sales representative, contact College Survival at 1-800-528-8323, or visit www.collegesurvival.hmco.com.

Audiovisual Resources

Individual programs can be used as a supplemental classroom resource, part of a noncredit, continuing education class, or as an addition to a library or media center video collection. The video program notes contain in the section "The Lessons" may be used to review instructional content presented in each of the 26 video programs contained in the telecourse.

The Lessons

To provide a convenient overview of the course, the following pages contain brief descriptions of the video programs and student learning objectives. We encourage you to conduct your own careful review of the video programs, the textbook, and the telecourse student guide. However, this section does provide a convenient summary of the basic content and objectives for the individual lessons of *Mastering the College Experience*.

Lesson 1 Welcome to College

Video Program Notes

“Welcome to College” introduces the two hosts, Suzette and Wayne, as well as the documentary students—Anne, Ben, Erika, Karen, Lupe, Steven, and Victor—whose learning and experiences will be followed throughout all the lessons. The emphasis of the video is on the value of the course and what it can offer the student who is motivated to learn from it. Also explored is the concept of what a “Master Student” is and how students can choose such a path if they desire it strongly enough. The video describes both conventional and distance learning options and offers suggestions for beginning any new course, including the technique of textbook reconnaissance, a technique for previewing a textbook and an entire course. The main message of the video is the importance of the student’s own commitment to getting the most out of the course, reminding the student of the importance of choice.

Learning Objectives

After successfully completing the reading assignment in the textbook, the exercises in the telecourse student guide, and viewing the video for this lesson, students will be able to:

1. List the five ideas found doing a “reconnaissance” of the textbook, and discuss why the ideas were interesting.
2. Describe one way to ensure this course is useless, then discuss some ways they can benefit from this course.
3. In general, summarize what they want from education.
4. Recall and discuss the techniques to get the most out of the textbook for this course, and list those they intend to use.
5. Make a promise to commit enough time and effort in this course to become a success in school (and in life).
6. Recognize and discuss the traits of a “master student,” and list the traits that they, as an individual possess.
7. Define “distance learning,” summarize its benefits, and discuss techniques to get the most out of it.
8. Summarize the benefits of higher education.

9. Describe how college-level study differs from that of high school, discuss some ways to adapt to the “culture” of higher education, and list some resources that can help.
10. Recognize some of the challenges facing older students returning to school, and discuss some techniques for meeting those challenges.

Lesson 2 The First Step

Video Program Notes

“The First Step,” discusses the importance of students’ honest self-assessments. A key idea offered by the series hosts, Wayne and Suzette, is that of “telling the truth” about oneself in regard to both strengths and weaknesses. The docustudents then offer some truths about themselves. The value of journaling is explained by English Professor, Kathleen Hudson. The hosts discuss the Discovery and Intention Journal, an important tool with which students apply techniques and ideas from their text. The Discovery Wheel is explained as another assessment tool with the docustudents sharing the results of some of their wheels. Finally, the benefits of creating and using portfolios are also featured. The program emphasizes the importance of establishing a beginning point from which students can see their relative strengths. This benchmark will also help students in measuring their progress later.

Learning Objectives

After successfully completing the reading assignment in the textbook, the exercises in the telecourse student guide, and viewing the video for this lesson, students will be able to:

1. Describe the “First Step” technique—what it is, and why it will help them succeed.
2. Honestly list and discuss their personal strengths and weaknesses related to school, work, and personal situations.
3. Describe the purpose and benefits of the *Discovery and Intention Journal Entry System*, and make a commitment to use it throughout this course.
4. Distinguish between a Discovery Statement and an Intention Statement.
5. Recall the guidelines for Discovery and Intention Statements, and use them to write clear and useful journal entries.
6. Use *The Discovery Wheel* to evaluate how they see themselves as a student, and to identify areas where they will work to make improvements.
7. Explain what a “portfolio” is, begin to collect artifacts for their portfolio, and describe how they can use their portfolio during this course and later in life.

Lesson 3 Ideas Are Tools

Video Program Notes

“Ideas Are Tools” explores how people resist new ideas with examples provided by the hosts and docustudents. The lesson features Dr. David Kolb’s Learning Styles theory, and describes the four stages of learning: stage one, with its emphasis on why and connecting with content; stage two, with its emphasis on the realm of ideas and the pleasure of learning; stage three, with its emphasis on experimentation; and stage four, with its emphasis on application in one’s life. As they taken through the Learning Styles Inventory from the *Becoming a Master Student* textbook, the docustudents comment on the results of their discoveries and about the four stages of the Kolb approach.

Knowing which learning styles students prefer can help them learn more quickly and effectively. The learning style concept will also help students work more effectively with instructors and fellow students.

Learning Objectives

After successfully completing the reading assignment in the textbook, the exercises in the telecourse student guide, and viewing the video for this lesson, students will be able to:

1. Summarize the philosophy behind the concept, “Ideas are tools,” and describe how they will apply it to their school, work, and personal life.
2. List the four “stages of learning” in Kolb’s model, summarize the kind of learning that typically occurs during each stage, and use the model to explain an everyday learning situation (someone learning to ride a bike or use a computer).
3. Use the Learning Style Inventory and Graph to identify their preferred learning stage, and discuss how it might explain the way they learn today.
4. Recognize the strengths and weaknesses of a person who prefers any one of the four stages.
5. Discuss some of the ways they can use knowledge of their own learning profile to succeed in school and later in life, and describe how they intend to put this knowledge to use.
6. Explain the value of exploring different learning methods, and summarize what they can do to practice learning in the other stages.

Lesson 4 Finding the Time

Video Program Notes

“Finding the Time” focuses on daily time management by demonstrating practical tips for getting the most out of one’s day. Featuring the time problems of the docustudents, the video explores creating daily to-do lists, prioritizing activities, and scheduling in order to reach goals, both in college and in life. The primary tool introduced here is the Time Monitor/Time Plan, in which students first record their current time habits and then structure their use of time through efficient and flexible scheduling. Balance between structure and flexibility is recommended. The hosts then offer more tips for squeezing more time out of a day, especially for busy students. Another important idea this program examines is that of learning to say “no” to distractions and interruptions. Some techniques include special time-management tips for right-brained people. Avoiding procrastination is depicted in some detail. The video also explores the Power Process “Be here now” and examines the advantages associated with support groups.

Learning Objectives

After successfully completing the reading assignment in the textbook, the exercises in the telecourse student guide, and viewing the video for this lesson, students will be able to:

1. Discuss the benefits of good time management, and accept that they have plenty of time to do the things they want to do.
2. Produce and analyze a Time Monitor/Time Plan to help identify their priority activities, and to find more time for these activities.
3. Identify techniques to get the most out of time each day, and discuss how they will apply a few of these techniques to their own lives.
4. Describe the risks of overzealous or misdirected time management, and identify basic strategies to follow if lists aren’t their style or if they are “right-brain” people.
5. Describe strategies for effective short-term scheduling, and use these to complete their daily/weekly time plans.
6. Identify and discuss seven ways they can help eliminate procrastination, and give examples of each as these apply to their lives.
7. Define the meaning and purpose of a “support group,” make a list of people who might make up their support group, and describe one way groups can help them to help manage their time.
8. List and discuss different ways to develop a daily “to-do” list, and use the method they prefer to prioritize what they intend to do tomorrow.
9. List and discuss techniques they can use to disarm distracting thoughts and focus their attention on the “here and now.”

Lesson 5 Looking Ahead

Video Program Notes

“Looking Ahead” shows the importance of long-range time management and how such planning encourages people to aspire toward and achieve their dreams. Much of the focus is upon goals, planning, and goal setting (especially in the five-year, ten-year, and fifteen-year range). It particularly demonstrates how keeping one’s goals in mind relates to those individual, moment-by-moment choices made every day. The video emphasizes the importance of knowing one’s own values and ideals as they relate to goals. Another technique involves the making of a “not-to-do” list. One segment helps students evaluate the benefits and costs of participating in extracurricular activities. Hosts and docustudents examine how to do long-term planning while keeping goals in mind.

Learning Objectives

After successfully completing the reading assignment in the textbook, the exercises in the telecourse student guide, and viewing the video for this lesson, students will be able to:

1. Use a time line to generate long-term goals, and begin to develop a plan to reach those goals.
2. Recognize and discuss the benefits and potential costs of participating in extracurricular activities.
3. Discuss the benefits of planning, and how it allows them to design their lives.
4. Recall the techniques they can use for long-term planning. Use these techniques to outline their goals at least five years into the future, and state what they will do to reach these goals.
5. Summarize how an individual’s ideals and values shape his or her goals, and describe how their values relate to their long-term goals.
6. Use a long-term planner to schedule their upcoming year, including classes, work schedule, and other significant events.
7. Discuss how the activities in their long-term planner relate to their long-term goals.
8. Describe how short-term planning and time management is related to long-term goals, and illustrate this using an example from their lives.
9. List the goal(s) Malcolm X set while in prison, and describe his long-term plan to achieve those goals.

Lesson 6 You've Got a Great Memory

Video Program Notes

“You've Got a Great Memory” deals with memory and the fact that a good memory can be developed by learning how to store and recall information more effectively. The video employs a name game played by the docustudents to demonstrate several mnemonic devices. Student viewers can play this game as well, trying to remember the details presented. There is also an exercise in the telecourse student guide where students can write down their answers. Hosts Wayne and Suzette discuss ways to improve memory and introduce neurobiology experts Dr. James McGaugh and Larry Cahill, who explain the cognitive theory behind the “memory jungle,” the metaphor used to explain the characteristics of short-term and long-term memory. The program goes on to demonstrate the use of various memory techniques. Among the mnemonic devices described in this lesson are acronyms, rhyming, chaining, and other association techniques. The Power Process “Love your problems” is introduced.

Learning Objectives

After successfully completing the reading assignment in the textbook, the exercises in the telecourse student guide, and viewing the video for this lesson, students will be able to:

1. Adopt an attitude that says, “I always remember,” and commit to doing what is necessary to improve their memories.
2. Describe the human brain in terms of a “memory jungle,” and discuss how this analogy leads to certain strategies for improving memory.
3. Identify and describe at least 5 of the 20 memory techniques in the textbook, and discuss how they could apply these to a test or assignment.
4. Explain how people can “set a trap” for their memory in order to recall something, and describe how they might use this technique in their own lives.
5. List and discuss some studying and scheduling techniques that can help them learn and remember things subconsciously, below the level of awareness.
6. Identify and discuss some strategies for remembering names.
7. Recall the four general types of mnemonic devices, and use them to construct their own devices for remembering some of the memory techniques in this lesson.
8. Summarize the different ways individuals can deal with problems and barriers to success, and describe how they will experience and accept a barrier in their own lives.

Lesson 7 Muscle Reading

Video Program Notes

“Muscle Reading,” introduces the students to this nine-step approach to textbook reading. Like other study reading techniques, such as SQ3R, this method assists the students with focusing in on important points and recording and recalling these points. Hosts Wayne and Suzette introduce the acronym, POQRUA, for the first six steps of Muscle Reading—Preview, Outline, Questions, Read, Underline, Answer—and add the last three steps—Recite, Review, and Review Again. All of these steps are detailed with references to how students can adapt them to suit different learning styles. As the program covers each of the above nine steps by following the primary divisions—before reading, during reading, after reading—student viewers are invited to join in solving the featured “minute mystery,” an illustration about the importance of context and the avoidance of assumptions. Professor Beryl Odom and Dr. James McGaugh give expert commentary on study reading and learning from texts. The related concept of changing a habit is another topic explored in this program.

Learning Objectives

After successfully completing the reading assignment in the textbook, the exercises in the telecourse student guide, and viewing the video for this lesson, students will be able to:

1. Identify the nine steps of Muscle Reading, and summarize the potential benefits of this strategy.
2. List and describe the Muscle Reading techniques they can use *before* they read, and discuss how they will apply these in an upcoming assignment.
3. List and describe the Muscle Reading techniques they can use *while* they read, and discuss how they will apply these in an upcoming assignment.
4. List and describe the Muscle Reading techniques they can use *after* they read, and discuss how they will apply these in an upcoming assignment.
5. Select appropriate reading techniques according to the type of text, their reading goals, their learning style, and how much time they have.
6. Identify and discuss the ways they can change their behavior, and describe what they will do to adopt new, more-effective reading habits.

Lesson 8 Reading Challenges

Video Program Notes

“Reading Challenges” focuses on special applications of the nine-step “Muscle Reading” technique introduced in Lesson Seven. Series hosts Wayne and Suzette begin with a discussion about the need to notice one’s pictures and let them go as a way to approach courses and reading materials that are difficult and challenging. Next, they review the nine steps of Muscle Reading: Preview, Outline, Questions, Read, Underline, Answer, Recite, Review, and Review Again. These steps are shown with special adaptations to difficult and challenging reading situations. Among the special types of reading challenges explored are how to read faster, how to better focus in the here and now, how to better puzzle out new vocabulary words, and how to handle subjects such as literature. The needs for periodic breaks and to reward oneself are also discussed as are the special situations of studying with children underfoot and reading when English is one’s second language.

Learning Objectives

After successfully completing the reading assignment in the textbook, the exercises in the telecourse student guide, and viewing the video for this lesson, students will be able to:

1. Select appropriate reading techniques according to the type of text, their purpose for reading, their background knowledge, their learning style, and how much time they have.
2. Recall the strategies they can use to combine effective study time and quality time with their children (if they have any), and discuss how they used these strategies.
3. Identify the guidelines they can follow to read faster without sacrificing comprehension, and describe how they have applied these guidelines to their schoolwork.
4. Identify the techniques for completing difficult reading assignments, and discuss how they will apply these to an upcoming lesson.
5. List the benefits of a good vocabulary, and describe what they can do when they read or hear a word they don’t understand.
6. Identify the techniques they can use to develop the habit of motivation, and describe how they will use some of these techniques to accomplish a task they would rather postpone.
7. Identify and discuss some tips for reading and learning in another language, and summarize how these might help them even if English is their native language.
8. Summarize how mental “pictures” can often affect our lives, list some of their own pictures, and describe how they will take charge of their mental imagery to help them succeed.
9. Summarize the strategies that Barbara Jordan used to succeed in law school, and describe those they intend to apply to their own schoolwork.

Lesson 9 Taking Notes

Video Program Notes

“Taking Notes” introduces the three parts of the note-taking process: observe, record, and review. Each of these three steps is further detailed by the hosts through interviews with student success experts and in the relayed experiences of the docustudents. The observe stage offers tips on preparing before class, focusing attention, improving listening, and noting nonverbal clues. The acronym SLANT provides the following tips: Sit up, Lean forward, Ask questions, Nod and smile, Track the speaker. For the record stage, several note-taking options are shown, including standard outlining, Cornell, mind mapping, and various free-form and informal types. Tips for the third or reviewing stage include reviewing and editing notes within twenty-four hours. The next segment features a demonstration that provides the docustudents with an opportunity to try out and discuss the different forms. The program ends with a segment on the special note-taking form of journaling.

Learning Objectives

After successfully completing the reading assignment in the textbook, the exercises in the telecourse student guide, and viewing the video for this lesson, students will be able to:

1. List the benefits of taking more powerful notes, and summarize the three-stage note-taking process.
2. Identify and discuss the tools and techniques they can use to “observe” more effectively while taking notes, either during a telecourse or classroom lecture.
3. Identify and discuss the tools and techniques that will help them “record” more effective notes.
4. Identify and discuss the tools and techniques they can use to “review” their notes more effectively.
5. Evaluate how they have taken notes in the past; then use some of the new techniques in the lesson and report on the techniques’ effectiveness.
6. List the benefits of free-form journal writing, then discuss and apply the tools and techniques they can use to get the most out of it.
7. Describe what Clarissa Pinkola Estés believes is the power of a folk story, and write a story that comes from their own culture or their lives.

Lesson 10 Challenges Worth Noting

Video Program Notes

“Challenges Worth Noting” examines several special note-taking situations. This lesson offers various solutions to these challenges and teaches students ways to learn and develop new skills. This lesson begins with a review of the basic steps in note taking: observe, record, and review. This is followed by a segment focusing on taking lecture notes and the special problems that students encounter when they take such notes.

Among the challenging circumstances examined by hosts and docustudents are taking notes when an instructor talks fast and taking notes for the distance learner. The video then examines the special challenges involved in taking reading notes. It offers advice and caution about using tape recorders during a lecture. It also introduces students to the many different ways distance learning courses are delivered. Finally, the Power Process “I create it all” is explained, with interpretations by the various docustudents. Dave Ellis, author of *Becoming a Master Student*, is one of the featured experts who offer advice.

Learning Objectives

After successfully completing the reading assignment in the textbook, the exercises in the telecourse student guide, and viewing the video for this lesson, students will be able to:

1. List the benefits of good handwriting, accept that they can change their handwriting, and describe the techniques they can use to improve it.
2. List the potential benefits of the idea “I create it all,” describe how a person can apply this process, and summarize how they will use it in their own lives.
3. Identify and discuss the note-taking techniques they can use when instructors or media present information too quickly.
4. Recall the two types of notes they can take while reading, and describe the tools and techniques they can use to take more effective reading notes.
5. List some of the arguments for and against using a tape recorder to take notes, and summarize the techniques they can use to record lectures effectively.
6. List some of the different types of “distance learning” technologies available, discuss the advantages and disadvantages of these to the student, and describe what they will do to get the most out of their distance learning courses.
7. Define the term “telecourse,” and describe some techniques they can use to succeed in this form of distance learning.

Lesson 11 Preparing for the Test

Video Program Notes

“Preparing for the Test” begins by making a case for long-term test preparation over cramming. Test preparation is next explored from the angle of what type of preparation is best suited for which type of test—short answer, essay, or multiple choice. An extended analogy is drawn between preparing for tests and preparing for other types of performance, particularly a musical performance because of a parallel that is made with Anne, one of the docustudents. The program then explores some of the advantages that can be found in studying in groups. Suggestions for forming a group are also provided. Experts who appear in this lesson include Dr. James McGaugh (Research Professor and Director, Center for the Neurobiology Learning and Memory, UCI) and Paul Kanarek (President, *The Princeton Review*).

Learning Objectives

After successfully completing the reading assignment in the textbook, the exercises in the telecourse student guide, and viewing the video for this lesson, students will be able to:

1. Summarize how they can keep the “importance” of tests in perspective and see exams as opportunities to demonstrate their mastery and receive feedback.
2. Identify and describe the techniques they can use *before* a test to improve their performance, discuss those they used for a recent exam, and summarize those they intend to use for their next test.
3. Summarize the techniques they can use to predict test questions, and describe how they will use some of them for an upcoming exam.
4. Brainstorm on all the reasons and excuses they have used to avoid studying, and describe what they will do to begin eliminating those reasons and excuses.
5. Describe methods of “cramming” when they have very little time to study for a test, and summarize the dangers of depending on this strategy.
6. Summarize the benefits of “cooperative learning,” discuss various methods of forming and conducting a study group, and outline how they might form a study group of their own.
7. Describe what they learned from the scholastic and professional experience of Fred Smith.

Lesson 12 This Is Not a Test

Video Program Notes

“This Is Not a Test” emphasizes the theme that a test is an evaluation tool that measures the effectiveness of the teacher’s instruction as well as the student’s ability to recall information. The video also conveys that a test is not a measure of self-worth or intelligence. Docustudents share their experiences with nervousness and fear before tests. Hosts Wayne and Suzette then offer many anxiety and stress-reducing techniques. The program continues with a look at specific test-taking strategies for both objective and essay exams. The program also examines the inevitability of failure in anyone’s life as well as the need to be honest. It offers ideas on what students can do *after* the exam to improve their performance for next time. Featured experts in this lesson include Dave Ellis and Paul Kanarek.

Learning Objectives

After successfully completing the reading assignment in the textbook, the exercises in the telecourse student guide, and viewing the video for this lesson, students will be able to:

1. List and describe the techniques they can use *during* a test to improve their performance, discuss those they used for a recent exam, and summarize what they intend to do for their next test.
2. List and describe the techniques they can use *after* a test to improve their future performance, summarize those they used for a recent exam, and summarize what they intend to do for their next one.
3. Recognize key words to look for in test questions, and relate the question-answering strategy they should follow for each word.
4. Describe the costs of cheating on a test, identify those acts that are considered cheating, and discuss the importance and value of integrity in test taking.
5. Identify the mental and physical signs of test anxiety, and discuss what they can do to release or manage their anxiety.
6. Describe the benefits of making mistakes, and discuss what they will do to become more accepting of their temporary setbacks.
7. Identify the negative attachments in their life, and discuss some strategies they will use to detach or rewrite these attachments.

Lesson 13 Embracing Diversity

Video Program Notes

“Embracing Diversity” explores the value of diversity, and the negative effects of stereotyping, prejudice, discrimination, and racism. The video demonstrates the importance of overcoming ignorance and monitoring one’s attitudes and language. The benefits of diversity in ethnicity, religious beliefs, gender, sexual orientation, and other areas are also discussed. Docustudents share experiences that range from revealing their own limited or stereotypical ideas to relating those times when they have been on the receiving end of prejudice. One activity shows how easy it is to make assumptions based solely on a person’s appearance. Portraits of people are shown while students guess, usually mistakenly, at such characteristics as the person’s political orientation, age, or occupation. Dave Ellis and other experts follow up by discussing the opportunities and challenges of embracing diversity. The final segment on the Power Process “Choose your conversations” examines the connection between the various conversations that people surround themselves with (in their heads or in verbal contact with others) and what they think, feel, and do in their lives.

Learning Objectives

After successfully completing the reading assignment in the textbook, the exercises in the telecourse student guide, and viewing the video for this lesson, students will be able to:

1. Define *diversity* and *multiculturalism*, offer some different examples, and discuss the benefits of understanding and using diversity, both to themselves and to society in general.
2. Define the terms *racism*, *prejudice*, and *discrimination*, offer specific examples, and discuss the costs of these actions and behaviors to individuals and society.
3. Recall and describe different strategies for understanding and communicating with people of other cultures, and discuss how they will use some of these strategies to improve their relations with someone.
4. Summarize the benefits of networking in college, describe various techniques they can use to network, and discuss how they will use some of these techniques to improve their college experience.
5. Identify the various free resources and services available at their college, and describe how they might take advantage of these resources and services.
6. Identify some of the resources and services available in their community, and describe how they might take advantage of these resources and services.
7. Define the terms *sexism* and *sexual harassment*, offer some specific examples, and discuss ways they can respond if they experience or observe these behaviors.
8. Identify some of the challenges faced by students with disabilities, and discuss strategies and techniques these students can use to get the most out of college.
9. Explain what is meant by “choosing your conversations” and “choosing your community,” summarize the benefits of these ideas, and discuss what they will do to put these concepts into practice.
10. Describe the procedures Jaime Escalante used to build his class into a disciplined team, and discuss what his efforts taught them about choosing their conversations and community.

Lesson 14 Thinking Creatively

Video Program Notes

“Thinking Creatively” explores the nature of creativity and offers exercises and techniques to encourage one’s creative thinking. Early in the video, the docustudents are asked to explain what creative thinking means to them. Several experts, including poet Rhoda Janzen and student success expert Corinne Kleigl, follow up by offering tips on how to think more creatively. This video also introduces the four-step problem-solving process in the Ellis text. The docustudents are shown undergoing a brainstorming exercise while the hosts explain the need for one to turn off the internal critic and see problems as opportunities rather than barriers. Dave Ellis closes the lesson by explaining the Power Process “Find a bigger problem.”

Learning Objectives

After successfully completing the reading assignment in the textbook, the exercises in the telecourse student guide, and viewing the video for this lesson, students will be able to:

1. Define the meaning of “critical thinking,” and identify its applications and benefits.
2. Define the meaning of “creative thinking,” identify its benefits, and discuss its relation to critical thinking.
3. Identify and discuss different methods to create new ideas, and describe situations in which they might use these methods.
4. Describe the importance of asking questions in the thinking process, and discuss techniques they can use to develop good questions.
5. Discuss reasons why they might want to “find a bigger problem” in their lives, and identify some big problems they could tackle.
6. Describe a situation when they might want to “find a smaller problem,” and discuss how this process works.
7. List and describe the four steps to problem solving, and discuss how they might use these to solve a current problem in their lives.
8. Discuss what the story about Margaret Mead can teach them about creativity and problem solving.

Lesson 15 Thinking Critically

Video Program Notes

“Thinking Critically” takes the position that critical thinkers are not born, but develop by learning certain skills. Thus, the lesson helps students search for a deeper truth as they develop the ability to distinguish between opinion and fact. The relationship between critical thinking and creative thinking is emphasized with a look back to Lesson Fourteen. The hosts review the four steps of problem solving: define the problem, generate possibilities, create a plan, and perform your plan. The role of critical thinking in narrowing the possibilities is presented, as the docustudents continue to discuss the problem of campus overcrowding.

As the video continues, applications of critical thinking to life are examined. The docustudents critique various persuasive materials, including advertising. The hosts offer steps to developing critical thinking skills, including seek the truth, keep an open mind, and analyze. The importance of questioning is also emphasized. Several problems with logic are examined including attacking the person, appealing to authority, and pointing to a false cause.

Learning Objectives

After successfully completing the reading assignment in the textbook, the exercises in the telecourse student guide, and viewing the video for this lesson, students will be able to:

1. Identify and discuss the qualities and core skills of a critical thinker, and list those they recognize in themselves.
2. List and discuss the strategies they can use to think critically, as well as provide examples of how they have used some of these strategies in the past and how they might use them in the future.
3. Define what is meant by “assumptions,” discuss how they can uncover these assumptions, and describe the role of assumptions in critical thinking.
4. Identify common fallacies in logic, and discuss how they can discover these fallacies in their thinking or in the thoughts of others.
5. Discuss some strategies to follow in thinking critically about information on the Internet.
6. Discuss some techniques that will lead them to more effective decision making, and apply these to a current decision in their lives.
7. Summarize the effects of inaccurate and manipulative advertising, describe how they can avoid these effects using critical thinking, and discuss their critique of a current advertisement or commercial.
8. Discuss the role critical thinking plays in problem solving.

Lesson 16 Math and Science: A 3-D Approach

Video Program Notes

“Math and Science: A 3-D Solution” presents various strategies and techniques to help students succeed in these challenging disciplines. The program begins with Wayne facing a tax audit with little success because of a bad case of math anxiety. Suzette helps out with a three-step solution to math and science problems: Defuse your anxiety, Determine your learning style, and Direct your efforts.

In segment one, the docustudents share their feelings about previous math and science courses. Suzette then illustrates how attitude can affect performance. Suzette and expert Paul Kanarek follow up by stressing how students can improve their attitude with critical thinking and positive “self talk.” They also suggest ways for students to fight math and science “boredom” by associating these classes with their future goals.

In segment two, Suzette points out that each student may want to approach math and science differently depending on his or her preference in the Kolb learning cycle. The students echo this, and describe the importance of selecting the right instructor. Math instructor Rachel Winston then illustrates how she would explain the concept of the surface area of a cylinder to students with different learning preferences.

In the final segment, Suzette introduces how students can direct their study efforts to improve their performance in math and science courses. Paul Kanarek stresses the importance of practice, and suggests that students do all their homework, talk to instructors when they have problems, and memorize formulas on 3x5 cards. Physics instructor Gregory Benford suggests that students work on smaller problems until they are ready for the big ones. The show closes with Wayne now confident about his math skills. In a follow-up meeting with the tax auditor, Wayne not only has worked out the problems on his last return but also has discovered that he’ll now get a refund.

Learning Objectives

After successfully completing the reading assignment in the textbook, the exercises in the telecourse student guide, and viewing the video for this lesson, students will be able to:

1. Describe specific experiences in the past when they felt anxiety about math and science, then discuss incidents that gave them positive feelings about these subjects.
2. Identify and describe strategies that can help them overcome math and science anxiety, and discuss how they will use these in current or future classes.
3. Recognize and describe general study strategies they can use to do better in their math and science courses, and discuss how they will use these in a current or future course.
4. Recall and describe special techniques that will help them perform better on math and science tests, and discuss how they will use these for an upcoming test.
5. Identify techniques to solve math and science problems, and discuss how they will use these for an upcoming test or homework assignment.
6. Describe some techniques to motivate themselves to study math and science when they would rather be somewhere else.
7. Discuss how they could use the Power Process “Notice your pictures and let them go” to release any negative preconceptions they may have about math and science.
8. Describe how they could apply the Power Process “Detach” to reduce their math and science anxiety.
9. Describe how cooperative learning might help them perform better in their math and science courses, and discuss how they might form a study group in an upcoming class.

Lesson 17 Research: Solving a Mystery

Video Program Notes

“Research: Solving a Mystery” explains how to conduct research with an emphasis on the resources available at the library. This video begins with hosts Wayne and Suzette discussing how research can be an exciting mystery to be pursued. They offer examples of the types of research that can be done: for articles, vacations, jobs, schools, and, of course, papers. The attention is then shifted to the docustudents and some of their specific research tasks—past and present.

The video goes on to look at the importance of choosing a topic about which a person is both passionate and flexible. Expert Robert Dees (author of *Writing the Modern Research Paper*) offers ideas about this matter. The hosts and docustudents examine the application of this concept. This is followed by a look at the importance of a research schedule, which would include a list of tasks and due dates. The thesis statement as a shaper of research is then explored by the experts, along with a final idea of keeping a research notebook (on paper or using a computer).

The video moves on to preliminary research and how to gather information from various sources, including the Internet, encyclopedias, books, magazines, and journals. With a shift to in-depth research, the role of librarians becomes the focus. Reference librarian Christina Woo talks about using computer-based indexes. While looking at this matter of in-depth research, particular focus is made on the advantages and shortcomings of using the Internet.

Learning Objectives

After successfully completing the reading assignment in the textbook, the exercises in the telecourse student guide, and viewing the video for this lesson, students will be able to:

1. Identify and describe the different resources and services offered by a typical library, and discuss how they can be accessed.
2. Describe techniques that will help them conduct research more efficiently, and discuss how they will use these for an upcoming project.
3. Describe the Internet, how they can access it, and what they will do to “get connected” if they haven’t already.
4. Identify and describe some of the resources and information available on the Internet, and discuss how they may use these in the future.
5. Describe techniques they can use to find what they want on the Internet, and discuss how they will use these for a current or upcoming assignment.
6. Summarize how computers can help them manage ideas and information, and discuss how they have (or will) use computers to help them succeed in college.
7. Identify and describe the ways they can waste time using a computer, and discuss how they will avoid these pitfalls.
8. Recognize and define some key computer terms, and discuss how they can stay “up-to-date” with this technology.

Lesson 18 Writing Well—The First Draft

Video Program Notes

“Writing Well—The First Draft” explores how to get started on writing papers. Hosts Wayne and Suzette emphasize writing as a necessary skill for life with the need to write on the job as well as letters, e-mails, legal documents, and so forth. Several docustudents give accounts of college papers they are currently facing so that the skills introduced can be seen in application.

The focus of this lesson (and the next) is on the three-step approach to writing any paper—preparation, first draft, and revision. As the first of these is examined, the lesson looks at the thesis statement and narrowing a topic. For all the concepts featured, several experts offer opinions, including Robert Dees, author of *Writing the Modern Research Paper*; poet Rhoda Janzen; and English instructor Suzanne Crawford. The suggestions provided include the qualities of a good thesis and the recommendation to check working thesis statements with instructors for their suitability. At this point, several instructors offer a list of their pet peeves about student papers.

The lesson shifts to examining the problem of organizing a paper by looking at how to group data according to where it fits best: beginning, middle, or end. Using 3x5 cards, clustering, and outlining are other organization methods discussed.

In the section on facing the blank page and beginning to write, the experts look at the dual problem of turning off one’s inner critic while turning on one’s creative juices. Finally, the lesson looks at the ugly problem of plagiarism—what it is and how to avoid it.

Learning Objectives

After successfully completing the reading assignment in the textbook, the exercises in the telecourse student guide, and viewing the video for this lesson, students will be able to:

1. Discuss the benefits of knowing how to write well, and describe what they intend to do to improve their writing skills.
2. Identify and describe the strategies to follow as they prepare to write a research paper, and discuss how they will use these techniques for an upcoming assignment.
3. Explain what a thesis statement is, describe the elements of an effective thesis, and discuss how it can direct their research and shape their first draft.
4. Recognize and describe the strategies they can use to complete their first draft, including how to overcome writer’s block, and discuss how they will use these techniques on a future assignment.
5. Define “plagiarism,” offer some examples, and describe how they will avoid it.
6. Describe how computer technology can help them complete their writing assignments, and discuss how they will (or currently do) use a computer for their writing.

Lesson 19 Writing Well—The Final Presentation

Video Program Notes

“Writing Well—The Final Presentation” looks at the process of turning a rough draft into a polished paper or oral presentation. This lesson emphasizes the importance of using critical thinking to help with the process of editing and revising. Particular attention is given to matters of content and style. The papers begun in Lesson Eighteen by two of the docustudents are shown unfolding in this stage while being subjected to parts of the revision process.

Some specific issues examined include tightening wordy phrasing and avoiding sexist language as well as more general proofreading. The lesson goes on to examine the problems of giving a speech or oral presentation. Overcoming stage fright or nervousness and the Power Process “Risk being a fool” are two of the focal points of this section.

Learning Objectives

After successfully completing the reading assignment in the textbook, the exercises in the telecourse student guide, and viewing the video for this lesson, students will be able to:

1. Recall and describe the benefits of revising their written work.
2. Identify and describe the steps involved in revising drafts of their writing, and discuss which ideas they will apply to an upcoming assignment.
3. Recognize sexist writing, offer some examples, and describe what they can do to avoid it in their work.
4. Identify and describe the techniques they can use to write and deliver speeches, and discuss the techniques they will use for an upcoming assignment.
5. List the benefits of taking risks, describe how to take appropriate risks, and discuss a risk they intend to take to improve themselves.
6. Relate the experiences of David Filo and Jerry Yang, founders of Yahoo!, and discuss what the story of these two people teaches about risk taking.

Lesson 20 Communication

Video Program Notes

“Communication” explores the communication loop and how to improve communication. The lesson focuses on what people can do as senders and receivers to enhance communication. The various tips parallel experiences shared by the docustudents and depicted by the hosts. In addition to exploring ways to improve communication, the video considers the obstacles that block clear communications, such as one’s fear of another’s reaction. The lesson also examines the special form of communication that is possible online and ways to make sure it is handled well. Through role-playing scenarios, the docustudents practice how to give and receive criticism, especially through the use of “I” messages. Near the end of the video, reference is made to the process “Create your instructor,” with which students can adjust their behaviors and attitudes to re-create the classroom experience no matter what an instructor may be like. A communication consultant, L. Kae Graniel, is the featured expert for this lesson.

Learning Objectives

After successfully completing the reading assignment in the textbook, the exercises in the telecourse student guide, and viewing the video for this lesson, students will be able to:

1. Describe the dynamics of a “communication loop,” and discuss how they can solve typical communication problems.
2. Describe the techniques they can use to become better “receivers,” and discuss how they will apply some of these listening skills in a current situation at school, work, or home.
3. Describe the techniques they can use to become better “senders,” and discuss how they will use some of these methods in a current situation at school, work, or home.
4. List the five characteristics of an “I” statement, try communicating with this technique, and discuss how it worked for them.
5. Identify and discuss some appropriate ways to handle compliments.
6. Describe the proper etiquette for communicating via the Internet, and discuss how they will use these guidelines in their next e-mail or online chat.
7. Identify and describe the techniques of conflict management, and discuss how they intend to use some of these to resolve a conflict at school, work, or home.
8. Identify and describe the nine “intelligences” theorized by Gardner, and discuss how they can develop and use their multiple intelligences to help them succeed.
9. Describe some things they can do to deal with less-than-perfect instructors, and discuss how they might use these “create your instructor” methods in a current or future class.
10. Recognize the steps that will help them deliver and receive complaints, and discuss how they intend to use these techniques in their lives.

Lesson 21 Relationships

Video Program Notes

“Relationships” describes the key ingredients of healthy relationships, and relates how good relationship skills can lead to success in school and in life. This lesson also examines unhealthy and codependent relationships, and offers various tips about handling them, including asking for help and finding a balance. The docustudents provide examples of both personal and professional relationships. Here the ideas of clear communication, commitment to the relationship, taking a break, and showing appreciation are depicted. Dave Ellis is a featured expert who gives insight into the Power Process “Employ your word,” and the importance of making and keeping commitments. The lesson also takes a look at depression and discusses suicide prevention.

Learning Objectives

After successfully completing the reading assignment in the textbook, the exercises in the telecourse student guide, and viewing the video for this lesson, students will be able to:

1. Identify the techniques they can use to develop the “habit” of good self-esteem, and discuss exactly what they’ll do to improve their relationship with themselves.
2. Identify and discuss appropriate ways to respond to emotional pain.
3. Recognize the signs of serious depression and anxiety, and summarize the actions they can take if they notice suicidal feelings in themselves or others.
4. Recall the methods they can use to help their relationships work, and discuss those they’ll use in a current relationship.
5. Discuss how they feel about changes in a relationship, and describe some of the ways they can work through any resulting pain and depression.
6. Summarize the benefits of keeping their word in relationships, describe some ways they can make and keep agreements, and discuss more powerful ways of speaking about their commitments.
7. Identify and describe those strategies that can help them have a more positive influence on others, and discuss a current situation in which they’ll apply these leadership skills.
8. Describe what they learned from the excerpt of Golda Meir’s life story, and discuss how this relates to what they’ve learned about relationships and leadership.

Lesson 22 Money and Finances

Video Program Notes

“Money and Finances” encourages students to make a habit of financial planning and budgeting. Using the advice of financial advisor Ann Egan to “Tell the truth” about income and expenses, the hosts and docustudents examine general principles of money management such as increasing income and reducing outflow. Specific applications to real-world money challenges are provided through an examination of the docustudents’ lives. The video highlights the similarities between money management and time management, and the pitfalls of credit card spending. This lesson also discusses student financial aid, including the Free Application for Federal Student Assistance (FAFSA) and online information.

Learning Objectives

After successfully completing the reading assignment in the textbook, the exercises in the telecourse student guide, and viewing the video for this lesson, students will be able to:

1. Recall the source of most money problems, discuss the importance of understanding money management, and list the three steps to financial independence.
2. Identify some ways to increase their income, and discuss those they’ll use to help their finances.
3. Recognize some ways to decrease their expenses, and discuss those they’ll use to help control their spending.
4. Identify the basic principles of money management, and describe their plans for the future regarding saving, investing, insurance, and credit.
5. List and describe the benefits of a college education, and write a “mission statement” that confirms their purpose for attending college.
6. Identify various sources of college financing, and outline the strategy they’ll pursue to pay for their education.
7. Describe processes they can use to help eliminate their money worries and live within their means.
8. Create a yearly/monthly budget that itemizes their income and expenses (including the cost of their education).

Lesson 23 Take Care of Your Machine

Video Program Notes

“Take Care of Your Machine” explores several aspects of maintaining health and wellness. An analogy to a car is used throughout the lesson to examine the requirements of the human “machine.” The connection between body and mind is examined through interviews with Dave Ellis. Next, the lesson explores the importance of fueling the body. Here moderation is emphasized, and the eating disorders of anorexia and bulimia are defined. The segment entitled “Move It” explains the body’s need for exercise. The benefits of toning the body as well as uplifting the emotions are described. Another segment features the need for sufficient sleep as well as tips for helping a person fall asleep more readily. A final section examines stress, both “actual” and perceived, and how to manage it. Testimonials from the docustudents throughout the video attest to the truth of the various suggestions that are offered.

Learning Objectives

After successfully completing the reading assignment in the textbook, the exercises in the telecourse student guide, and viewing the video for this lesson, students will be able to:

1. Discuss how their level of health is largely up to them and how they can promote good health.
2. Identify the dietary guidelines that will help them maintain good health, summarize the perils of junk food, and discuss what they will do to improve their diets.
3. Define *bulimia* and *anorexia nervosa*, discuss the health dangers associated with these, and describe some healthy ways people can keep their weight at a proper level.
4. Discuss some appropriate methods of exercise, and describe what they will do to get or keep themselves in shape.
5. Identify some ways to help them sleep at night, and describe some techniques they can use to manage stress.
6. Recognize the signals associated with serious health problems, and describe how to respond if they notice them.

Lesson 24 Preventing Life Crashes

Video Program Notes

“Preventing Life Crashes” introduces areas of life where health “crashes” of various kinds can be prevented or minimized. The hosts discuss health and wellness issues that students face which have the potential to derail their studies. The specific areas examined include prevention and protection with regard to sexually transmitted diseases (STDs), as well as safety concerns such as rape prevention. Finally, through personal experiences shared by the docustudents, the devastating effects of addiction are explored and recommendations for prevention and treatment are discussed. The video concludes with Dave Ellis exploring the significance of the Power Process “Surrender.”

Learning Objectives

After successfully completing the reading assignment in the textbook, the exercises in the telecourse student guide, and viewing the video for this lesson, students will be able to:

1. Recall the names of common sexually transmitted diseases (STDs), summarize the effects and symptoms, and discuss how they can prevent these illnesses.
2. Identify some ways to prevent an unwanted pregnancy, and describe the methods they intend to use.
3. Define *rape*, and *date* or *acquaintance rape*, then discuss some ways they can help prevent any form of this violence.
4. Describe some common accidents and physical ailments, and discuss some methods of protecting themselves against these problems.
5. Discuss what the text author Dave Ellis means by “surrender,” describe how it can help them cope with life’s problems, and summarize what they’ll do to incorporate this idea in their lives.
6. Identify the costs and payoffs of using alcohol, tobacco and other drugs, and tell the truth about their use of these substances.
7. Recognize the signs of addiction, and summarize the treatment and services available for those with addiction problems of any kind.
8. Discuss some of the challenges faced by actor Christopher Reeve after his accident, and describe what his story taught them about surrender and recovery.

Lesson 25 Charting Your Course

Video Program Notes

“Charting Your Course” explores the concerns of students beyond school. Beginning with children and their answers to the question “What do you want to be when you grow up?,” this lesson emphasizes the importance of feeling free to dream. Career counselor Kathryn Van Ness is the featured expert. Various career resources are discussed, including such assessment tools as the Strong Interest Inventory. Van Ness and docustudent Erika discuss this instrument in terms of how it can aid in choosing a future career. The lesson then examines how to create an action plan, including choosing a major and finding a job while in school. Students also learn about internships and service learning as well as how to put together an effective résumé.

Learning Objectives

After successfully completing the reading assignment in the textbook, the exercises in the telecourse student guide, and viewing the video for this lesson, students will be able to:

1. Summarize what they’ve done thus far to choose an academic major, and describe the methods they can use to bring their options into focus.
2. Define *service learning*, summarize the benefits of volunteer work, and describe how they can begin contributing to others.
3. Describe techniques they can use to plan their career, and write a tentative plan that defines their career goals and a general strategy for reaching those goals.
4. Identify the steps they can take to hunt for a job, list the resources they can use in the process, and discuss the relative advantages of each.
5. Summarize the meaning of the process “Be it,” and describe how it can help them get what they want out of life.
6. Define their personal values, and describe how these values align with their career plans.
7. Discuss the life of Raul Julia, and describe what his story taught them about aligning their “being,” their career, and their contribution to others.
8. Summarize what a “portfolio” is, and describe how they might design their portfolio as a presentation to a prospective employer or graduate school.

Lesson 26 Mastering Your Life

Video Program Notes

“Mastering Your Life” offers a conclusion to the telecourse series by congratulating the students on becoming Master Students and inviting them to become Master Learners for life. Hosts Wayne and Suzette begin this program on an eleven-circuit labyrinth. Different from a maze, a labyrinth has no false paths or dead ends. This provides an excellent metaphor for our life journeys because—although the pathway twists and turns—every step we take is progress.

The docustudents “debrief” with each other after completing the final Discovery Wheel exercise. Techniques are presented to help viewers link the skills of a Master Student to the workplace. In addition, a roundtable of corporate executives discuss the importance of the skills presented in the SCANS report. As the executives describe what they look for in an employee, many of the traits of a Master Student are mentioned.

At this point Steven, one of the docustudents, describes his fight with cancer and how he believes a change in attitude helped him successfully battle the disease. Dave Ellis echoes those feelings, and describes the process of attitude replacement. Finally, the program segues to an interview with Lupe as she prepares for graduation. She relates what this success means to her, and how she intends to continue using the skills of a Master Student as she enters graduate school next year. The program ends back at the labyrinth as Wayne finally reaches the center. The hosts remind viewers that the tools of this course are only powerful if they are used. They end by wishing each student luck on his or her own individual path in life.

Learning Objectives

After successfully completing the reading assignment in the textbook, the exercises in the telecourse student guide, and viewing the video for this lesson, students will be able to:

1. Promise themselves in writing that they will continue to apply the ideas and techniques in their textbook to succeed both in college and in life.
2. List and describe the habits and activities that will reinforce the process they have started in this course, and discuss how they will use these to become a lifelong Master Student.
3. Briefly discuss how attitudes have power, and describe ways they can improve their own attitudes.
4. Identify something they would like to change in their lives, use affirmations and visualizations to reprogram their attitude about it, and report on the experience.
5. Briefly summarize the opportunities and challenges of changing schools, and discuss suggestions they can follow to make this important decision.
6. Use the Discovery Wheel again to assess what they have learned in this course, then declare how they will use this information to promote their continued success.

7. Identify the skills and core competencies that can help them succeed in the working world, list those skills and competencies they now possess, and describe what they will do to acquire others that they are going to need.
8. Identify the ideas, strategies, tools, and techniques in their textbook that can be applied to the world of work, and discuss how they will apply some of these to their own lives outside the classroom.

SAMPLE COURSE OUTLINE

Date: _____
Division: _____
Instructor: _____

I. **Course** _____
Name Number Units
Descriptive Title: Mastering the College Experience

II. **Catalog Description**

Prerequisite: None

Mastering the College Experience is a freshman-level course in student success, college survival, and study skills. The telecourse teaches students new personal development skills to help improve their health, finances and relationships. *Mastering the College Experience* offers students methods to strengthen their academic performance based on the latest research in how people learn and succeed. By observing a group of real students make their way through a college semester, they will learn the principles of this course and see how they're used in real-world situations. This telecourse will help students get the most out of their college experience. Special tips for distance learners are also included with each skill discussed.

III. **Time Allocation**

Lecture: _____
Lab: _____
Demonstration: _____
Other (specify): Twenty-six (26) half-hour television programs

IV. **Course Goals**

After successfully completing this telecourse, students will be able to:

1. Define success as *they* see it, describe their purpose for being in school, and develop specific college, career, and life goals.
2. Describe what will be expected of them in college, and identify the services available to help them succeed in higher education.
3. Determine their "learning styles," and use this information to make learning easier and more effective.
4. Perform skills in the areas of note taking, reading, and test taking that will lead directly to their success in college.
5. Demonstrate mastery of general strategies and skills in such areas as memory building, critical thinking, and writing that will lead to success throughout their lives.
6. Demonstrate mastery of strategies and techniques for their lifelong personal development in such areas as time management, health, finances, and interpersonal communications.
7. Describe the advantages and challenges of "distance learning," and use this information to excel in their distance-learning courses.
8. See individual people more objectively—without preconceptions or bias—while at the same time understanding and appreciating general cultural differences.

9. Work more effectively and cooperatively with others, whether face-to-face or through communications technology.
10. Identify beliefs, attitudes, and habits that may inhibit their success, and replace them with new success-oriented values and behavior.
11. Take responsibility for themselves and their own success.

V. Course Objectives

Specific student learning objectives have been identified for each lesson.

VI. Purpose of the Course

<input checked="" type="checkbox"/> General Education	<input type="checkbox"/> Community Service	<input type="checkbox"/> Transfer
<input checked="" type="checkbox"/> Adult Education	<input type="checkbox"/> Occupational	<input checked="" type="checkbox"/> Remedial

VII. Video Program Titles

1. Welcome to College
2. The First Step
3. Ideas Are Tools
4. Finding the Time
5. Looking Ahead
6. You've Got a Great Memory
7. Muscle Reading
8. Reading Challenges
9. Taking Notes
10. Challenges Worth Noting
11. Preparing for the Test
12. This is Not a Test
13. Embracing Diversity
14. Thinking Creatively
15. Thinking Critically
16. Math and Science: A 3-D Solution
17. Research: Solving a Mystery
18. Writing Well: The First Draft
19. Writing Well: The Final Presentation
20. Communication
21. Relationships
22. Money and Finances
23. Take Care of Your Machine
24. Preventing Life Crashes
25. Charting Your Course
26. Mastering Your Life

VIII. Learning Strategies or Teaching Methods

<u> x </u>	Lecture
<u> x </u>	Audio tutorial laboratory
<u> x </u>	Audio and/or visual tutorial segments available in media center or classroom
<u> </u>	Small group instructor
<u> </u>	Team teaching
<u> x </u>	Other (specify): Open broadcast, cable, and closed-circuit television, or media center viewing of video programs; student guide; textbook; home video viewing

IX. Evaluation Methods

The faculty manual has a bank of objective test questions suitable for covering both the video and print components of the course. These questions are suitable for quizzes, midterms, and finals. Answers, keyed to telecourse learning objectives, are included in the faculty manual. Also, the lessons in the telecourse student guide include a "Quiz" section that allows students to assess their understanding of terms and concepts covered in the lesson. The textbook provides exercises, quizzes, journal entry prompts, and applications throughout each chapter.

X. Required Course Materials

Study Guide: *Telecourse Student Guide for Mastering the College Experience*, Houghton Mifflin Company
Textbook: *Becoming a Master Student*, by Dave Ellis, Houghton Mifflin Company

XI. Supplementary Course Materials

Students are encouraged to complete exercises in the "Online Activities" section of the telecourse student guide via the Coast Learning Systems web site.

Ordering Information for *Mastering the College Experience*

Ordering Information for Telecourse Use

When your institution places a license for *Mastering the College Experience*, it is permitted to use the video programs and correlating instructional materials as part of a complete, college-credit course offering.

The course may be delivered in a variety of ways, including broadcast, cablecast, and nonbroadcast television, in classrooms, learning centers, or libraries, or by videocassettes to individual students. A Telecourse license may include multiple terms and requires payment of student fees. Licensees are provided with a course faculty manual. During the term of the license, colleges may duplicate the programs for use by students who are enrolled in the telecourse.

Mastering the College Experience Telecourse License Fees

One-Term:	\$ 750 plus \$20 per enrolled student
One-Year:	\$1,200 plus \$20 per enrolled student
Three-Year:	\$2,700 plus \$20 per enrolled student
Student Fee Only Option:	\$45 per enrolled student

Broadcast-quality master tapes are available in a variety of formats, including Betacam SP, 3/4" U-Matic, SVHS, and VHS. Costs provided on request. For further information on licensing *Mastering the College Experience*, please call 800-547-4748

Ordering Information for Audiovisual Use

The 26 video program described in this booklet are available for use as an audiovisual resource for classroom lectures; as part of a noncredit, continuing education class; or as an addition to video collections in libraries and media centers.

When you purchase video programs, you are licensed to present them nontheatrically to individuals and groups using a video player and monitor/receiver in the same room. The video programs may not be copied in any way, nor may they be transmitted on any open broadcast or closed-circuit television, or other media forms, without special written license from Coast Learning Systems. A purchase is defined as a life-of-tape license.

Mastering the College Experience Audiovisual Fees

Purchase price per individual title: \$89.95 (VHS format)*

Shipping & Handling charges: Please add \$4.75/video (with a maximum charge of \$45 per order). If you purchase 5 or more titles, you qualify for quantity discount prices according to the following schedule:

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Please complete this form and mail it to:

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e-mail: CollegeExperience@ccd.edu



For faster service,
e-mail: CollegeExperience@ccd.edu



phone (800) 547-4748 or fax (714) 241-6286.

We are considering offering *Mastering the College Experience* and would like to receive the following preview material to aid us in making our decision:

- Please call me to discuss specific video titles for review
- Please send me review copies of the course's print materials:
 - Becoming a Master Student*, by Dave Ellis (Houghton Mifflin Company)
 - Telecourse Student Guide for Mastering the College Experience* (Houghton Mifflin Company)
- Please contact me about telecourse licensing and fees
- Please contact me about A/V purchasing of individual titles

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- Please send the *Coast Learning Systems Catalog* describing other telecourses and video resources available.

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