



**COURSE DISCIPLINE :** ST DV  
**COURSE NUMBER :** 100  
**COURSE TITLE (FULL) :** College Orientation  
**COURSE TITLE (SHORT) :** College Orientation

**CATALOG DESCRIPTION**

ST DV 100 is an introductory college orientation course for newly enrolled and matriculated students. The course covers the following topics: college academic regulations; four-year schools' requirements for transfer; Associate Degree Requirements for AA, AS, AA-T, AS-T; certificate program requirements; student services and specialized student support services. At the conclusion of the course, the student prepares a Student Educational Plan.

**CATALOG NOTES**

Note: This course is a Pass/No Pass only.

Total Lecture Units: 1.00  
 Total Laboratory Units: 0.00  
**Total Course Units: 1.00**

Total Lecture Hours: 18.00  
 Total Laboratory Hours: 0.00  
 Total Laboratory Hours To Be Arranged: 0.00  
**Total Contact Hours: 18.00**

Recommended Preparation: English 190/191 or ESL 133

**ENTRY STANDARDS**

|   | Subject | Number | Title                 | Description  | Include |
|---|---------|--------|-----------------------|--|---------|
| 1 | ENGL    | 191    | * Writing Workshop II | Analyze short essays (approximately 2-6 paragraphs in length) to identify thesis, topic, developmental and concluding sentences, as well as transitional expressions used to increase coherence; | Yes     |
| 2 | ENGL    | 191    | * Writing Workshop II | evaluate compositions for unity, sufficiency of development, evidence, coherence, and variety of sentence structure;   | Yes     |
| 3 | ENGL    | 191    | * Writing Workshop II | organize and write an essay which addresses the topic and is directed by a thesis statement;   | Yes     |

|    |      |     |                                 |   |     |
|----|------|-----|---------------------------------|---|-----|
| 4  | ENGL | 191 | * Writing Workshop II           | organize and write an essay which has an introduction, body, and conclusion and demonstrates a basic understanding of essay organization;   | Yes |
| 5  | ENGL | 191 | * Writing Workshop II           | organize and write an essay which shows some awareness of critical thinking and linkage of evidence with assertion;   | Yes |
| 6  | ENGL | 191 | * Writing Workshop II           | organize and write an essay which develops ideas, moving from general to specific;  | Yes |
| 7  | ENGL | 191 | * Writing Workshop II           | organize and write an essay which is easy to read and follow, though some errors in grammar, mechanics, spelling, or diction may exist;   | Yes |
| 8  | ENGL | 191 | * Writing Workshop II           | organize and write an essay which uses a variety of sentence types.   | Yes |
| 9  | ENGL | 190 | * Intermediate Academic Reading | apply "word attack" skills to ninth-grade vocabulary: word parts, context clues, and sentence structure;  | Yes |
| 10 | ENGL | 190 | * Intermediate Academic Reading | employ various strategies like note-taking, annotation, and high-level questioning for comprehension, application, analysis/critical thinking, and synthesis of ninth-grade fiction and non-fiction;  | Yes |
| 11 | ENGL | 190 | * Intermediate Academic Reading | demonstrate skills in highlighting, outlining, and summarizing shorter essays for thesis, differentiation of main ideas and major/minor details; recognize patterns of organization   | Yes |
| 12 | ESL  | 133 | Grammar And Writing III         | compose a 300 to 350-word composition which:a. includes a clear thesis statement; b. shows clear organization into an introduction, body, and conclusion; c. provides supporting details; d. meets division criteria for fluency, clarity and accuracy. | Yes |
| 13 | ESL  | 133 | Grammar And Writing III         | demonstrate level appropriate mastery of spelling, vocabulary, punctuation, simple and progressive perfect tenses, passive voice, gerunds and infinitives, real conditionals, adverb clauses of   | Yes |
| 14 | ESL  | 133 | Grammar And Writing III         | read multi-paragraph passages in textbooks.   | Yes |

### **EXIT STANDARDS**

|   |  |
|---|--|
| 1 | Explain the college's academic regulations;  |
| 2 | compare and contrast all the specific requirements in order to transfer to the University of California (UC), California State University (CSU) and Association of Independent California Colleges and Universities (AICCU) systems; |
| 3 | summarize Glendale Community College's Associate of Arts (A.A) /Associate of Science (A.S.) certificate and major requirements; AA-T and AS-T degree requirements;   |
| 4 | identify the college's support services and summarize activities offered to students;  |
| 5 | identify and explain the college's specialized student support services;   |

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--FOR COMPLETE OUTLINE OF RECORD SEE GCC WEBCMS DATABASE--

|   |  |
|---|--|
| 6 | synthesize major information for selected academic majors; |
| 7 | prepare a Student Educational Plan.                        |

**STUDENT LEARNING OUTCOMES**

|   |   |
|---|---|
| 1 | explain the college's academic regulations;                               |
| 2 | identify the college's support services and summarize activities offered; |
| 3 | demonstrated knowledge of SEP.  |

**COURSE CONTENT WITH INSTRUCTIONAL HOURS**

|   | Description  | Lecture | Lab | Total Hours |
|---|--|---------|-----|-------------|
| 1 | <b>College Academic Regulations</b> <ul style="list-style-type: none"> <li>Scholarship standards</li> <li>Academic/progress probation</li> <li>The grade point average</li> <li>Student petitions</li> </ul>   | 2       | 0   | 2           |
| 2 | <b>Transfer Requirements</b> <ul style="list-style-type: none"> <li>Overview of transfer requirements: (CSU Breath and IGETC Requirements)</li> <li>UC and CSU requirements for transfer</li> <li>Private colleges' requirements for transfer</li> <li>Online transfer tools: Assist.org, USC transfer planning guide, Glendale Community College Transfer Center website</li> </ul> | 4       | 0   | 4           |
| 3 | <b>A.A./A.S/AA-T/AS-T. and Certificate Requirements Overview</b> <ul style="list-style-type: none"> <li>A.A./A.S. academic regulations</li> <li>AA-T/ AS-T regulations</li> </ul>  | 4       | 0   | 4           |
| 4 | <b>Student Support Services</b> <ul style="list-style-type: none"> <li>Counseling/assessments/testing</li> <li>Tutorial services/library resources</li> <li>Financial aid/health services</li> </ul>   | 2       | 0   | 2           |
| 5 | <b>Specialized Student Support Services</b> <ul style="list-style-type: none"> <li>Description of services offered</li> <li>Application for eligibility</li> <li>Referral and follow-up</li> </ul>   | 2       | 0   | 2           |

|   |   |   |   |    |
|---|---|---|---|----|
| 6 | <b>Academic Majors and Career Information</b> <ul style="list-style-type: none"> <li>• Certificates/trades</li> <li>• Academic/professional</li> <li>• Career Assessment tools such as O*NET Online, Career One Stop, Human</li> <li>• Metrics</li> </ul> | 2 | 0 | 2  |
| 7 | <b>Development of Student Educational Plan</b> <ul style="list-style-type: none"> <li>• Overview of process</li> <li>• Development</li> </ul>   | 2 | 0 | 2  |
|   |   |   |   | 18 |

### **OUT-OF-CLASS ASSIGNMENTS**

|   |   |
|---|---|
| 1 | campus activity (e.g. visit and write a review of various campus support services); |
| 2 | development of Student Educational Plan.  |

### **METHODS OF EVALUATION**

|   |  |
|---|--|
| 1 | instructor evaluation of student work; |
| 2 | quizzes;                               |
| 3 | final examination.                     |

### **METHODS OF INSTRUCTION**

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

### **TEXTBOOKS**

| Title                              | Type | Publisher | Edition | Medium | Author | IBSN | Date |
|------------------------------------|------|-----------|---------|--------|--------|------|------|
| Glendale Community College Catalog |      |           |         |        |        |      |      |