

College of San Mateo

Course Outline

- New Course
 Update/No change
 Course Revision (Minor)
 Course Revision (Major)

Date: 09/2009

Department: Career and Life Planning **Number:** 122

Course Title: Study Skills **Units:** 1

Hours/Week: Lecture: total of 16 hrs Lab: 0 **By Arrangement:** 0

Length of Course

- Semester-long
 Short course (Number of weeks 1 - 16)
 Open entry/Open exit

Grading

- Letter
 Credit/No Credit
 Grade Option (letter or Credit/No Credit)

1. **Prerequisite** (Attach Enrollment Limitation Validation Form.)

none

2. **Corequisite** (Attach Enrollment Limitation Validation Form.)

none

3. **Recommended Preparation** (Attach Enrollment Validation Form.)

none

4. **Catalog Description** (Include prerequisites/corequisites/recommended preparation.)

CRER 122 Study Skills (1)

(Pass or No/Pass or letter grade option.) A minimum of 16 hours of lecture hours per term.

This course provides students with information about what is expected of a college student. Students practice a variety of techniques to increase confidence and to develop college level study skills. Emphasizes individual learning styles, effective study habits and reducing test taking anxiety. Each student will create a study plan reflecting his/her specific learning needs. A materials fee in the amount as shown in the Schedule of Classes is payable upon registration. (AA: Area E5d, CSU)

5. **Class Schedule Description** (Include prerequisites/corequisites/recommended preparation.)

CRER 122 Study Skills (1)

(Pass or No/Pass or letter grade option.) A minimum of 16 hours of lecture hours per term.

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6. **Student Learning Outcomes** (Identify 1-6 expected learner outcomes using active verbs.)

Upon successful completion of the course, the student will be able to:

Identify the role of a college student and the expectations of the college and professors
Identify the characteristics of an efficient study environment
Value self management and time management skills to build study habits
Demonstrate an ability to listen and learn in a classroom
Demonstrate critical thinking
Create a study plan including a time line, due dates and study sessions

7. **Course Objectives** (Identify specific teaching objectives detailing course content and activities. *For some courses, the course objectives will be the same as the student learning outcomes. If this is the case, please simply indicate this in this section).*

Classroom lectures and activities to support the SLOs listed above may include and are not limited to the following:

Self-assessment activities to determine students strengths and weaknesses
Self-management and time management techniques to build study habits
Appropriate classroom behavior and motivational tips
Goal setting and study plans that make a difference
Team- work and collaborative skills
Library research skills, internet research skills
Test taking and review, note taking
Memory and Metacognition skills

8. **Course Content** (Brief but complete topical outline of the course that includes major subject areas [1-2 pages]. Should reflect all course objectives listed above. In addition, you may attach a sample course syllabus with a timeline.)

a. Getting ready to learn

Daily attendance
Weekly attendance
Books, supplies, things you need
Efficient learning environment

b. Principles of time management

Weekly schedule, know what you value and how you SPEND your time
Preventing procrastination
Establishing college goals
Take responsibility for your time

c. Critical listening

Evaluate your listening skills
Identifying important points in a lecture
Lecture notes
Class discussions and asking questions

d. Memory

Reading to remember, SQ3R

Listening to remember
Practice memory techniques
Note taking and memory

- e. Assessing learning styles
Methods of using visual, motor, and auditory learning modalities
Connecting mind-body learning
Knowing how you learn and what you value
Self-reflection and metacognition

- f. Test taking
Value of preparation
Create a study plan and schedule
Prepare through review
Make and take a pretest

9. **Representative Instructional Methods** (Describe instructor-initiated teaching strategies that will assist students in meeting course objectives. Include examples of out-of-class assignments, required reading and writing assignments, and methods for teaching critical thinking skills.)

Instructional methods include but are not limited to, short lectures, classroom exercises, required reading and writing assignments such as reflection papers and journals. Students will be asked to apply new learning strategies and to report on the outcomes.

10. **Representative Methods of Evaluation** (Describe measurement of student progress toward course objectives. Courses with required writing component and/or problem-solving emphasis must reflect critical thinking component. If skills class, then applied skills.)

Students will write self-reflection papers and notes, demonstrate academic skills such as note taking and engage in open discussion and feedback sessions. There will be quizzes and opportunities for feedback as part of the experiential process. All assessments will directly coincide with the student learning outcomes listed on the course syllabus and on the outline. Students will be encouraged to collect representative work in a portfolio.

11. **Representative Text Materials** (With few exceptions, texts need to be current. Include publication dates.)

Division prepared materials, handouts, assessment tools, readings and internet sites will be provided.

Supplemental texts:

Skip Downing, On Course: Strategies for Creating Success in College (2005) Fourth Edition, Houghton Mifflin

Walter Pauk, How to Study in College, (2005) Eighth edition, Houghton Mifflin

Prepared by: _____
(Signature)

Email address: UPDATE 09/2009

Submission Date: _____