**REEDLEY COLLEGE**

**Developmental Services**

# DEVSER 259 Fall 2016 Course Syllabus

### Course Title: Strategies Intervention

### Schedule #: 57440 Mondays and Fridays @ 11:00pm-11:50pm in Fem 7

**Instructor:** Linda Reither, M.A., CCC-SLP, Learning Disability Specialist

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**Office Hours:** By appointment or drop in on Tuesdays 8 a.m. to 4 p.m.

**Course Description:** This two unit course is designed for students with an identified learning disability or who may have a learning disability. The course focuses on developing an understanding of the barriers presented by learning disabilities as well as identification of individual strengths. Students will practice learning strategies that will help them in the areas of motivation, concentration, listening comprehension, short and long term memory, note taking, reading comprehension, test taking, and class room communication.

**Text:** (1)StrengthsQuest, Donald Clifton, Ph.D , Edward “Chip” Anderson Ph. D. and Laurie A. Schreiner, Ph.D. **NOTE: You must have a NEW copy of this book so that you can take the StrengthsFinder assessment. The StrengthsFinder assessment is a core part of this class. You must have a book to take this class.** (2) College Study Skills: Becoming a Strategic Learner, Diane Van Blerkom. **(On reserve in the library. You do not have to purchase this book.)**

**Course Materials:** You will be provided with a **class handbook** that contains all lecture notes, journals, and class assignment sheets. **Bring to class** textbook, class handbook, supply of 3x5 or 4x6 note cards, binder with paper, and a pencil or pen. This course is about being a **prepared** college student, so you will get **points** for being prepared!

**Course Purpose and Goals:** The purpose of this class is to help students recognize the strengths that they have in their personality, learning, and processing styles and to practice using those strengths to establish classroom behaviors and study skills that will be effective for college and the working environment.

**Student Learning Outcomes**:

1. Demonstrate the ability to make study cards from a study guide.

2. Identify strategies to facilitate successful completion of college courses.

3. Describe learning style and individual strengths.

**In the process of completing this course, the student will demonstrate the ability to complete the following:**

* Learn to recognize strengths and weaknesses in information processing.
* Practice effective classroom behavior: consistent attendance, punctuality, and materials readiness.
* Learn to make note card study tools from lecture notes and text.
* Learn to predict different types of test questions.
* Practice strategies for concentration and memory.
* Use active listening strategies during class to increase listening comprehension.
* Establish a note taking system that is effective in individual circumstances.
* Employ note taking system during class lectures.
* Develop an appreciation for a variety of instructor styles and establish a plan to cope with these differences (i.e. student-instructor communication, peer communication, tutors, etc.)
* Establish and practice strategies to use visual information (i.e. charts, graphs, formulas, etc) to improve comprehension of concepts.
* Learn what strengths are and how to develop them for improvement of processing, increased academic success, and accurate career choices.
* Establish and practice strategies to increase motivation and work completion.
* Learn to identify strengths of others.
* Develop a positive attitude toward people who are different from themselves.
* Use appropriate classroom communication with instructor and peers.
* Learn to track progress of points and grades.
* Employ problem solving strategies to increase points earned.

# Course Format: Learning experiences used in this class may include, but are not limited to lecture, discussion, video presentations, guest speakers, group exercises, and simulations.

**Grading:**

This course is a graded course. Points will be based on attendance, participation, journal entries, homework, handbook maintenance, mid-term and final exam.

***Graded Assignments: Total possible points: 500***

Participation/Materials: 50 pts Homework: 7 @ 10 pts each: 70 pts

Journals: 10 @ 15 pts each: 150 pts Quizzes: 4 @ 20 pts each: 80 pts

Reflection paper: 100 pts Final Exam: 50 pts

***Grade Distribution:***

*Letter Grade Percentage Points*

A 90-100% 450-500

B 80-89% 400-449

C 70-79% 350-399

D 60-69% 300-349

F <59% 0-299

**Course Requirements:**

**Attendance/Participation/Materials**

Value: 50 points

Student preparation and participation are essential to this class. Students are expected to attend all classes, bring materials (handbook, textbook, note cards, pen or pencil), actively participate in class exercises and discussions, and complete and turn in assignments. **Students will lose participation points if they do not bring materials to class. Students who are late or frequently absent will lose participation points.** If a student is unable to attend, it is his/her responsibility to notify the instructor and get any missed information and/or assignments from the instructor or other students.According to campus policy, any student missing more than 4 classes may be dropped from the class.

# Journal Assignments (in class handbook)

Value: 150 points

Students will write 10 reflection journals as assigned in the class handbook. The purpose of these assignments is to personalize the information from the lecture and the textbook and help the student to reflect on past efforts and then choose strategies that will be more effective for the future.

# Homework

Value: 70 points

Homework assignments will include getting materials needed for class, making study note cards for quizzes, and completing study guides. **Note: learning to make note cards is an important part of this class. Cards must be completed correctly and shown to instructor to receive points.**

# Exams

Value: 130 points

***Quizzes*** (4 @ 20 points each = 80 points) –Dates: See syllabus

Quizzes are based on lecture material and readings from the textbook. Quizzes will cover information on the study guides provided in the class handbook. **All quizzes will be given twenty minutes before the end of the class period. Any student with testing accommodations must make arrangements with the DSPS office before the exam date to take their quiz in the DSPS office.** All completed quizzes should be given to DSPS staff to put in instructor’s mailbox.

***Final Exam*** (50 points) -Date: **Last day of class December 9, 2016 OR** **Wed. December 14, 2016 at 11:00 to 12:50 (in my office)**. This exam is comprehensive. Exam may include true/false, multiple choice, matching, fill-in-the-blanks, and short essays.

**Reflection Paper**

Value: 100 points

Students will complete a reflection paper following the format in the class handbook and the writing requirements outlined below. The purpose of this assignment is to summarize the student’s conclusions about their strengths and their plans for use of effective study strategies based on their personal insights, information from class lectures and information from the textbook.

# Extra Credit: All students may get up to 25 extra points for completing a picture of their strengths!

**Policies of this course, DSP&S, and Reedley College:**

***Devser 259 Course Policies:***

1. Student Responsibility: Class participation and assigned readings are important. Students will be prepared to discuss class topics from the readings. If you are unable to attend class, please make certain that you contact the instructor, either by phone, email, or through a classmate. Students who arrive to class after attendance is taken are responsible to notify the instructor at the end of class to update the record. In the event of an absence, students are expected to make arrangements with classmates to collect class information and materials. Excessive absences will negatively impact your course grade and may result in failure.
2. Due Dates: Students are responsible for all listed and announced dates, readings, assignments, and exams. Assignments are due at the beginning of class. If an absence is anticipated by a student, any assignments due that day are to be submitted in advance. Class assignments accepted after this will be graded and the assignment total may be marked down 10% for each calendar day late. Assignments not handed directly to the instructor must be stamped with the date received and placed in the instructor’s mailbox in the department office. Assignments, including make-up exams, will not be accepted after the assignment in question has been returned to the class and no more than 4 days after the originally scheduled due date. Note: Negotiation of alternate due dates will be considered on an individual basis and must occur no less than two weeks prior to the assigned date.
3. Make-up exams: Make-up exams may be allowed with prior notification and approval from the instructor 2 weeks before the exam date. Make-up exams may be approved due to special circumstances.

***DEVSER General Instructional Policies:***

1. Participation: Regular and on-time attendance is a basic expectation. If a class is missed, it is the student’s responsibility to obtain the material missed. Students should recognize that entering a class late is disruptive to both the instructor and the other students and should make every effort to be on time. Participation includes bringing appropriate materials to class, completing assignments on time, and completing any reading assignments prior to class so that the student is able to take part in class discussions.
2. Professionalism: The faculty regards Developmental Services (DEVSER) curriculum as a bridge for students to advance their skills academically and vocationally to be a future professional in the community. As such, students are expected to behave in a professional manner. Basic program expectations include professional behavior in the classroom and during all field experiences. Attendance, preparedness, effort, and honesty, in combination with respect for faculty and other students are all considered under the heading of professional behavior. The goal is to create a community of learners in a positive, insult-free zone. A student who is unable to conduct himself or herself in a courteous and respectful manner will be asked to remove himself or herself from the classroom. Cell phone and other electronic communication devices are to be turned off during class and stored out of the way of class activity.
3. Problem Resolution: Any student who has a question about a grade or a class procedure is advised to first approach the course instructor. If the issue is not resolved at this level, the student is encouraged to meet with the Program Coordinator.
4. Writing Competency: The student’s ability to effectively communicate in writing is very important. The instructor will evaluate the efforts of each student not only for the content presented but also for spelling, grammar, punctuation, neatness and organization of thought. Hand written journals must be legible. Final paper must be typed. You may be asked to correct and resubmit a journal or paper that is not of acceptable quality. Grades for resubmitted papers will be the average of the original and the revision.
5. Format Expectations for Written Assignments: Follow directions in handbook for journals. Use format described in handbook for final paper. Use final paper form posted on Canvas for this course.

***Reedley College Policies:***

* 1. **Students with Disabilities/Special Accommodations: Any student in need of an accommodation due to a disability is encouraged to consult with the instructor immediately so that arrangement can be made. Students may refer to the policies and regulations section of their catalog for clarification.**
  2. Honor Code: Students at Reedley College are responsible to ensure that their education is honestly attained. Because cheating, plagiarism, and collusion in dishonest activities erode the integrity of the college, each student is expected to exert an entirely honest effort in all academic endeavors. Academic dishonesty in any form is a very serious offense and will incur serious consequences.
  3. Withdrawal Policy: Dropping the course within the first three weeks will not show up on the student’s transcript. From the third week to the ninth week, if the student drops it will result in a “W” on the transcript. After the ninth week, the student will get a grade in the course. PLEASE discuss any need to drop the course after the ninth week with the instructor or a college counselor, so that progress in college is not impacted.
  4. Cheating and Plagiarism**:** Incidents of cheating and plagiarism may result in any of a variety of sanctions and penalties, which may range from a failing grade on the particular examination, paper, project, or assignment in question to a failing grade in the course, at the discretion of the instructor and depending on the severity and frequency of the incidents. Further action may be taken in accordance with college policy. Students are instructed to refer to the administrative policies of their college catalog.
  5. Computer Usage: State Center Community College District (SCCCD) students are permitted to use a District owned computer/network. As a condition of this use, each student agrees to and is expected to abide by the District’s Acceptable Use Policy (<http://www.scccd.com/is/district_use.html>). The District is the sole determiner of the interpretation and application of the Acceptable Use Policy. It is understood that if a student violates any of the policy rules, he/she is subject to removal from the computer facility as well as discipline as a student. Students shall be specifically warned to: 1.) not transmit any communication in which the meaning of the message or its transmission or distribution would violate any applicable law or regulation or be offensive to the recipient or recipients and 2.) not search, view or download pornographic material through any means.
  6. Disruptive Classroom Behavior**:** Students are under obligation to respect the authority of each instructor and are responsible for their conduct. Failure to adhere to the college’s standards will result in disciplinary action. The college reserves the right to exclude at any time a student who violates student conduct standards and/or is not taking proper advantage of the opportunities offered. Instructors are authorized to remove a disruptive student from his or her class for the day of the removal and the next class meeting. During the period of removal, a student shall not be returned to the class from which he or she was removed without the concurrence of the instructor of the class. (See Reedley College’s Student Code of Conduct Policy/Board Policy 5520 and Educational Code 76032)
  7. Copyright Policy**:** Copyright laws and fair use policies protect the rights of those who have produced the material. The materials copied in this course have been provided for private study, scholarship, or research.  Other uses may require permission from the copyright holder.  The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code).
  8. Sexual Harassment: All students and employees should be aware that Reedley College, and the State Center Community College District are concerned and will take action to eliminate sexual harassment. Sexual harassment is conduct subject to disciplinary action. Harassment on the basis of sex is a violation of Section 703 of Title VII of the 1964 Civil Rights Act, which is enforced by the Equal Employment Opportunity Commission. Sexual harassment is included among legal prohibitions against discrimination. Title IX of the Educational Amendments of 1972 also establishes sexual harassment as discriminatory and unlawful.
  9. Smoking, Alcohol, and Illicit Drug Use: Reedley College does not allow smoking in campus buildings and is a drug- and alcohol-free campus. Therefore smoking and use of tobacco products is prohibited in all campus buildings. Additionally, the college prohibits the unlawful manufacture, distribution, dispensing, possession, or use of controlled substances (as defined in Schedules I through V of the Controlled Substances Act {21U.S.C812}and as further defined by Regulations 21 CFR 1308.15 in the 46 Administrative Policies workplace).

Important Note: Each student in this class is unique. Statistically, the Gallup organization tells us that your strengths are different than the next 10,000 students to walk in this door!! That means that what you need from this class will be different also. Please talk to me or raise the subject in class if you are having difficulty developing strategies for any of your classes. I will make time to discuss your learning needs during class time or in a private appointment with you.

Please take the initiative!

**Reedley College-Important Dates for Fall 2016 Semester:**

August 15 INSTRUCTION begins

September 2 Last day to ADD &/or DROP CLASSES (without “W”)

September 5 Labor Day Holiday - no classes; all offices closed

October 14 Last day to drop a class (with “W”)

November 11 Veteran’s Day Holiday

November 24-25 Thanksgiving Holidays

December 9 Last day of instruction and last day to withdraw from a complete program for

circumstances beyond the student's control.

Dec 12-16 FINAL SEMESTER EXAMINATIONS

December 16 FALL SEMESTER Ends

**CALENDAR OF TOPICS AND ASSIGNMENTS**

**NOTE: This syllabus and schedule are subject to change. If you are absent from class, it is your responsibility to check on announcements and changes made while you were absent. Check your college email for announcements.**

Week 1: Aug 15 to Aug 19

Distribute Class booklets: **DON’T LOSE IT! YOU WILL ONLY GET ONE!**

Overview of class, syllabus, and course requirements.

Overview of Available Technology.

Introduce Strengths Quest.

**Homework (10 points): Get textbook and materials necessary for class.**

Each class period **\*\***Award materials points and homework points (as assigned) for prepared students.

**Lecture 1:**

Assess and Discuss Learning Styles:

The Importance of Vocabulary

How to Learn Vocabulary

How to Make Study Cards That HELP!

Vocabulary for Strengths Quest (34 Strengths)

Schedule SQ Evaluation times.

Week 2: Aug 22 to Aug 26

Each class period **\*\***Award materials points and homework points (as assigned) for prepared students.

Finish Lecture 1

Demonstrate note card procedure

**Write: Journal 1 (15 points)**

**Homework (10 points): Make 4x6 study cards for SQ vocabulary (pgs. 15-16 in handbook)..**

**Read: Chapters 1 and 2 (pages 1-17) in text.**

**TAKE ON-LINE StrengthsFinder TEST – PRINT RESULTS – BRING TO CLASS!!!**

Week 3: Aug 29 to Sept 2

Each class period **\*\***Award materials points and homework points (as assigned) for prepared students.

**Lecture 2:** Strengths Quest

Review SQ terms, brainstorm mental pictures as a class

Math Strategies (FYI only: will **not** be on quiz)

**STUDY for Quiz 1: SQ vocabulary**

**Read: Chapter 3 (pages 21-23) in text.**

Week 4: Sept 5 to Sept 9

**Monday: Labor Day Holiday ☺**

**Friday:**

Each class period **\*\***Award materials points and homework points (as assigned) for prepared students.

**\_\_\_\_\_\_Quiz 1: SQ Vocabulary (20 points)**

Week 5: Sept 12 to Sept 16

Each class period **\*\***Award materials points and homework points (as assigned) for prepared students.

**Lecture 3:** Instructor Lecture and Teaching Styles

Self-Advocacy and Communicating with Instructors

Class Discussion: Affirming SQ Themes: Theme Poll

Class Activity: Scavenger Hunt

**Write: Journal 2 (15 points) and Journal 3 (15 points)**

**Re-Read: Your strengths sections of Chapter 3 in text.**

**Friday NO CLASS: Finish Journals 1, 2, 3, make note cards for Quiz 2, and study for Quiz 2 (using cards!)**

Week 6: Sept 19 to Sept 23

Each class period **\*\***Award materials points and homework points (as assigned) for prepared students.

**Monday:** Review SQ information, complete notebook page of strengths and processing style, check journals 1, 2, 3, and answer questions regarding note cards for Quiz 2.

**\_\_\_ Friday: Quiz 2: On information from lectures 1, 2 and 3 (20 points)**

Week 7: Sept 26 to Sept 30

Each class period **\*\***Award materials points and homework points (as assigned) for prepared students.

Class Discussion: Affirming and Celebrating Your Themes

Key Skills Checkpoint: (1) Be able to explain your signature themes (strengths) in your own words. (2) Be able to make a picture of how your strengths work together (3) Explain your learning style.

**Read: Chapter 5 (pages 97-101) Insights into Strengths Development**

Week 8: Oct 3 to Oct 7

Each class period **\*\***Award materials points and homework points (as assigned) for prepared students.

**Lecture 4:** Motivation, Stress, and Problem Solving

**Homework (10 points): Make 4x6 study cards for terms and information from lecture 4.**

**Write: Journal 4 (15 points)**

**Complete the 25 point picture of how your strengths work together.**

Week 9: Oct 10 to Oct 14

Each class period **\*\***Award materials points and homework points (as assigned) for prepared students.

**Lecture 5:** Improving Concentration and Memory

**Homework (10 points): Make study cards for information from lecture 5.**

**Write: Journal 5 (15 points)**

**Read: Chapter 4 (pages 73-94) Relationships from a Strengths Perspective**

**Read: Chapter 6 (pages 141-146) Considering Strengths When Planning Your Education**

Week 10: Oct 17 to Oct 21

Each class period **\*\***Award materials points and homework points (as assigned) for prepared students.

Lecture 6:Seeing Through StrengthsQuest Glasses

StrengthsQuest in Educational Planning and Goal Setting

Time Management

**Write: Journal 6 (15 points)**

**Make: Study cards for lectures 4, 5, and 6.**

**STUDY for Quiz 3: Lectures 4, 5, and 6**

**\_\_\_ Friday: Quiz 3: On information from lectures 4, 5 and 6**

Week 11: Oct 24 to Oct 28

Each class period \*\*Award materials points and homework points (as assigned) for prepared students.

**Monday: Lecture 7:** Note Taking from Books

Note taking From Lectures

**Write: Journal 7 (15 points)**

**Read: Chapter 7 (pages 149-152) in text.**

**Read: Chapters 8 (pages 219-224) and 9 (pages 227-232) in text.**

**Friday: NO CLASS - ALTERNATE ASSIGNMENT : Do Library Assignment Page 42: Go to the library computer lab and do the library assignment on page 42 in your class handbook.**

Week 12: Oct 31 to Nov 4

Each class period **\*\***Award materials points and homework points (as assigned) for prepared students.

**Lecture 8:** Developing Academic and Leadership Strengths in College

Being Your Own Best Educator and Learner

Applying Strengths to Academic Achievement

**Write: Journal 8 (15 points)**

**Read: Chapters 10 (pages 235-242), 11(pages 281-287) and 12 (pages 291-295) in text.**

Week 13: Nov 7 to Nov 11

Each class period **\*\***Award materials points and homework points (as assigned) for prepared students.

**Lecture 9:** Test Anxiety and Exam Preparation

Reflection Paper Requirements

**Write: Journal 9 (15 points)**

**Homework (10 points): Make study cards for lectures 7, 8 and 9**

**STUDY: for Quiz 4 on lectures 7, 8 and 9**

**Friday: NO CLASS – Veteran’s Day Holiday ☺**

Week 14: Nov 14 to Nov 18

Each class period **\*\***Award materials points and homework points (as assigned) for prepared students.

**Monday Lecture:** Review for Quiz 4, Study Guide for Final Exam, in class help with final paper.

**\_\_\_\_\_\_Friday Quiz 4: On Information from Lectures 7, 8 and 9**

**Homework (10 points): Complete Final Exam Study Guide. Use your class booklet to find the answers. Pull out the study cards you need from your pack.**

**WRITE: Rough Draft of paper. This will count as journal assignment 10**

**(15 points). Use the outline provided in your class booklet. An electronic copy is also available on Canvas.**

Week 15: Nov 21 to Nov 25

Each class period **\*\***Award materials points and homework points (as assigned) for prepared students.

**Monday:** Lecture 10: Career Planning and Where Do You Go From Here?

In class help with final paper.

**Friday: Thanksgiving Holiday ☺**

Week 16: Nov 28 to Dec 2

Each class period **\*\***Award materials points and homework points (as assigned) for prepared students.

**Monday:** Class Review of Final Exam Study Guide.

Help with rough draft of paper. Last minute questions about journals and picture of strengths

**Friday: Rough Draft of Paper Due.**

**ALSO DUE TODAY: class handbook with journals 1-10 (150 points) and picture of strengths completed (25 points).**

Individual Conferences with Instructor to Edit Rough Draft.

**STUDY for Final Exam. Make and study only the cards that match the study guide.**

**COMPLETE AND TYPE FINAL PAPER. USE FORMAT FROM CANVAS.**

Week 17: Dec 5 to Dec 9

Each class period **\*\***Award materials points and homework points (as assigned) for prepared students.

**Monday: DUE TODAY: Final draft of paper (100 points). Review for Final Exam.**

**Friday: FINAL EXAM (50 points) FRIDAY DECEMEBER 9, 2016 (IN CLASS). We do not have a classroom assigned for our scheduled final day Wednesday Dec. 14, 2016, so the exam will be given on the last day of class.**

**IMPORTANT: IF YOU MISS CLASS ON FRIDAY Dec. 11, come to my office to take the exam at the scheduled time Wednesday December 14, 2016 at 11:00-12:50.**

**NOTE: The order or duration of course content may change from what is listed here. It is the student’s responsibility to attend class and check their college email regularly for alerts and announcements regarding changes.**