



PCC PATHWAYS

COLLEGE 1, ONE BOOK, ONE COLLEGE, AND
THE FIRST YEAR STUDENT CONFERENCE

Describe...

1. Our process for creating and establishing an interdisciplinary first year seminar course at PCC.
2. The key components of an effective first year seminar.

Goals

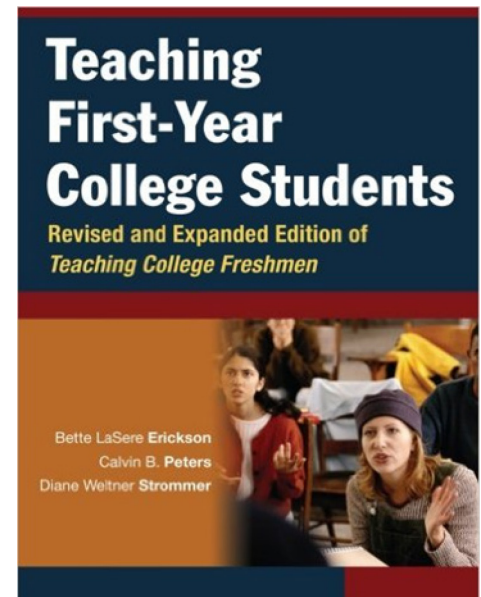
College 1 Outcomes



1. Participate in student engagement activities
2. Utilize year 1 resources
3. Complete an extended orientation to college that provides a rigorous academic experience

- Interdisciplinary team
- Weekly meetings
- Research and Conference Attendance
 - 25.6% 2 year
 - 74.4% 4 year

Groundwork



1. **First Year Seminars and Experiences**
2. **Common Intellectual Experiences**
3. Learning Communities
4. **Writing-Intensive Courses**
5. **Collaborative Assignments and Projects**
6. **Undergraduate Research**
7. Diversity/Global Learning
8. Service Learning, Community-Based Learning
9. Internships
10. Capstone Courses and Projects

High Impact Practices

Pilot Imperfectly

- 2 unit study skills course
- Campus-wide PD/Engagement

Home Student Questions **Book Club Discussion Groups** Golden Lines Gallery Student Conference

VIDEO



[The Pact: Intro](#)



[Bill Cosby on The Pact](#)

DOWNLOADS



Book Club Discussion Groups

Book Club Discussion Groups are designed to provide the campus community opportunities to come together in an informal gathering to discuss our One Book, One College selection, *The Pact*, to build relationships across areas and divisions, and to further refine our shared vision for PCC. Everybody is welcome!

Facilitator	Date	Time	Location
Mark Rocha President/ Superintendent	Tues, Nov 1	6-7 pm	C253
John Wood Director, Learning Assistance Center	Thurs, Nov 3	6-7 pm	C253
Paul Price Associate Professor, Social Sciences Division	Tues, Nov 8	12-1 pm	C257
Christopher Jimenez-West Instructor, Social Sciences Division	Tues, Nov 8	6-7 pm	C253
Sandra Collins Buyer, Purchasing Department	Thurs, Nov 10	12-1 pm	C257
Nika Hogan Associate Professor, English Division	Tues, Nov 15	12-1 pm	C257
Amy Ulmer Dean, English Division	Tues, Nov 15	6-7 pm	C253
Hillina Janso Counselor, Counseling Division	Thurs, Nov 17	12-1 pm	C257

Preparation for the Tuesday, December 8th Discussion Group

LINKS

[The Three Doctors](#)
The website of Drs. Davis, Hunt, & Jenkins

[PCC Pathways](#)
Choose the Path to Success

[PCC's Project 90](#)
Creating Pathways for Student Success

[Pasadena City College](#)
Proud Past. Global Future

EVENTS

November Book Club Discussion Groups
Every Tuesday and Thursday leading up to *The Legacy of The Pact* event.
[Click here for times and locations.](#)

November 16, 17 Documentary Screenings
Two screenings of *The Pact* documentary.
Nov 16, 3 - 5pm, Library Terrace
Nov 17, 12 - 2pm, Library Terrace

- Three units
- 30 students/section
- CSU and UC transferable
- Interdisciplinary
- your articulation officer!!!!



College 1

College 1

- Critical Reading, Metacognition, Info Literacy
- Embedded Reading Apprenticeship



College 1: Model Curriculum

CN# 33041
Meeting time: Mondays & Wednesdays
05:30am - 06:55pm
Location: Science Village 10
Coaching in the TLG, V105



First Year Experience
Pathways Program
Pasadena City College
Syllabus Spring 2015
Texts: The Madonnas of Echo Park and
College One Course Reader

COURSE DESCRIPTION

College One is designed to introduce the science of student success to improve students' learning in different academic disciplines. The course will focus on specific topics related to first-year college students' transition to college. Exploring both narrative representations and academic research into success factors, we will challenge you to become a more self-regulated learner as you become involved in campus life at PCC.

You + Challenge = Achievement

We believe in you and your ability to perform well in college. The course requirements will be academically and personally challenging yet accomplishable. It is our expectation that you will grow as a learner this semester and that you will experience success now and in the future. You can expect this semester to be filled with lively discussions, engaging activities, and challenging assignments.

Student Learning Outcomes

- 1) Analyze external and internal motivating factors of successful college students.
- 2) Develop an understanding of critical reading strategies in order to sustain the effort required for college-level work.
- 3) Select and apply appropriate study skills to college coursework.
- 4) Evaluate and analyze print and online resources related to the attitudes and behaviors of successful college students.

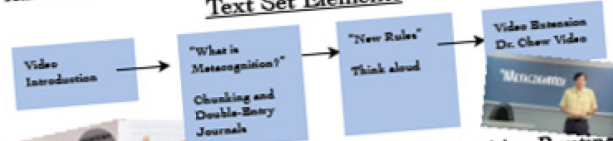
BOOKSHELF



Professor: Shelagh Rose
Office: C156B
Office Hours: Tuesday and Thursday
3:30 pm - 4:00 pm & by appointment
Contact: srose@pasadena.edu
(626) 943 - 7263

Metacognition Text Set Model Lesson Plan

Text Set Elements



Lesson Plan and Metacognitive Routines

Part 1: Video Introduction: Brief Intro to Metacognition

Write "metacognition" on the board and explain that you'll be centered on understanding this term and what it means for "real life." During the introduction video, ask students to watch the video with a goal - be able to explain a basic definition of metacognition at the end.

Part 2: Read "What is Metacognition?" - use Double-Entry Journal

1. Ask students to print articles before class or make copies of the article for the students.
2. Students should be in groups of 3-4 for this activity.
3. Chunk the article by asking the students to overview the article and asking them how they would divide it into sections. After they make suggestions, begin by having them read from the beginning to "Metacognition and Automaticity." As they read, ask them to keep a double-entry journal (DEJ) of quotes that they connect to and the response they have for that quote.
4. Give students a clear time frame (between 6-20 minutes depending on your students). Between sections, give students a few minutes to stop reading and focus on responding in their DEJ.
5. Debrief what they have recorded in their DEJ with their group of 3-4. Then debrief as a whole class.
6. Keep in mind that you'll repeat steps 3-6 for each chunked section. Repeat with the other chunked sections of the article.

* When debriefing and discussing the article as a group, allow students to be the ones bringing out ideas. Beware of lecturing by accident!

Metacognitive Routine: Chunking a Reading

Chunking is a way of setting up or scaffolding a reading assignment before students read. When an article has obvious (sub)headings or not so obvious sections, choosing to divide the reading into sections for students can help them better navigate complex texts. After each section, pause the reading and debrief each section, looking for student understanding.

Metacognitive Routine: Golden Lines and Double-Entry Journals
When reading, golden lines can be defined as lines that stick out to the reader for a variety of reasons this may mean that they make a personal connection to the reader, connect to another text, are interesting, are controversial, or just stick out as a key idea.

Double-Entry Journals (DEJs) are a kind of extended annotation that is a metacognitive routine. After

- Intensive Professional Learning: 4 day summer institute with monthly follow ups
- Instructors from all divisions and managers
- Mentor pods



College 1 Professional Learning



- Core College 1 text
- Speaker Series Events
- Keynote

First Year Student Conference



- Information Literacy Modules
- Library Research Sessions
- Topics inspired by the One Book selection



[Video presentation One Book One College on YouTube](#)



Janice Lee 

Pasadena City College student proudly showcasing my work and projects

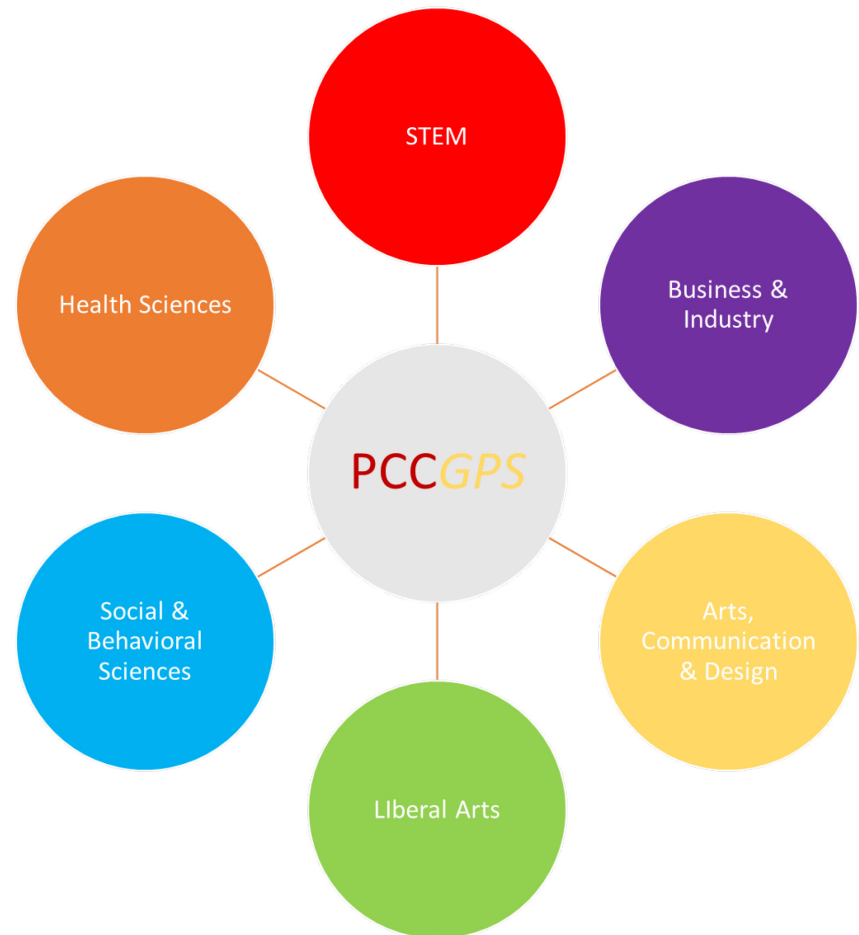


[Our site](#)

[ePortfolio](#)

Challenges and Plans

- Student resistance
- Faculty resistance
- Themed courses by meta-majors





Dream/Pair/Share

What will your first year seminar course look like in five years?

