

**REEDLEY COLLEGE**  
**Developmental Services**

**DEVSER 259 Spring 2022 Course Syllabus**

**Course Title: Strategies Intervention**

Schedule #53998

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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 classroom communication.

**How much time is all of this going to take every week??**

To pass this class, you will need to spend at least 5 hours a week (one hour a day Monday through Friday). Some people need more time depending on how fast they read and how long it takes to remember what they read and hear.

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

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**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.

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**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.

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**What Course Materials do I need?**

All course materials will be available on Canvas.

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**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.

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**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.

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### 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.

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### **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.

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### **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. Be sure to watch the video about how to earn FULL points on discussion boards in online college classes.

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### **3 Notecard Study Material Assignments**

Value: 30 points (10 points each)

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

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### **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.

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### **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.

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### **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: meetings can be scheduled by contacting me. My zoom room ID is reitherzoom. From your zoom account on your phone or computer, at your meeting time, use the link from Starfish in your college email account or just open the app and click "Join Meeting" and type in reitherzoom or 783 330 1664 (password 1926) this will put you in my waiting room and I will let you in.

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### **A Note about "Netiquette"**

"Netiquette" 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.

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### **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. Be sure to meet with your counselor before the end of the 9<sup>th</sup> week if you need to drop any classes!

### **Important Spring Semester 2022 Dates**

January 10: First day of fall semester

January 17: HOLIDAY Martin Luther King, Jr. Day

January 21: Last day to drop a full term class and receive a refund

January 28: Last day to drop a full term class and avoid a mark on your transcript

January 28: Last day to add a full term class

February 18: HOLIDAY Abraham Lincoln Day

February 21: HOLIDAY George Washington Day (President's Day)

March 11: Last day to drop a full term class and receive a W. Letter grades are assigned after this date.

April 11-15: SPRING BREAK

May 16-20: Final Exams Week

May 20: End of Spring 2022 semester