

Reedley Community College
COUN 47: Learning Strategies
FALL 2016

Instructor: Tasha Cummings, M.A.

Office Hours: Email instructor for an 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, 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.

Course Outcomes:

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

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

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/>).
- (1) 882-E Scantron (LOVAS preferred)

Course Requirements:

All assignments are expected to be **submitted in class - the class session following introduction/directions.** If absent, send an email directly to instructor, tasha.cummings@reedleycollege.edu, with an attached picture of the completed work (must be able to view). 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. **Chapter Activities:** There are 15 chapter 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 (10 points each – best 14/15). One activity is optional and 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 – your choice).
2. **Final:** The final covers chapters 1-13, and will be objective in form, multiple-choice. A review will be done at the end of each chapter in preparation for the final exam (60 questions @ 1 point each).

Grading Criteria/Scale:

1. Best 14 Activities	140 points	A=100-90%	200-179 pts.
2. <u>Comprehensive Final</u>	<u>60 points</u>	B=89-80%	178-159 pts.
TOTAL	200 points	C=79-70%	158-139 pts.
		D=69-60%	138-119 pts.
		F=below 60%	118 & below

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. Course road map is detailed below:

Week/Chapter	Topic/Activity
<p>Week 1 INTRODUCTION</p> <p>& CHAPTER 1 GET MOTIVATED</p>	<p>Introduction to <u>College Study Skills: Becoming a Strategic Learner</u> Class Discussion: 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> <p>TOPICS Get Motivated to Learn. Characteristics of Successful Students HW Choose and list 4 Campus Resources and describe three services provided for each resource (submit hard copy – In class).</p> <p>Read Chapter 1</p>
	<p>TOPICS Get Motivated to Learn. Characteristics of Successful Students. Use Learning Styles to Enhance Performance. HW Photocopy and complete the Learning Style Inventory, pages 24-25, and circle 3 active learning strategies that you would like to try based on your preferred style, page 26 (submit hard copy – In class).</p> <p>Read Chapter 2</p>
<p>Week 2 10/24 Last Day to Drop to Avoid “W”</p> <p>CHAPTER 2 GOAL SETTING</p> <p>&</p>	<p>TOPICS What Are Goals? Set Goals for the New Semester. Write Effective Goal Statements. Explore Career Goals. HW Complete the Five-Step Approach form, 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 (Submit on Blackboard (Bb): https://scccd.blackboard.com – Homework folder).</p> <p>Read Chapter 3</p>

<p>CHAPTER 3 TIME MANAGEMENT</p>	<p><i>Time Management Video:</i> http://www.dartmouth.edu/~acskills/videos/video_tm.html</p> <p>TOPICS Analyze Your use of Time. Organize Your Study Time. Schedule Your Study Tasks to Stay Motivated. HW Complete a Fixed Commitment Calendar, 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 (submit hard copy – In class).</p>
<p>Week 3 CHAPTER 3 Continued</p> <p>&</p> <p>CHAPTER 4 MEMORY AND LEARNING</p>	<p>TOPICS Managing Multiple Projects. Reduce Procrastination. HW Complete an Assignment Calendar, page 79, Refer back to page 80 for directions/illustrations on how to complete the form. Focus on one week on the “Assignment Calendar” to complete the “To Do” list form, page 83. 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? (Submit on Blackboard (Bb): https://scccd.blackboard.com – Homework folder).</p> <p>Read Chapter 4</p> <p>TOPICS Understanding Memory Processes. Why You Need Memory Strategies. General Memory Strategies. Specific Memory Strategies. HW Photocopy your lecture notes from one of your courses. Then, create Catchphrases in the margin (example on page 114) to help remember the material. Minimum of two pages required – one catchphrase per chunk - main point & related details (submit hard copy – In class).</p> <p>Read Chapter 5</p>
<p>Week 4 CHAPTER 5 TAKING LECTURE NOTES</p> <p>&</p>	<p>TOPICS Why Take Lecture Notes? How to Take Lecture Notes? Use an Effective Note-Taking System. Editing Your Notes. Reviewing Your Notes. HW Take lecture notes in one of your classes utilizing the Cornell Note-Taking System, 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 & related details (submit hard copy – In class).</p> <p>Read Chapter 6</p>

<p>CHAPTER 6 IMPROVING CONCENTRATION</p>	<p>TOPICS What is Concentration? Causes of Poor Concentration. Strategies for Improving Concentration. Benefits of Improved Concentration. HW Photocopy and complete Monitor Your Concentration Chart, 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 (Submit on Blackboard (Bb): https://scccd.blackboard.com – Homework folder). Read Chapter 7</p>
<p>Week 5 11/15 Last Day to Drop to Avoid a Letter Grade CHAPTER 7 READING YOUR TEXTBOOK</p> <p>& CHAPTER 8 MARKING YOUR TEXTBOOK</p>	<p>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 Use the S-RUN-R Reading/Study System 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 (submit hard copy – In class).</p> <p>Progress Reports</p> <p>Read Chapter 8</p> <p>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 four pages from one of your textbooks. Mark 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 (submit hard copy – In class).</p> <p>Read Chapter 9</p>
<p>Week 6 11/24-11/25 Thanksgiving Holiday (TH-F campus closed) CHAPTER 9 ORGANIZING TEXT INFORMATION</p>	<p>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 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 (submit hard copy – In class). Read Chapter 10</p>

<p>Week 7 CHAPTER 10 PREPARING FOR EXAMS</p> <p>&</p> <p>CHAPTER 11 TAKING OBJECTIVE EXAMS</p>	<p>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 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 (submit hard copy – In class).</p> <p>Read Chapter 11</p>
	<p>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) in chapter 11 (submit hard copy – In class).</p> <p>Read Chapter 12</p>
<p>Week 8 CHAPTER 12 TAKING ESSAY EXAMS</p> <p>&</p> <p>CHAPTER 13 SUCCEEDING ON FINALS</p>	<p>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.</p> <p>Read Chapter 13</p>
	<p>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. Complete the Activity on page 361. Use the formula, $(\%CG \times CG) + (\%FE \times SFE) = FG$, 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? HW Develop a Final Exam Plan for your exams this semester. A calendar will be provided. Refer back to pages 367-370 for directions/illustration discussed in class (submit hard copy – In class).</p> <p>Progress Reports Final Review Study Chapters 1-13</p>
<p>Week 9 Finals Week</p>	<p>LAST MEETING DAY, THURSDAY, DEC 15, 3:00-4:50 PM FINAL (chapters 1-13) Bring an 882-E scantron & #2 pencil</p>