

Las Positas College
3000 Campus Hill Drive
Livermore, CA 94551-7650
(925) 424-1000
(925) 443-0742 (Fax)

Course Outline for LRNS 116

INTRODUCTION TO LEARNING DISABILITIES/MEMORY AND LEARNING

Effective: Spring 2019

I. CATALOG DESCRIPTION:

LRNS 116 — INTRODUCTION TO LEARNING DISABILITIES/MEMORY AND LEARNING — 1.00 units

Students will be introduced to concepts on how the brain learns. This will include the biology of learning, information processing, learning styles, memory, retention and retrieval of information, lifestyle considerations and various factors that can affect learning. Along with this students will be introduced to the definition, characteristics and myths of learning disabilities as well as other areas of disability that can affect learning such as AD/HD, autism, and psychological disorders. Practical instruction is provided on learning tools and compensating strategies. Appropriate for anyone experiencing difficulty with academic achievement in any area. The course is also appropriate for anyone currently in or considering an occupation where learning or behavior issues are concerned. This course will be used to screen for appropriateness of assessment for learning disabilities for those who take it because of a placement test score.

2.00 Units Lecture

Grading Methods:

Letter or P/NP

Discipline:

- Learning Disabilities: Specialist

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

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

IV. MEASURABLE OBJECTIVES:

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

- Identify personal learning strengths and weaknesses.
 - Describe basic cognitive processes, specifically how memory works at a basic level
 - Explain the comprehensive nature of learning to include where learning disabilities occur
 - Develop a personal plan for studying and learning

V. CONTENT:

- Comprehensive nature of learning
- Definition and characteristics of learning disabilities
- How learning is affected by learning related disabilities
 - Visual and auditory processing
 - Receptive and expressive language
 - Short term and working memory and long-term retrieval
 - Attention and concentration
- Identifying learning styles and predominant intelligence modalities
- Specific learning strategies related to specific performance weaknesses
- Group assessment of basic reading, writing and math skills for student self-evaluation of remedial needs
- Screening for and discussion of Adult Attention Deficit Disorder
- Common areas of difficulty with student success and suggested tools to compensate
 - How to use college resources and self-advocate with instructors and college staff
 - DSPS High Tech Lab/Assistive Technology Software
 - College library and related resources and databases
 - Tutorial centers
 - Computer labs
 - Support programs such as DSPS, EOPS, CalWorks and Veterans Center

VI. METHODS OF INSTRUCTION:

- Lecture** - Lectures will be supported by overheads and board work in addition to other modalities
- Audio-visual Activity** - Power points, videos and pictures
- Discussion** - In-class, large group discussion will be encouraged and small group discussion and problem-solving will be utilized
- Written exercises and case studies** - Personal reflection with instructor feedback
- Guest Lecturers** - To include faculty from other disciplines, individuals with learning related disabilities and resource providers

F. **Observation and Demonstration** - Guided practice of specific learning strategies

G. **Classroom Activity** - Group assessment of basic skill areas to determine levels of achievement and possible areas of disability

VII. TYPICAL ASSIGNMENTS:

A. Completion of learning styles and multiple intelligence inventories followed by a written self-evaluation and plan of action for improving the learning

B. Class presentation on a self-determined area of cognition presented in modality of choice, for example

1. write an informal paper and read to the class
2. create a visual presentation such as charts or power point
3. create a artistic rendering and have the class interpret/interpreted by the students interpretation
4. produce a short skit or dramatic presentation
5. produce a video or slide show

C. Journal entries on self-discovery of learning strengths and weaknesses. Entries should be at least one page and reflect a particular pattern or organization such as "problem and solution", "process", "description", "cause and effect", etc.

VIII. EVALUATION:

A. **Methods**

1. Portfolios
2. Papers
3. Oral Presentation
4. Projects
5. Class Participation
6. Other:
 - Papers are defined as
 - minimum of 10 journal entries
 - several personal reflection papers

B. **Frequency**

One class presentation

10 journal entries

One capstone project in lieu of a final exam

IX. TYPICAL TEXTS:

1. Several inventories and achievement assessments will be provided to or purchased by the students. These may include subtests from the WJII Tests of Achievement and the WIAT (Weschler Individual Achievement Test). There will also be inventories to determine learning styles, multiple intelligences, organizational ability, career aptitude and a pre-screening tool for Attention Deficit Disorder.

X. OTHER MATERIALS REQUIRED OF STUDENTS: