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## Course Outline for PSCN 15

### COLLEGE STUDY SKILLS

Effective: Fall 2007

#### I. CATALOG DESCRIPTION:

PSCN 15 — COLLEGE STUDY SKILLS — 2.00 units

Review of study skill techniques for success in college. Emphasis on time management, personal learning style, active listening, note-taking and test-taking strategies. Includes modeling, practice and evaluation of study skill techniques. 2 hours lecture.

2.00 Units Lecture

#### Grading Methods:

Optional

#### Discipline:

	<b>MIN</b>
<b>Lecture Hours:</b>	36.00
<b>Total Hours:</b>	36.00

#### II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT:

#### III. PREREQUISITE AND/OR ADVISORY SKILLS:

#### IV. MEASURABLE OBJECTIVES:

**Upon completion of this course, the student should be able to:**

1. interpret their individual learning style and employ their specific tools to increase learning
2. identify and apply personal motivational/attitudinal patterns
3. demonstrate active and purposeful listening and communication skills
4. evaluate methods of note taking and demonstrate proficiency in one method
5. apply methods to increase reading retention
6. describe, explain, analyze, and practice more effective study habits, for example time management and /or the importance of a supportive study environment
7. apply and evaluate effective test taking strategies
8. apply and evaluate more effective problem solving techniques
9. organize time more effectively
10. demonstrate use and purpose of the Library
11. practice, apply, and recall the rules against plagiarism and cheating
12. practice a healthier life style
13. utilize and apply basic technology skills required to succeed in an online course
14. utilize and apply basic technology skills required to succeed in an online course

#### V. CONTENT:

- A. Individual exploration of learning style, motivation, and attitudes
  1. Learning Style Inventory and Internet exercise
    - a. There is a cycle of learning: concrete experience, reflective observation, abstract conceptualization, and active experimentation.
    - b. Learn by doing, hearing, or visually
  2. Discovery Wheel
  3. Learning Style Application exercises with each chapter
- B. Active listening (verbal and non-verbal) and communicating
  1. Managing conflict
  2. Accepting constructive criticism
  3. Complaining effectively
- C. Note-taking
  1. System of note-taking (Cornell, Mind-maps, Outline, Paragraphs)
  2. Modeling of note-taking system
  3. Practice of note-taking system
  4. Feedback on use of note-taking system
- D. Reading for comprehension
  1. Phase one- Before you read: preview, outline, question
  2. Phase two- While you read: read, underline, answer
  3. Phase three – After you read: recite, review, review again
- E. Online learning strategies and support resources

1. Communicating online (e-mail, discussion board, etc..)
2. Basic skills for using course management system software
3. Fundamental internet technology skills
4. Online student ethics
5. Online support resources (technical, disabilities, etc.,)
6. Specific study strategies for online courses
- F. Time management
  1. Term planning
  2. Weekly planning
  3. Daily planning
- G. Test taking strategies – subjective, objective and essay
  1. Memory improvement techniques and mnemonics
  2. Techniques to improve concentration
  3. Relaxation and anxiety control
- H. Problem solving and decision making (involve similar thinking skills)
  1. Define the problem
  2. Generate possibilities
  3. Create a plan
  4. Perform your plan
  5. Example: choosing a major
- I. Library orientation and use
  1. Presentation on plagiarism
  2. Discerning Internet information
- J. Resources
  1. Campus and community scavenger hunts
  2. Visits to or from Career Transfer Center, One Stop Center, Extended Opportunities Programs and Services, nurse (health center), Financial Aid, Major Exploration Faire (Fall), Transfer Day, Shadow Day, club days
- K. Take care of your machine
  1. Fuel it, move it, rest it, observe it, protect it
  2. Diet
  3. Emotional pain/ addiction
- L. Individual feedback of strengths and weaknesses affecting student success

## VI. METHODS OF INSTRUCTION:

- A. **Discussion** -
- B. Group interaction
- C. **Audio-visual Activity** - Videos
- D. **Lecture** -
- E. Project-based learning 1. Scavenger hunts 2. Event paper
- F. **Field Trips** - Guest speakers and "field trips" 1. Library 2. Career Transfer Center 3. Financial Aid 4. One Stop Career Center 5. Health Center 6. Extended Opportunities Program and Services
- G. **Individualized Instruction** - Individual interviews
- H. Internet exercises

## VII. TYPICAL ASSIGNMENTS:

A. Assigned reading from textbook 1. Read the Introduction and chapter 1 2. Complete the Discovery Wheel and be prepared to discuss B. Keep a journal which includes: 1. All assigned exercises from the text: Journal exercises, practicing critical thinking and journal entry exercises. a. Example of a journal entry exercise from the Communicating chapter: Think about one of your relationships for a few minutes. It might involve a parent, sibling, spouse, child, friend, hairdresser, etc. In the space below, write down some things that are not working in the relationship. What bugs you? What do you find irritating or unsatisfying? I discovered that.....Now think for a moment about what you want from this relationship. More attention? Less nagging? More openness, trust, security, money, or freedom? Choose a suggestion from this chapter, and describe how you could use it to make the relationship work. I intend to..... 2. Learning style inventories 3. Budget exercise 4. Time management program 5. Student Educational Plan 6. Curriculum guides/transfer information for major (ASSIST, Eureka) 7. Vocational information 8. Career/Personality assessments (Myers- Briggs) C. Attend one extra-curricular activity on our campus or the campus of your intended transfer school. These may include theater/dance/musical productions, speech tournaments, Open House Days, Peer Support/Health Fairs, club events, ASLPC, Career Transfer Center workshops. Type a two-page paper on what you learned, what you liked or did not like, how the event impacted you (did it change your thinking in any way. Discuss why you chose this event. Present the paper in class.

## VIII. EVALUATION:

### A. **Methods**

1. Exams/Tests
2. Quizzes
3. Papers
4. Class Participation
5. Other:
  - a. Chapter quizzes (objective)
    1. Typical question:
      - a. Which is true of Gardner's ideas concerning multiple intelligences:
        1. It is impossible to develop skills in more than one intelligence.
        2. Each of us has some of the intelligences to some degree.
        3. The nine intelligences are most helpful in the school environment.
        4. IQ scores will tell us which students will succeed in school.
    2. Midterm and Final (Multiple choice and essay)
      - a. Typical essay question:
        1. Answer the question, "What is a Master Student?" by describing four characteristics of a master student. Discuss which you are working on and why. By the end of this semester, what do you hope to have accomplished regarding the characteristics you have discussed?
  3. Event paper
  4. Journal
  5. Class participation and citizenship

### B. **Frequency**

## IX. TYPICAL TEXTS:

1. David Ellis *Becoming a Master Student*. 10th ed., Houghton Mifflin Company, 2003.
2. Carol Kanar *The Confident Student*. 4th ed., Houghton Mifflin Company, 2001.
3. Carol Carter, Joyce Bishop, Sarah Lyman Kravits *Keys to Success in College, Career, and Lif*. 4th ed., Pearson Prentice Hall Publishing, 2003.
4. Walter Pauk, Ross Owens *How to Study in College*. 8th ed., Houghton Mifflin Company, 2005.

X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. Daily planner
- B. Binder for journal