

REEDLEY COLLEGE
Developmental Services

DEVSER 259 Fall 2021 Course Syllabus

Course Title: Strategies Intervention

Schedule #53848

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

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What is this class about?

This two unit class is designed for students who know they have a learning disability or who know that college may be hard for them. The course focuses on helping students understand the problems caused by learning disabilities as well as learning about their individual strengths. Students will practice learning strategies, or plans, 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.

If you understand what works for you, you will be more successful!

What textbook do I need?

The only book you need is StrengthsQuest, by Donald Clifton, Ph.D., Edward "Chip" Anderson Ph. D. and Laurie A. Schreiner, Ph.D.

GOOD NEWS!!

I will GIVE you a copy of this book AND it is yours to KEEP! If you cannot get to the Reedley College DSPS office to pick up a book, you can purchase an e-copy for about \$20.

What Course Materials do I need?

All course materials will be available on Canvas.

What will I learn in this class?

This is your chance to get a better understanding of how your brain learns, including what your strengths are, and what you struggle with, and to learn how to study and remember college information.

Student Learning Outcomes

1. Demonstrate the ability to make study cards from a study guide.
 2. Describe your learning style and individual strengths.
 3. Identify strategies to facilitate successful completion of college courses.
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What EXACTLY does that mean?

- Learn to recognize strengths and weaknesses in information processing (visual, auditory, tactile).
- Practice effective classroom behavior: consistent attendance, punctuality, and materials readiness.
- Learn to make note card study tools from lecture notes and text (question on front, answer on back).
- 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.
- Use a 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 your 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 you.
- Use appropriate classroom communication with instructor and peers.
- Learn to track progress of points and grades.
- Use problem solving strategies to increase points earned.

Grading

Graded Assignments: Total possible points: 500

NOTE: This course is a graded course. In college, a grade of "C" or better is a passing grade, so 350 points or more are needed to pass this course.

Grade Distribution

Letter Grade	Percentage	Points
A	90-100%	450-500 points
B	80-89%	400-449 points
C	70-79%	350-399 points
D	60-69%	300-349 points
F	Less than 59%	0-299 points

What are the course requirements?

1 Picture of How Your 5 Strengths Work Together

Value: 40 points

After watching the video lecture, you will draw and upload a picture of how your five strengths work together. This will help you understand what the strengths terms mean and it will help you to memorize your strengths.

10 Journals

Value: 120 points

Journals 1-8 are 10 points each, and Journals 9 and 10 are 20 points each.

Students will reflect on lecture content by writing journal assignments.

10 Discussion Boards

Value: 100 points (10 points each)

Discussion board posts will provide opportunities for students to interact and discuss learning struggles and strategies.

3 Notecard Study Material Assignments

Value: 30 points (10 points each)

Students will practice making question/answer “notecards” in preparation for quizzes.

Exams

Value: 160 points

1 Pre-Quiz based on the syllabus (10 points)

4 Quizzes (25 points each for 100 points total) Quizzes based on lecture material.

Final Exam (50): Notecard skill demonstration based on lecture material.

End of Semester Reflection: Presentation or Paper

Value: 50 points

The end of semester presentation or paper will help each student tie together what they have learned about themselves and help to make plans for strategies for future classes.

Extra Credit:

Students can also earn **5 extra credit points** for **each** campus workshop they **attend** that focuses on topics related to course curriculum such as study skills and time management, and **reporting** what they learned back to the class in the **class Coffee Shop Q&A in Canvas**.

Students with Disabilities/Special Accommodations

If you have a verified need for an academic accommodation or materials in alternate media (e.g. Braille, large print, electronic text, etc.) per the Americans with Disabilities Act or Section 504 of the Rehabilitation Act, please contact me as soon as possible.

Course Policies

Communication Policy

I want you to communicate with me and I look forward to getting to know each of you! I am available Monday through Friday from 8 am to 4 pm OR by appointment.

If you communicate with me over the weekend, I will reply on Monday.

- Email me **ONLY** using the Canvas Inbox: this is a great way to connect with me because I can immediately see who you are.
- Text me (559) 250-6728: be sure to say who you are and which class you are in.
- Post a question in the Coffee Shop Q&A discussion. I check these 2 to 3 times a day.
- NOTE: posting a question there may get you a faster answer because a classmate may see it before I do and give you a response!
- Monday through Friday, expect a response to a text or email within 24 hours. I will catch up on weekend communications on Mondays. If it has been more than 24 hours, please resend your message!
- Zoom meetings: I will have open office hours where you can meet me via zoom every week on Mondays from 9:00 to 11:00 am.
- Other zoom meetings can be scheduled by contacting me. My zoom room ID is reitherzoom. From your zoom account on your phone or computer, just open the app and click “Join Meeting” and type in reitherzoom. During my office hours this

will put you in my waiting room and I will let you in, or I will message you to say when I will be available to help you.

Need help? <https://www.reedleycollege.edu/covid-19/online/for-students.html>

A Note about “Netiquette”

This is what to say online and how to say it

- Email to Me: begin all communication with Hi Mrs. Reither or Dear Mrs. Reither. Re-read the email before sending it to be sure it is clear.
 - Discussion Board Comments to Classmates: Be thoughtful and kind in providing feedback, and treat others as you would want to be treated. Re-read before submitting the message to be sure it is clear.
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Announcements

Watch for video and written announcements from me every week. These announcements will be reminders and explanations that will be helpful.

Attendance and Drop Policy

Attendance

In an online class, attendance happens when you spend time online DOING, not just BEING.

- Posting responses on discussion boards
 - Completing skill demonstrations and assignments
 - Answering questions on quizzes (both actual quizzes and mini-quizzes in lectures)
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Attendance (Action) Requirements

Note: There are TWO important checkpoints for all Reedley College courses: end of week 3 and end of week 9. Students who drop (or are dropped by me) by the end of week 3 will have no grade mark of any kind on their transcript. Students who drop by the end of week 9 will get a W on their transcript. After that, students will get letter grades.

Check the Canvas modules to see what needs to be completed each week. I will meet with struggling students during week 3 and week 9 to help them decide what is best for them: to drop or continue.

Important Fall Semester 2021 Dates

Aug 9: First day of fall semester

Aug 20: Last day to drop a full term class and receive a refund

Aug 27: Last day to drop a full term class and avoid a mark on your transcript

Aug 27: Last day to add a full term class

Sept 6: HOLIDAY Labor Day

Oct 8: Last day to drop a full term class and receive a W. Letter grades are assigned after this date.

Nov 11: HOLIDAY Veterans Day

Nov 25-26: HOILDAY Thanksgiving

Dec 6-10: Final Exams Week

Dec 10: End of Fall 2021 semester

Jan 10: Beginning of Spring 2022 semester!