GROSSMONT COLLEGE

COURSE OUTLINE OF RECORD

Curriculum Committee Approval: 03/22/2022

GCCCD Governing Board Approval: 04/19/2022

PERSONAL DEVELOPMENT – SUCCESS SERVICES 095 – STUDY STRATEGIES FOR STUDENTS WITH DISABILITIES

1. Course Number Course Title Semester Units

PDSS 095 Study Strategies for Students with Disabilities 1

Semester Hours: 1 hour lecture 16-18 hours 32-36 outside-of-class hours 48-54 total hours

2. Course Prerequisites

None

Recommended Preparation

None

3. Catalog Description

Students who are neurodiverse and/or have communicative, cognitive, intellectual, physical, visual, hearing, or mental health disabilities will receive instruction and practical experience in time management, study reading, note-taking, studying for tests, and test-taking. The course emphasizes the development of compensatory strategies that enhance students’ opportunities for academic success. This course is offered on a Pass/No Pass basis only. (Nondegree credit course)

4. Course Objectives

Students will:

a. Evaluate the impact of their disabilities on traditional study skills and strategies.

b. Analyze use of time and create a life management system based on

personal values and priorities.

c**.** Identify salient information and mark textbooks effectively and efficiently to enhance reading

comprehension.

d. Engage with and listen actively to college lectures.

e. Record, organize, and review class lecture notes effectively and efficiently.

f. Create memory tools to review and recall salient information for quizzes and tests.

g. Employ effective evidenced-based strategies for taking essay and objective quizzes and tests.

5. Instructional Facilities

Standard classroom

6. Special Materials Required of Student

None

7. Course Content

1. Exploration of learning styles, preferences, and learningmodalities.
2. Goal identification/clarification, and setting priorities.

c. Strategies for managing time by priorities and personal values

1. Strategies to promote effective, efficient reading.
2. Strategies for taking lecture notes.
3. Strategies for creating and using review tools to enhance memory for course material.
4. Strategies for taking tests and managing test anxiety.

8. Method of Instruction

1. Small group lecture, discussion, and demonstration of learning strategies and assistive technology.
2. Guided group and individual practice with an emphasis on the practical application and mastery of the instructional strategies best suited to compensate for the educational limitations posed by each student’s disability.

9. Methods of Evaluating Student Performance

a. Pre- and post-diagnostic testing of academic skills.

b. In-class oral and written quizzes on strategies discussed in class (e.g., time management, note-taking, memory, and test-taking)

c. Written weekly homework assignments (e.g., weekly and monthly schedules, mapping exercise, time management, reading, and semester reflections)

d. Final individual evaluation (portfolio of class assignments and written self-assessments and reflections). Such assignments include weekly and monthly schedules, at textbook marking exercise, a mapping exercise, and time management, reading, and semester reflections.

10. Outside Class Assignments

a. Weekly assignments (such as weekly and monthly schedules, corresponding to assigned units (e.g., weekly and monthly schedules, mapping exercise, time management, reading, and semester reflections).

b. Frequent student-generated self-assessments and reflective writings (time management, reading, and semester reflections).

c. Textbook reading (e.g., weekly chapter reading assignments).

11. Representative Texts

a. Representative Text(s):

Ellis, David.  *Becoming a Master Student* (16th edition). Boston: Cengage Learning, 2018.

b. Supplementary texts and workbooks:

None.

Addendum: Student Learning Outcomes

Upon completion of this course, our students will be able to do the following:

1. Analyze techniques established in class to identify learning strategies, assess those strategies for individual educational needs and strengths, and apply individually appropriate strategies to improve academic performance.
2. Differentiate between multiple learning strategies, explain the similarities and differences between them, and implement each one using guided practice culminating in completed assignment projects to demonstrate their effectiveness.
3. Utilize various learning strategies presented in class to prepare for general classroom instruction and demonstrate the ability to extend and transfer these strategies into basic skill and academic courses.