

Course Goals and Objectives

Course Goals

You will note that the goals below are phrased in “outcomes” language that focuses on what can be expected of the student who successfully completes the course.

1. Students will be able to identify the three key components of any personal or academic goal, be able to discuss the interrelationships among them, and be able to analyze personal and academic difficulties in terms of these three components.
2. Students will be able to identify different styles of distorted thinking processes, recognize these processes when they engage in them, and change them when they occur.
3. Students will be able to identify dysfunctional and functional thoughts and beliefs and recognize how they influence their feelings and behaviors, and change them if necessary.
4. Students will be able to identify the essential components of self-motivation, analyze motivational problems in terms of these components, and apply this analysis to the resolution of motivational problems.
5. Students will know how and when to use methods for change to improve in a variety of academic and personal areas.
6. Students will be able to study and learn in a systematic and efficient manner.
7. Students will be able to determine how they spend their time, will have ordered their priorities, and will have set up a time management schedule.
8. Students will be able to identify the essential components of procrastination problems, analyze the problems in terms of these components, and apply this analysis for a resolution.
9. Students will be able to function in an assertive manner.
10. Students will be able to identify the components that enhance or interfere with high self-esteem and will be able to promote high self-esteem.
11. Students will be able to identify and use methods to increase their academic motivation and regain lost motivation.

Course Objectives

Course goals are only meaningful if students are aware of what they need to understand and do for each class to attain these goals. This can be communicated through course objectives. The objectives below relate to the course goals above and relate to each of the five parts of the text.

Objectives for Part One

Students will be able to

- identify the ABCs of personal achievement;
- describe the ABC interactions involved;
- specify which ABC component to address first to accomplish a goal or resolve a problem.

Objectives for Part Two

Students will be able to

- explain the rationale for the statement, “Emotions are caused by thoughts”;
- explain how thoughts cause emotional responses;
- identify the specific cognitive distortions and dysfunctional beliefs that are present in their everyday lives;
- depict the relationship among external events, beliefs about these events, and their emotional responses within a model taught in class (the DIE Model);
- evaluate critically their thinking as it relates to their emotional responses;
- explain the ABCs of personal motivation;
- explain the difference between positive and negative motivation;
- explain how positive and negative motivation operate in achieving a particular goal;
- explain the specific aspects of each ABC component that contributes to these two types of motivation;
- relate the concepts of critical thinking to the principles of motivation;
- manage their motivation.

Objectives for Part Three

Students will be able to

- identify techniques for changing or enhancing affect, behavior, and cognition;
- apply these techniques to improve the quality of their lives and overcome problems;
- relate other change techniques to the ABC model.

Objectives for Part Four

Students will be able to

- identify assumptions and beliefs that interfere with learning;
- identify feelings that interfere with learning;
- identify behaviors that interfere with learning;
- use SQ4R;
- create a practice test;
- devise a notetaking strategy;
- recognize the elements in a paper that call for revision and editing;
- identify the ABCs that contribute to high or low self-esteem;
- manage the influence of their own thoughts, feelings, and behaviors on their self-esteem;
- raise their self-esteem by recognizing their own “effort” as a worthwhile accomplishment;
- reframe “failure” into success;
- determine if they have the ABC characteristics of high self-esteem;
- identify the ABCs of assertiveness, passivity, and aggression;
- identify techniques for changing passivity and aggression;
- conduct an interview with a professor;
- present the findings of their interview to the class in a five-minute speech.

Objectives for Part Five

Students will be able to

- explain the specific connections between the ABCs and their ability to manage time;
- understand the relationship among values, goals, and time management;
- identify their goals;
- devise a time schedule based on the values and goals they have identified for themselves;
- practice following a schedule and know how to revise it;
- identify when they are procrastinating;
- identify the ABCs of a specific procrastination problem;
- identify ABC principles and change methods that would help to resolve a specific procrastination problem;
- identify and assess the ABCs of their academic motivation — both positive and negative;
- identify and assess the firing order of the ABCs of their academic motivation;
- use a variety of specific techniques to strengthen the cognitive, affective, and behavioral aspects of their academic motivation;
- use a variety of specific techniques to regain lost academic motivation.