I. **OVERVIEW**

The following information will appear in the 2015 - 2016 catalog

**GUIDE 109—INTERNATIONAL STUDENT/NEW AMERICAN FOCUS**

Formerly listed as: GUIDE - 109: Orientation for Foreign Students

18.00 Lecture Hours

Recommended for Success: Before enrolling in this course, students are strongly advised to satisfactorily complete ESL 40 and satisfactorily complete ESL 44.

Education and career planning for students whose previous education has been outside the United States. Acquaints students with the college, its curriculum, facilities, services, academic regulations, programs, degree and transfer requirements. Reviews extra curricular activities, personal adjustment, American customs, culture shock, and survival techniques. Students must complete a conference with a counselor during the semester. A comprehensive educational plan is developed. Field trips are not required. Not repeatable. (P/NP Only) **Transfer: (CSU)** Local Requirement: (Guidance)

II. **LEARNING CONTEXT**

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:

A. **COURSE CONTENT**

1. **Required Content:**

   A. Culture shock and survival techniques

   B. American culture and customs

   1. laws and regulations

   C. American educational system

   1. comparison with educational systems in other parts of the world

   2. American classroom culture

   D. Post-secondary education overview and purpose

   1. courses

   2. certificate programs

   3. associate degree programs

   4. baccalaureate programs

   E. Lower division preparation for transfer
1. general education
2. preparation for a major

F. Upper division requirements
   1. major
   2. general education
   3. electives/minor

G. Extra curricular activities
H. Educational goals in context of life goals
   1. Life goals
   2. Interests, values, and abilities

I. Evaluation of educational alternatives
J. Tentative choice of appropriate educational goal(s)
K. Skills needed for success
   1. College resources
   2. College services
   3. Time management
   4. Study skills

L. Educational planning
   1. Development of an educational plan
   2. Admissions requirements for transfer programs
   3. Degree requirements for AA/AS degrees
   4. Requirements for certificates

M. Career planning process
   1. Visit to Career Development Center

N. Advising and counseling
   1. Role of advisor
2. Role of counselor/international counselor

3. Initiating contact

B. **ENROLLMENT RESTRICTIONS**

1. **Advisories**
   
   Before enrolling in this course, students are strongly advised to satisfactorily complete ESL 40 and satisfactorily complete ESL 44.

2. **Requisite Skills**
   
   Before entering the course, the student will be able to:
   
   A. Be at an intermediate level of English writing skills and reading comprehension.

C. **HOURS AND UNITS**

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D. **METHODS OF INSTRUCTION (TYPICAL)**

Instructors of the course might conduct the course using the following method:

1. Individual and small group discussion
2. Lecture/discussion
3. Use of media presentations
4. Instructor led structured problem-solving exercises

E. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**
   
   Time spent on coursework in addition to hours of instruction (lecture hours)
   
   A. Weekly readings
   B. Weekly homework assignments
   C. One paper per term
   D. Two to three quizzes per term
   E. Work on Educational Plan
   F. Completion of Personal Assessment

2. **EVIDENCE OF CRITICAL THINKING**
   
   Assignments require the appropriate level of critical thinking
   
   A. Compare and contrast home culture values with those around the United States.
B. Develop an educational plan based on your career goals.

C. Discover the student support services available to you on campus.

D. Compare and contrast your home culture educational system with the American educational system.

E. Compare the differences between the Career Technical Education Pathway, the University Preparation Pathway and the Associate Degrees to Transfer to choose which one is best for their respective goals.

F. Identify on-line resources such as CSU Mentor, ASSIST, UCOP and others to use with your educational and career goal planning.

G. Examine your own experiences of culture shock and eventual understanding of the American culture.

F. TEXTS AND OTHER READINGS (TYPICAL)


2. Other: Primary and secondary source documents relating to themes and topics covered in Guidance 109. Typical sources might include (but are not limited to) governmental documents and scholarly articles. These sources may be found in peer-reviewed journals, in online databases, in publisher websites, or in books.

III. DESIRED LEARNING

A. OBJECTIVES

1. Required Objectives
   Upon satisfactory completion of this course, the student will be able to:

   a. Describe the role of community colleges in the context of post high school educational opportunities, including the philosophy and purpose of the various curricula offered.

   b. Describe important aspects of American culture and customs and how to adjust to or cope with them.

   c. Understand the concept of culture shock and be able to apply that concept to experiences in his/her own life.

   d. Describe the values central to the American culture.

   e. Describe and understand the complex American academic system and compare it to their own academic system.

   f. Identify the transfer requirements and procedures to the CSU and UC systems as well as private universities.

   g. Identify the general and major requirements needed to earn an associate degree and/or certificate from Modesto Junior College.

   h. Examine the college catalogue and schedule of courses to find pertinent information for their academic course of study.

   i. Select the appropriate student services available to them at the college that meet their personal and academic needs.

   j. Develop an accurate Educational Plan that fits their academic and career goals.
k. Identify the role of counseling, make an appointment and complete an advising session with a counselor.

l. Describe the American system of government and the values that shape it.

IV. METHODS OF EVALUATION (TYPICAL)

A. FORMATIVE EVALUATION
   1. Problem-solving exercises
   2. Class participation
   3. Quizzes
   4. Written assignments

B. SUMMATIVE EVALUATION
   1. Educational plan
   2. Conference with instructor
   3. Final quiz
GUIDE - 109: International Student/New American Focus

Course Learning Outcomes

Upon satisfactory completion of this course, the student should be prepared to:

1. Develop an accurate educational plan based on student educational goal.
2. Explain the concept of culture shock and be able to apply that concept to experiences in his/her own life.
3. Identify the general and major requirements needed to earn an associate degree and/or certificate from Modesto Junior College.