

College of San Mateo
Official Course Outline

1. **COURSE ID:** DSKL 822 **TITLE:** Study Smart Skills
Units: 1.0 units **Hours/Semester:** 16.0-18.0 Lecture hours; and 32.0-36.0 Homework hours
Method of Grading: P/NP Only
2. **COURSE DESIGNATION:**
Non-Degree Credit
Transfer credit: none
3. **COURSE DESCRIPTIONS:**
Catalog Description:
Strategies to improve academic performance for students struggling with reading, writing, and/or math: Multi-sensory study strategies geared to students' individual learning profiles. Hands-on activities and group work. (Units do not apply toward AA/AS Degree.)
4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
Upon successful completion of this course, a student will meet the following outcomes:
 1. Accurately apply effective strategies to assist with reading difficulties.
 2. Accurately apply effective strategies to assist with mathematical difficulties.
 3. Accurately apply effective strategies to assist with writing difficulties.
5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
Upon successful completion of this course, a student will be able to:
 1. Identify strategies for math and test taking.
 2. Identify individualized strategies that relates to the way he / she receives, comprehends, and retains information when reading.
 3. Identify strategies to assist with the writing process.
6. **COURSE CONTENT:**
Lecture Content:
Reading difficulties related to learning differences and various techniques on how to improve them
 - Overview and self evaluation of how we process language
 - Read and retain through effective strategies
 - Introduction to assistive technology available through DRC - reading software programs**Writing difficulties related to learning differences and various techniques on how to improve them**
 - Mind mapping to help with organization
 - Breaking down the writing process
 - Proofreading using various text-to-speech programs
 - Introduction to assistive technology available through DRC - speech to text software programs for ease in writing**Math difficulties related to learning differences and techniques on how to improve them**
 - Acronyms to help remember steps or formulas
 - Using color when learning math
 - Talk your way through problems
 - Using concrete examples to help retain information
 - Introduction to assistive technology available through DRC - Smart Pen demo**Lab Content:**
N/A
7. **REPRESENTATIVE METHODS OF INSTRUCTION:**
Typical methods of instruction may include:
 - A. Lecture
 - B. Activity
 - C. Discussion
8. **REPRESENTATIVE ASSIGNMENTS**
Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

Students will create a mind-map graphic outline and use it to write an essay.

Students will provide an essay describing learning difficulties in reading, writing, and math. They will describe what they hope to learn in class that will help remediate their difficulties.

Students will use various assistive technology programs to proofread their written papers.

Reading Assignments:

Students will complete a reading evaluation to determine his/her best mode of receiving, organizing, and retaining written information.

Students will complete a reading assignment using the SQ3R method.

Students will research and present various apps that are useful when reading. A short demonstration or written explanation will be required.

Other Outside Assignments:

Students will work in groups to complete a teaching assignment using the chosen math strategy.

Students will use online support systems to complete assignments given in class.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Performance
- C. Class Work
- D. Exams/Tests
- E. Group Projects
- F. Homework
- G. A cumulative final take-home exam that requires individual or group demonstrations of selected strategies for reading, writing, math, and test-taking.

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. Nolting, P. *Winning at Math: Your Guide to Learning Mathematics Through Successful Study Skills*, 6th ed. Academic Success Press, Inc., 2014
- B. Mollan-Masters, R. *You Are Smarter Than You Think: Using Your Brain the Way It Was Designed*, 3rd ed. Ashland: Reality Productions, 2009
- C. Downing, S. *On Course Strategies for Creating Success in College and in Life, Study Skills Plus*, 3rd ed. Wadsworth Cengage Learning, 2017
- D. Beiderwell, B., Tse, L. F., Lochhaas, T. J., deKanter, N. B. *College Success*, 2 ed. Flat World Education, Inc., 2015

Other:

- A. Instructor generated handouts.

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Course Originator: Joyce Meyer