Reedley Community College

COUN 47: Learning Strategies

FALL 2018

**Instructor: Tasha Cummings, M.A. Education/Counseling**

**Office Hours: Email questions or to request an on-site appointment**

**Email:** **tasha.cummings@reedleycollege.edu**

**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**:

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| 1. Identify factors that affect how one learns, 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) 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.
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**Recommended Text and Required Materials**:

* Van Blerkom, Dianna L. (2013) *College Study Skills: Becoming a Strategic Learner, 7th Edition*, Cengage
* (2) 882-E Scantrons

**Attendance Policy:**

Students are expected to attend all class meetings. Excessive absences, 3 or more unexcused, may result in the student being dropped.

**Course Requirements:** All assignments are expected *to be* submitted by the established due dates either in-class or online*,* **Canvas**: [https://scccd.instructure.com](https://scccd.instructure.com/)*.* Late assignments will not be accepted.

**Username**: Your 7-digit student ID number.

**Password**: If you have not previously changed your password, it is:
              *First name initial* (upper case) + *last name initial* (lowercase) + *date of birth* (mmddyy)
              **Example**: John Smith born on July 9th of 1988     Password =Js07098

**Grading Criteria & Scale:**

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| Academic Success Strategieschapter work, 1-11 & 13, & use of 2 campus resources*14 @10 points each* | 140 points | A 90-100%200-179 pointsB 80-89% 178-159 points |
| Midterm*chapters 1-7*30 multiple-choice @1 pt. each | 30 points | C 70-79%158-139 pointsD 60-69% 138-119 points |
| Final*chapters 8-13*30 multiple-choice @1 pt. each | 30 points | F Below 60%below 119 points |

**Americans with Disabilities Act:** Notification of Authorized Services, needs to be submitted to the instructor – preferably within the first two weeks of the semester.

**Course & Homework Schedule:**

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

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| **Week/Chapter** | **Topic/Activity** |
| **Week 1**INTRODUCTION | Syllabus & Canvas Introduction*Student Support Services* |
| Chapter 1 Get Motivated | **Read** Chapter 1**TOPICS** Get Motivated to Learn. Characteristics of Successful Students. Use Learning Styles to Enhance Performance.**HW** Photocopy and complete the ***Learning Style Inventory*** |
| **Week 2*****Tues., 10/23 Last day to drop to avoid a “W”***Chapter 2Goal Setting | **Read** Chapter 2**TOPICS** What Are Goals? Set Goals for the New Semester. Write Effective Goal Statements. Explore Career Goals**HW** Complete the ***Five-Step Approach form****Explore Career Services* |
| Chapter 3 Time Management | **Read** Chapter 3**TOPICS** Analyze Your use of Time. Organize Your Study Time. Schedule Your Study Tasks to Stay Motivated. Managing Multiple Projects. Reduce Procrastination**HW** Complete a ***Fixed Commitment Calendar & Time Needed for Study Chart*** |
| **Week 3**Chapter 4Improving Memory | **Read** Chapter 4**TOPICS** Understanding Memory Processes. Why You Need Memory Strategies. General Memory Strategies. Specific Memory Strategies**HW** Create ***Catchphrases***  |

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| Chapter 5Taking Lecture Notes | **Read** Chapter 5**TOPICS** Why Take Lecture Notes? How to Take Lecture Notes? Use an Effective Note-Taking System. Editing Your Notes. Reviewing Your Notes.**HW** Finish the ***Cornell Note-Taking System*** |
| **Week 4**Chapter 6Concentration | **Read** Chapter 6**TOPICS** What is Concentration? Causes of Poor Concentration. Strategies for Improving Concentration. Benefits of Improved Concentration. **HW** Photocopy and complete the ***Monitor Your Concentration Chart*** |
| Chapter 7Reading Your Textbook | **Read** Chapter 7**TOPICS** Differences in College Textbooks. General Strategies for Reading College Textbooks. Become a Critical Thinker. Become a Critical Reader. Use a Text Reading/Study System.**HW** ***S-RUN-R Reading/Study System*** |
| **Week 5*****Tues., 11/6, Last day to drop to avoid a letter grade*** | **MIDTERM** |
| Chapter 8Marking Your Textbook | **Read** Chapter 8**TOPICS** 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?**HW** Photocopy and complete ***Marking Your Textbook***  |
| **Week 6**Chapter 9Organizing Text Information | **Read** Chapter 9**TOPICS** Why You Need to Organize Text Information. When to Take Text Notes.How to Take Text Notes. How to Review Your Text Notes.**HW *Organize* Text Material**  |
| ***Th-F, 11/22-23 Thanksgiving*** | ***No class (campus closed)*** |
| **Week 7**Chapter 10Preparing for Exams | **Read** Chapter 10**TOPICS** Gather Information Before You Study. Use the Five-Day Study Plan. Use Active Study Strategies. Evaluate Your Preparation.**HW** Create a ***Five-Day Study Plan****Join a study group in the Tutorial or Math Center* |
| Chapter 11Taking Objective Tests | **Read** Chapter 11**TOPICS** Reduce Test Anxiety. General Test-Taking Strategies. Specific Test-Taking Strategies. Learning from Exams. (submit hard copy)**HW** Photocopy and complete any three ***Activities* (11-1, 11-4, 11-5, 11-9, 11-10 and/or 11-11)**  |
| **Week 8**Chapter 12Essay Tests | **Read** Chapter 12**TOPICS** What Are Essay Exams? Essay Preparation Strategies. General Test-Taking Strategies. Factors That Influence Your Grade. Strategies for Gaining More Points. Learning from Exams.*Get feedback on a writing assignment in the Reading/Writing Center* |
| Chapter 13Final Exams | **Read** Chapter 13**TOPICS** What Are Final Exams? How to Succeed on Final Exams. How to Set Up a Final Exam Plan. How to Prepare for Comprehensive Finals.**HW** Develop a **Final Exam Plan** |
|  | Complete the ***Activity*** on page 361. Use the formula, (%CG X CG) + (%FE X SFE) = FG, discussed in class and in your text, pages 357-358, to calculate your course grade for each of your classes this term. Which course(s) should be your highest priority during finals? Why? **Final Review** |
| **Week 9****Finals Week** | **LAST MEETING DAY, Tuesday, December 11, 12:00 PM****FINAL** |

**Course Outcomes**:

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| 1. Demonstrate understanding of study skills and how they relate to student success.
2. Apply long-term planning, goal-setting, and organizing strategies to school assignments and examinations.
3. Identify personal learning styles and use learning strategies associated with their personal learning styles
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