



# El Camino College

## COURSE OUTLINE OF RECORD - Official

### I. GENERAL COURSE INFORMATION

**Subject and Number:** Educational Development 33  
**Descriptive Title:** Specific Learning Strategies

**Course Disciplines:** Special Education

**Division:** Health Sciences and Athletics

**Catalog Description:** Students with learning challenges are taught specific techniques, learning systems and strategies which enable them to effectively acquire, integrate, store, and retrieve information to improve learning and test performance for greater college success.

Note: This course is appropriate for students with disabilities.

**Conditions of Enrollment:** *You have no defined requisites.*

**Course Length:**  Full Term  Other (Specify number of weeks):  
**Hours Lecture:** 3.00 hours per week  TBA  
**Hours Laboratory:** 0 hours per week  TBA  
**Course Units:** 3.00

**Grading Method:** Pass / No Pass  
**Credit Status:** Non-Degree Credit

**Transfer CSU:**  No  
**Transfer UC:**  No

**General Education:**

**El Camino College:** \_\_\_\_\_

**CSU GE:** \_\_\_\_\_

**IGETC:** \_\_\_\_\_

### II. OUTCOMES AND OBJECTIVES

**A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)**

1. SLO#1 (Academic Strategies) Students will identify strategies for academic success.
2. SLO#2 (Learning Styles) Students will identify their preferred learning style and study techniques which are effective for that learning style.

- SLO#3 (Goals) Students will explain criteria necessary for setting realistic goals.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

**B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)**

- Examine the effects of attitude on learning.  
Quizzes
- Demonstrate organization skills and the ability to prioritize.  
Class Performance
- Acquire effective study skills.  
Class Performance
- Examine test-taking skills to enhance performance.  
Quizzes
- Explore individual learning styles and personality profiles.  
Other exams
- Effectively utilize time management techniques.  
Quizzes
- Explore goal setting practices and motivation.  
Quizzes
- Define and apply memory strategies.  
Quizzes
- Explore campus resources available to support academic success.  
Class Performance

**III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)**

| Lecture or Lab | Approximate Hours | Topic Number | Major Topic  |
|----------------|-------------------|--------------|--|
| Lecture        | 6                 | I            | Effects of Attitude on Learning and College Success<br>A. Input equals output<br>B. Challenge the challenges<br>C. Self-statements       |
| Lecture        | 3                 | II           | Organization for Academic Success<br>A. Monitor course schedule<br>B. Logistical planning<br>C. Organize assignments and class materials |
| Lecture        | 6                 | III          | Study Skills<br>A. Reading techniques<br>B. Mnemonic strategies<br>C. Notetaking   |
| Lecture        | 6                 | IV           |  |

|                               |   |      |   |
|-------------------------------|---|------|---|
|                               |   |      | Test Taking Skills<br>A. Preparation<br>B. Strategies for specific tests<br>1. Multiple choice<br>2. True/false<br>3. Essay                                       |
| Lecture                       | 6 | V    | Test Anxiety<br>A. Causes<br>B. Mental preparation<br>C. Physical preparation<br>D. Stress reducing strategies  |
| Lecture                       | 6 | VI   | Learning Styles<br>A. Visual<br>B. Auditory<br>C. Kinesthetic<br>D. Study strategies for each style of learning   |
| Lecture                       | 6 | VII  | Personality Characteristics and Their Effects on Academic Success<br>A. Self-survey of personality characteristics<br>B. Self-perception                          |
| Lecture                       | 3 | VIII | Adaptive Technology<br>A. Computer labs and training opportunities<br>B. Overview of technology designed to assist student learning<br>C. Text to speech software |
| Lecture                       | 6 | IX   | Goal setting<br>A. Characteristics of goal setting<br>B. Maintaining motivation   |
| Lecture                       | 6 | X    | Time Management<br>A. Balancing extra-curricular activities and academics<br>B. Flex time<br>C. Realistic planning  |
| <b>Total Lecture Hours</b>    |   | 54   |   |
| <b>Total Laboratory Hours</b> |   | 0    |   |
| <b>Total Hours</b>            |   | 54   |   |

#### IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

##### A. PRIMARY METHOD OF EVALUATION:

Problem solving demonstrations (computational or non-computational)

##### B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Take an online survey for learning preferences and based on the survey results, discuss in a small group, your preferred learning style and identify study strategies that suit that style of learning.

##### C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Students will write the differences between each learning styles and choose which one(s) they feel are the best fit for themselves.
2. Students will create a personal day-to-day schedule that indicates their understanding on time management.

**D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:**

Other exams

Quizzes

Written homework

Class Performance

Multiple Choice

Completion

True/False

Other (specify):

Online assignments

Presentation

**V. INSTRUCTIONAL METHODS**

Demonstration

Discussion

Group Activities

Guest Speakers

Internet Presentation/Resources

Lecture

Multimedia presentations

Role Play

**Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.**

**VI. WORK OUTSIDE OF CLASS**

Study

Answer questions

Required reading

Problem solving activities

Written work

Estimated Independent Study Hours per Week: 6

**VII. TEXTS AND MATERIALS**

**A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS**

Karine Blackett and Patricia Weiss. COLLEGE SUCCESS GUIDE - TOP 12 SECRETS FOR STUDENT SUCCESS. 2nd ed. Jist Works, 2011.

**B. ALTERNATIVE TEXTBOOKS**

**C. REQUIRED SUPPLEMENTARY READINGS**

**D. OTHER REQUIRED MATERIALS**

**VIII. CONDITIONS OF ENROLLMENT**

**A. Requisites (Course and Non-Course Prerequisites and Corequisites)**

| Requisites | Category and Justification |
|------------|----------------------------|
|------------|----------------------------|

**B. Requisite Skills**

| Requisite Skills |
|------------------|
|------------------|

**C. Recommended Preparations (Course and Non-Course)**

| Recommended Preparation | Category and Justification |
|-------------------------|----------------------------|
|-------------------------|----------------------------|

**D. Recommended Skills**

| Recommended Skills |
|--------------------|
|--------------------|

**E. Enrollment Limitations**

| Enrollment Limitations and Category | Enrollment Limitations Impact |
|-------------------------------------|-------------------------------|
|-------------------------------------|-------------------------------|

Course created by Steven Fasteau and Bill Hoanzi on 01/01/1984.

BOARD APPROVAL DATE: 06/17/2017

LAST BOARD APPROVAL DATE:

Last Reviewed and/or Revised by Jaymie Collette on 02/09/2016