

COUN 47 53160: Learning Strategies  
Reedley Community College  
FALL 2016

**Instructor:** Lupe George, M.A.

**Office Hours:** Office hours will be arranged by appointment

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**Course Description:** Establishing effective study habits and positive attitudes that will lead to successful achievement of academic goals. The course includes: understanding the psychology of learning, identifying learning styles, obstacles to achievement, goal setting, time management, concentration, active listening, note taking, using a textbook, memory techniques, test taking, vocabulary building, and budgeting resources. Basic Skills Advisories: **Eligibility for English 125 and 126. (A, CSU). Course Credits/Class Hours: 2**

**Course Objectives:**

In the process of completing this course, students will:

1. Identify factors that affect how one learns. Also identify their own dominant learning styles, personal learning problems and study skill deficiencies.
2. Articulate educational goals and formulate learning objectives.
3. Develop time management strategies using: calendars, daily planners, and record keeping techniques.
4. Demonstrate effective classroom behaviors: punctuality, attendance, instructor-student relations, and participation.
5. Utilize concentration and memory techniques for improved academic performance.
6. Implement study systems such as (SQ3R) and annotation methods to improve textbook reading skills and information/concept retention.
7. Access library resources for classroom assignments, research, and projects.
8. Employ note taking techniques (Cornell, Cambridge Systems) and use active listening techniques in relation to class lectures.
9. Prepare for tests by understanding traditional forms: multiple choice, true and false, sentence completion, and essay writing.
10. Evaluate strengths and weaknesses of academic performance by keeping an assessment journal.
11. Utilize problem solving approaches and reading strategies to deal with cross-curricular disciplines.
12. Navigate around campus for accessing resources.
13. Use student resources available on campus.
14. Identify and address obstacles to student success.
15. Implement organization methods.
16. Minimize stress.

**Course Student Learning Outcomes:**

Upon completion of this course, students will be able to:

1. Apply inductive and deductive reasoning skills in note taking, outlining and annotating the text, and test taking.

2. Use memory techniques, decision-making skills, and visualization.
3. Utilize critical thinking in research, in transferring skills for cross curricular uses, in problem solving, and in applying theory to practice.
4. Utilize discipline related vocabulary to enhance comprehension and inference in reading, as well as coherence and exactness in writing test essays and evaluations.
5. Apply long-term planning, goal setting, and organizing strategies to their school assignments and examinations.
6. Understand their own learning styles and use learning strategies associated with their strongest learning style.
7. Be able to manage and minimize stress for better academic performance.
8. Use appropriate classroom behavior.

**Americans with Disabilities Act:** RC complies with the Americans with Disabilities Act. If you would like to request any accommodation for this course, please contact the Coordinator of Disabilities at (559) 638-3641 (**DSP&S:** <http://www.reedleycollege.edu/index.aspx?page=260>). A copy of the appropriate form, Notification of Authorized Services, needs to be submitted to the instructor – preferably within the first two weeks of the semester.

#### ZERO TOLERANCE POLICY FOR DISRUPTIVE CONDUCT IN THE CLASSROOM

- The instructor has primary responsibility for control over classroom behavior and maintenance of academic integrity.
- He/she can order temporary removal or exclusion from the classroom of any student engaged in disruptive conduct or conduct which violates the general rules and regulations of the College.
- Disruptive behavior in the classroom that obstructs or disrupts the learning environment is defined as:
  - **Offensive language;**
  - **Harassment of students or professors;**
  - **Repeated outbursts from a student which disrupt the flow of instruction or prevent concentration on the subject taught;**
  - **Failure to cooperate in maintaining classroom decorum; and**
  - **Continued use of any electronic or other noise or light emitting device which disturbs others: beepers, cell phones, palm pilots, lap-top computers, games, etc.**
- Students who are removed from class for disruptive behavior will not be allowed to return until the issue is resolved and may be administratively withdrawn from the course or the college.

#### ACADEMIC INTEGRITY STATEMENT

- Students guilty of academic dishonesty, either directly or indirectly through participation or assistance, are responsible to the instructor of the class. Academic dishonesty is defined as but not limited to plagiarism and cheating.
- At the discretion of the instructor, students who cheat or steal work from another source will either (1) be dismissed from class with a grade of “F” or (2) receive a grade of “F” for the

assignment/test. Some examples of plagiarism and cheating are using undocumented sources, copying work verbatim from the Internet, using someone else's work, recycling work from another class, using unauthorized notes during an exam, and/or looking on a classmate's test/paper.

- Additional disciplinary sanctions may be imposed through the regular institutional procedures as a result of academic misconduct.

### **Required Text and Materials:**

**Important Note:** Assignments are embedded in the required textbook. Students are encouraged to purchase or familiarize themselves with the campus resources available to them early on. Such acquisition of the required materials will increase the likelihood of successfully completing the course.

- Van Blerkom, Dianna L. (2013) *College Study Skills: Becoming a Strategic Learner, 7th Edition*, Cengage (available at campus bookstore: <http://www.bookstore.fresnocitycollege.edu/reedley/>).
- (2) 882-E Scantrons
- 2-Pocket portfolio folder

### **Course Requirements:**

All assignments are expected to be submitted by the end-of-the week assigned. Hand in assignment, in class, on day due (if absent, send an email attachment directly to instructor, [lupe.george@reedleycollege.edu](mailto:lupe.george@reedleycollege.edu), of the completed work. Upon your return to class, the original will still need to be handed in. **Late assignments will not be accepted.** Your grade will be based on successful completion of the following:

1. **Activities:** There are many activities you will be asked to complete both in the classroom and as assigned homework. These will help you better understand the chapter content and also help you break it down in a more personal and meaningful way. (chapter bundles worth 10 points each). Some of the activities and forms will be made available on Canvas, <https://scccd.instructure.com/login/ldap>. There are a total of 12 chapter bundles (1-2 graded activities per chapter). Two chapter bundles are optional and only one chapter may be used for extra credit (the additional points can be used to assist students in reaching a grade goal, or to make-up lost points for a missed assignment or two – your choice).
2. **Exams:** There will be a total of two exams covering the following chapters: 1-7 (midterm) and 8-13 (final). These will be in multiple-choice format, so you will have immediate feedback. A review will be done at the end of each chapter in preparation of an upcoming exam (2 worth 50 points each). See Midterm & Final Study Guides for exam preparation. Please print study guides and bring to class regularly.
3. **Portfolio:** There will be five activities from chapters 1 through 7 for part I of the portfolio. Students will complete five activities from chapters 8 through 13 for part II of the portfolio. Activities are worth 10 points each. The chapter activities are described in the Portfolio Part I & II Options handout. Completion of activities requiring forms can be found in the required text as specified in

the handout. Forms can also be printed from the companion site, [cengage.com](http://cengage.com), or Canvas. More details will be given for completing each activity during class. Upon the conclusion of a chapter, the corresponding activities will be due on the next scheduled class meeting. Due dates will be announced in class and on Canvas each week. Late assignments will not be accepted.

4. **Journal Assignment:** There will be 10 journal assignments. Each journal assignment is worth 5 points. If you do not complete all journal assignments, you will have an opportunity to make up 3 journal assignments when we cover Chapter 11-13. You will respond to a topic from each chapter that will be discussed in class. Journal entries should be at least one to two pages long. Journal topics will be presented in class and posted on Canvas. Date each entry and put the topic at the top of the page.

5.

**Grading Criteria/Scale:**

1. Activities (best 10 bundles)	100 points	A=100-90%=300-269 pts.
2. Portfolio Part I & II	50 points	B=89-80%=268-239 pts.
3. Journal Assignment	50 points	C=79-70%=238-209 pts.
4. Midterm	50 points	D=69-60%=208-179 pts.
5. Final	<u>50 points</u>	F=below 60%=178 & below
TOTAL	300 points	

**Attendance and Tardiness Policies:**

Students are expected to attend all class meetings. Excessive absences, 3 or more unexcused, may result in the student being dropped. Students who miss a single class in the first two weeks of school, will be dropped, unless the instructor is notified. Ultimately, it is the student’s responsibility to officially drop a class in which he/she no longer wishes to be enrolled.

**Course & Homework Schedule:**

**Important Note:** The syllabus provides a general plan for the course. *Deviation from this plan may be necessary.*

**READINGS** All required readings are taken from the textbook. It is recommended that you read the corresponding chapter before completing the tasks assigned. Homework assignments are listed below and **must be completed within the week assigned (Email due by Friday, 11:59 PM)**. An assignment must be submitted in class the session following introduction/directions of said assignment.

Week/Chapter	Topic/Activity
<b>Week 1: 8/19</b> INTRODUCTION  <b>August 15 (M) Start of</b> <b>Fall semester</b>	Introduction to <u>College Study Skills: Becoming a Strategic Learner</u> , syllabus and student accounts. <b>Forum:</b> Introduce yourself - What is your name? Academic major? Why are you taking this course? What would you like to accomplish in this course? Is there anything else you'd like to share about yourself? Skim the Quick Start, Q1-Q9, and then complete Q10

<p><b>Week 2: 8/26</b>          CHAPTER 1          GET MOTIVATED</p> <p><b>Last day to Drop</b> full-time class to get refund</p>	<p><b>Scavenger Hunt</b></p> <p><b>Read</b> Chapter 1</p> <p><b>HW</b> Photocopy and complete the <i>Learning Style Inventory</i>, pages 24-25, and circle 3 active learning strategies that you would like to try based on your preferred style, page 26.</p> <p><b>Guest Speaker:</b> Sergio Lemus, Dual Enrollment Coordinator to speak about their “Path to Success.”</p> <p><b>Extra Credit:</b> Send instructor a message using Canvas (5 pts.) <b>Due August 26, 2016</b> Late assignments will not be accepted!</p>
<p><b>Week 3: 9/2</b>          CHAPTER 1 CON’T          GET MOTIVATED</p> <p>9/2 - Last Day To Drop To Avoid “W” or register for full-length class</p>	<p><b>TOPICS</b>          Get Motivated to Learn. Characteristics of Successful Students. Use Learning Styles to Enhance Performance.</p> <p><b>Read</b> Chapter 2</p> <p><b>HW</b> Choose and list 4 <b>Campus Resources</b> and describe three services provided for each resource.</p>
<p><b>Week 4: 9/9</b>          CHAPTER 2          GOAL SETTING</p>	<p><b>TOPICS</b>          What Are Goals? Set Goals for the New Semester. Write Effective Goal Statements. Explore Career Goals.</p> <p><b>HW</b> Complete the <b>Five-Step Approach form</b>, page 51, to set a grade goal for one of your courses for this semester. Refer back to pages 48-49, for directions/illustrations on how to complete the form</p> <p><b>Read</b> Chapter 3</p>
<p><b>Week 5: 9/16</b>          CHAPTER 3          TIME MANAGEMENT</p> <p>LAST DAY TO CHANGE A CLASS TO/FROM A PASS/NO-PASS GRADING BASIS</p>	<p><b>TOPICS</b>          Analyze Your use of Time. Organize Your Study Time. Schedule Your Study Tasks to Stay Motivated. Managing Multiple Projects. Reduce Procrastination.</p> <p><b>HW</b> Complete a <b>Fixed Commitment Calendar</b>, page 73, by writing in all of your fixed commitments. Then, highlight your empty boxes (available study time). Refer back to pages 70-72 for directions/illustrations on how to complete the form.</p> <p><b>HW</b> Complete the <b>“To Do” list form</b>, page 83, for both your academic and personal goals for the next two days. Use the format described in class and in the text, pages 81-82. Then, evaluate your use of time by answering the following questions: What patterns did you notice? Did you complete all of your work? Did you put in enough time and effort on each assignment?</p> <p><b>Read</b> Chapter 4</p>
<p><b>Week 6: 9/23</b>          CHAPTER 4          MEMORY AND LEARNING</p>	<p><b>TOPICS</b>          Understanding Memory Processes. Why You Need Memory Strategies. General Memory Strategies. Specific Memory Strategies.</p> <p><b>HW</b> Photocopy your lecture notes from one of your courses. Then, create <b>Catchphrases</b> in the margin (example on page 114) to help remember the material. Minimum of two pages required – one catchphrase per chunk - main point &amp; related details.</p>

	<b>Read Chapter 5</b>
<b>Week 7: 9/30</b> CHAPTER 5 TAKING LECTURE NOTES	<p><b>TOPICS</b>          Why Take Lecture Notes? How to Take Lecture Notes? Use an Effective Note-Taking System. Editing Your Notes. Reviewing Your Notes. <b>Library Tour</b></p> <p><b>HW</b> Take lecture notes in one of your classes utilizing the <b>Cornell Note-Taking System</b>, on page 134. Then develop recall questions in the margin, pages 150-151, of your notes and underline the answers. Minimum of two pages required – two questions (include both broad and specific) per chunk -main point &amp; related details.</p> <p><b>Read Chapter 6</b></p>
<b>Week 8: 10/7</b> CHAPTER 6 IMPROVING CONCENTRATION	<p><b>TOPICS</b>          What is Concentration? Causes of Poor Concentration. Strategies for Improving Concentration. Benefits of Improved Concentration.</p> <p><b>HW</b> Photocopy and complete <b>Monitor Your Concentration Chart</b>, page 164. Record up to ten of the concentration problems that you encounter over the next few days. Include several strategies that you used or should have used to improve your concentration. Indicate how well your strategies worked.</p> <p><b>Read Chapter 7</b></p>
<b>Week 9: 10/14</b> CHAPTER 7 READING YOUR TEXTBOOK	<p><b>TOPICS</b>          Differences in College Textbooks. General Strategies for Reading College Textbooks. Become a Critical Thinker. Become a Critical Reader. Use a Text Reading/Study System.</p> <p><b>HW</b> Use the <b>S-RUN-R Reading/Study System</b> to read a chapter in one of your textbooks (P 203). Photocopy four pages of a chapter, read and take notes on each headed section. The photocopies need to be stapled to your notes.</p> <p><b>Study Chapters 1-7: see MIDTERM study guide for exam preparation.</b></p> <p><b>Read Chapter 8</b></p>
<b>Week 10: 10/21</b> <b>MIDTERM</b>	<b>MIDTERM (Chapters 1-7) – Bring An 882-E Scantron &amp; #2 pencil – Portfolio Part I Due</b>
&  CHAPTER 8 MARKING YOUR TEXTBOOK	<p><b>TOPICS</b>          Why Should You Mark Your Text? How Should You Mark Your Text? What Should You Mark? How to Review Your Text Marking? How to Evaluate Your Text Marking?</p> <p><b>HW</b> Photocopy four pages from one of your textbooks. <i>Mark</i> the important information, and then predict questions in the margin. Write both broad and specific questions as described in class and in the text, pages 225-226. Then underline answers to each of the questions.</p> <p><b>Read Chapter 9</b></p>
<b>Week 11: 10/28</b> CHAPTER 9	<b>TOPICS</b>

<p>ORGANIZING TEXT INFORMATION</p>	<p>Why You Need to Organize Text Information. When to Take Text Notes. How to Take Text Notes. How to Review Your Text Notes.  <b>HW Organize</b> text material from one of your textbooks. This should be a major division of the chapter containing 5 headed sections. Create a <i>Semantic Web, Hierarchical Map, or Line/Wheel Map</i> (pp 253-256) to organize the important information.  <b>Read</b> Chapter 10</p>
<p><b>Week 12: 11/4</b>          CHAPTER 10          PREPARING FOR EXAMS</p> <p><b>11/14 - Last Day To Drop To Avoid A Letter Grade</b></p>	<p><b>TOPICS</b>          Gather Information Before You Study. Use the Five-Day Study Plan. Use Active Study Strategies. Evaluate Your Preparation.  <b>HW</b> Create a <b>Five-Day Study Plan</b> for an exam that you will have in the next few weeks. Briefly describe the exam. Indicate the number and type of questions and the chapters included. Be sure to list active tasks for both preparation and review strategies (P 274) for each of the days of your plan. Refer back to pages 268-273 for illustrations/examples of the five-day study plan.  <b>Read</b> Chapter 11</p>
<p><b>Week 13: 11/11</b></p>	<p><b>No classes held, campus closed.</b>          11/11 – Veterans Day (no classes)</p>
<p><b>Week 14: 11/18</b>          CHAPTER 11          TAKING OBJECTIVE EXAMS</p>	<p><b>TOPICS</b>          Reduce Test Anxiety. General Test-Taking Strategies. Specific Test-Taking Strategies. Learning from Exams.  <b>HW</b> Photocopy and complete any three <i>Activities</i> (11-1, 11-4, 11-5, 11-9, 11-10 and/or 11-11) in chapter 11.  <b>Read</b> Chapter 12</p>
<p><b>Week 15: 11/25</b></p>	<p>No classes held, campus closed.          11/24-11/25 Thanksgiving holiday (no classes)</p>
<p><b>Week 16: 12/2</b>          CHAPTER 12          TAKING ESSAY EXAMS</p>	<p><b>TOPICS</b>          What Are Essay Exams? Essay Preparation Strategies. General Test-Taking Strategies. Factors That Influence Your Grade. Strategies for Gaining More Points. Learning From Exams.  <b>Read</b> Chapter 13</p>
<p><b>Week 17: 12/9</b>  <b>CHAPTER 13</b>          SUCCEEDING ON FINALS</p>	<p><b>TOPICS</b>          What Are Final Exams? How to Succeed on Final Exams. How to Set Up a Final Exam Plan. How to Prepare for Comprehensive Finals.  <b>HW</b> Develop a <b>Final Exam Plan</b> for your exams this semester. A calendar will be provided. Refer back to pages 367-370 for directions/illustration discussed in class.  <b>Study Chapters 8-13 – see FINAL study guide for preparation</b></p>
<p><b>Week 18: 12/16</b> 12/10-12/16 – Finals Week</p>	<p><b>FINAL MEETING DAY, FRIDAY, DECEMBER 16, 11:00-1:05 PM</b>  <b>FINAL (chapters 8-13)</b> (see final exam schedule)          Portfolio Part II Due          Bring an 882-E scantron &amp; #2 pencil</p>