**Developed by: Becky Samitore-Durand**

**Course Name: Learning Strategies for College Students**

**Credits: 2**

**Pre-requisites: None**

**Method of Teaching: Online (but could be adapted to face to face classroom)**

Welcome to Learning Strategies for College. The course name can of course be adapted to accommodate your institution’s preferences. This course is designed to prepare college students for the expectations of academic life. It aims to equip students with the tools needed to make their college experience a successful one. The course will cover everything from test taking skills to creating an online resume.

***Where to start***

The syllabus is a good place to start C:\Users\Becky\Documents\Open Course Library\Syllabus.docx. Please make the appropriate changes that suit your needs and institution (such as office hours, disability contact etc.).

This course is designed as a two credit course. It was piloted as an online open enrollment course and worked well as a two credit option for students. Traditionally each weekly module would have due dates available at the end of that module’s week. If you do an “open enrollment course” you will want to adjust the due dates to be more flexible as students will be adding the course throughout the quarter.

***Text***

The text, “College Success” by Bruce Beiderwell, Linda F. Tse, Tom Lochhaas, Nicholas B. decanter. It is found at<http://www.flatworldknowledge.com/pub/1.0/college-success/223362>. It is free if read online and $24.95 to download. If you choose to “adopt” the book you can choose to adapt the book to your specifications, removing chapters and sections as needed and rearranging as necessary. I did not choose to do this as I wanted to leave the full volume available to the students if they were interested in sections we did not cover. I can see that this would be a nice option however, because it does allow you to insert your own information. You will need to receive verification from the text company in order to utilize this option.

***Objectives***

Let’s take a look at college level objectives and how they relate to this course. These are the overarching objectives I used to formulate the weekly outcomes and objectives you will see in the course.

*Objective:* *Clarify individual educational goals and formulate plans to work toward the goals.*

In modules one and two, students will define “values” as they work toward creating a college trajectory. Creating general then specific educational goals and plans will help students understand their educational pathway and direct ways of achieving their educational goals.

*Objective: Implement a personal time management plan and identify preferred learning style.*

Through modules three students will gain understanding of their own use of time management through assignments, reading and websites. In module four students will identify various styles of learning and how they can best utilize the styles they are strongest in, and adapt in areas they are not as strong in.

*Objective*: *Demonstrate effective communication and educational skills in listening, memory retention and writing.*

Modules five, six and seven look at skills that help students succeed in communication skills. Students will adequately describe listening skills and note taking skills, and how to get the most out of audio learning. This will be achieved through activities that aid students in looking into their current practices then reviewing and trying out ones that they’ve never used before. Students will test their memory skills and learn strategies for improving them. Finally, students will look at various methods and tools for improving academic writing. The activity for this week focuses on credibility of websites, and how to discern between credible and bogus websites.

*Objective: Examine methods of exam preparation and implement strategies for addressing test anxiety issues.*

Module 9 focuses on eliminating test anxiety and equipping students with tools to improve their exam preparation. Students will participate in lessons then test their new found skills in three assessments.

*Objective: Prepare for career opportunities.*

The final module is reserved for career preparation. During this module students will learn about the interview process, applications as well as resume building. By creating their own CV, students will use an online tool that allows them to create and personalize their own resume.

**Global Objectives**

Students have the opportunity to improve critical thinking skills in several ways. The weekly reading assignments have chapter end activities that a great for extrapolating ideas from the reading. Additionally, discussion board assignments are established to create an opportunity to think critically about the module’s information while interacting with fellow classmates. Week 5’s activity, “website evaluation” requires students to use their critical thinking skills to discern whether specific websites’ credibility.

Students will demonstrate their problem solving skills when taking the varied tests offered in week 8’s exam preparation courses. Additionally, students will demonstrate this skill in the Memory Skills chapter as they best asses their ability to retain memory. Writing skills are utilized throughout the class. Each week’s discussion board assignment, and the majority of weekly assignments require students to use and develop their writing skills. Week 9 addresses cultural literacy and awareness in academic and workplace environments.

Information literacy is encompassed throughout the course. The use of technology is key to any online course. This course addresses how to compose an online resume, website evaluation, accessing and retrieving information from websites, using PowerPoint, and as well as navigation and utilization of an online classroom.

Weekly discussion boards are established as a way for students to interact with one another. There is no rubric for the discussion board. It is designed more as a way for students to hear each other’s thoughts and again as a forum to interact. I simply grade the discussion boards as pass fail. I grade giving five out of five for answering the discussion board question and responding to a classmate. If a student fails to respond to a classmate then they will receive four out of five. In the syllabus expectations for writing are delineated. Text language, email abbreviations and such will result in a point loss as well.

Let’s break down each week and what is expected.

**Module 1**

This week’s assignment is designed to give students the bigger picture of their goals, both immediate and future goals. The assignment is graded on a completion only rubric. If they answer all of the questions and fill in all of the areas presented they receive full credit. Otherwise, they will lose one point for each missing answer. There is a PowerPoint this week as well.

**Module 2**

The second module looks at ways students can organize their space in order to create an optimal study space. Additionally, it addresses ways students can do to avoid distractions. The assignment this week is to come up with two ideal study spaces (as suggested in their reading this week). One space should be close to their living space, or within it, and one in a neutral space such as a library. There are 4 questions, each question is worth 5points. Each answer should contain a minimum of four sentences. Students will be graded on spelling/grammar, how detailed their answers were. For the two questions that are from their reading this week, they will be graded on the accuracy of their answers. It should be obvious if the student did the reading or not based on how they answer the questions. The assignment is worth 20 points.

**Module 3**

For this week students will be viewing a time management PowerPoint, doing weekly reading and then using three different time management websites to get hands on look at their current time management strategies. After students view the three websites they will answer the provided questions. Each question is worth 10 points (4 points for the first part and 2 for each a, b and c). The grading of this assignment will be the same as before. Did the student use proper spelling/grammar? How detailed were they in their answers? Did they include items from their reading this week?

**Module 4**

Module four looks at a student’s individual learning style and how thinking and thought effect academic learning. Many students, once discovering their best learning style, are able to employ learning strategies and aids that will best suits their individual needs. It also allows them to realize which areas they need to pay more attention to. This week also looks at critical thinking and its influence on educational experience. For their assignment this week students will take a questionnaire that will show them the area’s they are strongest in. Once they have completed the questionnaire and read through their recommendations, then they are to answer the questions presented and upload them. The first two questions are based on their questionnaire and the second two on this week’s reading. Grading will be the same as before.

**Module 5**

As students examine academic writing, there is a helpful tutorial website, and great reading assignments. I’ve also included some helpful writing links. For the assignment I wanted to equip students with a way to recognize false website and credible ones, so they would have a criteria for evaluating sources. There are two pages of the website evaluation template. Students will use the second page to help fill out the first page. They will be graded on how they used their deduction skills in evaluating the websites. Students will receive two points for each section on the first page, (as this is the culmination of what they learned), then one point for each box on the second page. If each question is unanswered in any of the boxes, then they do not receive credit for that portion.

**Module 6**

This module puts learning into action. Students will watch a video (I chose Bill Nye the Science Guy because he is entertaining, but any short teaching video would work). The first time they watch it they will use a note taking system they traditionally use. The second time through they will employ one of the new note taking strategies they learned about this week in class. Students will be graded on the amount of content and quality of content on the questions they answer after doing the note-taking exercise. Each of the four questions will receive five points. I usually make a note of length requirements ie one paragraph each.

**Module 7**

Students will explore their memory retention and ways that helps them learn. After students have tested their memory and retention through the provided website, they will answer the following questions. Similarly to the previous week, students will be given five points for each of the four questions. They are graded on the quality and content of what they submit.

**Module 8**

This week differs in that they will be working on their test taking abilities. They will be reading about exam preparedness then culminating that knowledge in 3 different tests. The tests will consist of T/F, multiple choice, matching, short answer and essays. You will need to grade the short answer and essay sections. Additionally, if you are using Angel, it will give a grade for the fill in the blank questions and will not take into consideration spelling errors or capitalization and will mark it incorrect. You will also need to go back and check these submissions to assure that they were graded fairly. All questions are taken from this week’s reading.

**Module 9**

This week address cultural diversity, and health and wellness. The assignment this week is more directly related to health and wellness, particularly reaction to stress. The students will go to a website that evaluates reactions to stress. It will take around 30 minutes to complete the quiz. Then students will read through their evaluation and answer the 3 questions presented. Students will be graded on the quality and content of how they answer the questions. The first two questions are worth 5 points and the third question worth 10 points.

**Module 10**

This is our final week. This module addresses career preparedness. There is a video on the interviewing process and reading. The final project is to go to visualcv.com and build an online resume. When they have completed the resume they will send it to you via digital dropbox. The visual CV website is a great tool, and allows you to insert your own information. It prompts you to fill in different areas. Grading the resumes will be somewhat subjective in that you will be grading mostly on completing the project with attention to how much information they provide.

If you have any questions or comments please contact me at samitoredurand@gmail.com or becky.samitore-durand@wwcc.edu.