

College of San Mateo

Course Outline

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

Date: 10/13/10

Department: Developmental Skills (DSKL) Number: 800
Course Title: Learning Skills Assessment For DSPS Units: .5
Total Semester Hours Lecture: Lab: 24 Homework: By Arrangement:
Length of Course Grading
 Semester-long Letter
 Short course (Number of weeks 1 - 16) Pass/No Pass
 Open entry/Open exit Grade Option (letter or Pass/No Pass)

Faculty Load Credit (To be completed by Division Office; show calculations.):

$$24 \div 16 = 1.5 \times .55 = 0.825$$

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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. For format, please see model course outline.)

DSKL 800 - Learning Skills Assessment for DSPS (.5) Minimum of 24 lab hours per term. This course provides students with information about learning disabilities and the eligibility process for receiving services as a student with a learning disability. It facilitates a process for self-exploration designed to better understand learning styles, learning strengths and weaknesses, effective study skills, learning strategies, and habits that align with personal learning styles. (Units do not apply toward the AA/AS degree.)

5. Class Schedule Description (Include prerequisites/corequisites/recommended preparation. For format, please see model course outline.)

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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:

- A. Students will be able to identify their learning style preferences.
- B. Students will be able to identify effective learning strategies necessary to college success.

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. In this case, "Same as Student Learning Outcomes" is appropriate here.*)

Same as above.

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, a sample course syllabus with timeline may be attached.)

- A. Learning Styles -
How Do You Perceive and Process Information? How well do you know yourself as a learner?
 - Visual
 - Aural
 - Read/Write
 - KinestheticLearning Styles Assessment
Your preferences
- B. Success Types Learning Style Type Indicator
What role does your personality play?
Developing a learning style and success type profile
- C. Learning How To Learn - Strategies for learning and the relationship to learning styles
Study strategies and their relationship to learning preferences
Exam preparation strategies
Time management to accomplish your goals
Your energy, your most important resource
- D. Thinking critically and creatively about learning

9. **Representative Instructional Methods** (Describe instructor-initiated teaching strategies that will assist students in meeting course objectives. Describe out-of-class assignments, required reading and writing assignments, and methods for teaching critical thinking skills. **If hours by arrangement are required, please indicate the additional instructional activity which will be provided during these hours, where the activity will take place, and how the activity will be supervised.**)

Instructor presentations. Small group activities and group discussion. Students will participate in self evaluation assessments to support self understanding and exploration. Use of videos and written materials.

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.)

Completion of assessment tools accompanied by verbal and written self evaluation.

Completion of a learning evaluation with accompanying learning strategies for success.

Participation in group discussion and group learning exercises.

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

Learning Outside the Lines: Two Ivy League Students with Learning Disabilities and ADHD Give You Tools for Academic Success and Educational Revolution - Jonathan Mooney and David Cole - 2008 Edition

Focus on Learning and College Success - Constance Staley - Wadsworth 2008

Copy This! Lessons From a Hyperactive Dyslexic Who Turned a Bright Idea into One of America's Best Companies - Paul Orfalea and Ann Marsh - 2007

Prepared by: J Meyer, M Ramezane, D Scott-Taylor
(Signature)

Email address: Ramezane@smccd.edu

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