

Course Outline

COURSE: GUID 560 **DIVISION:** 30 **ALSO LISTED AS:**
TERM EFFECTIVE: Spring 2018 **CURRICULUM APPROVAL DATE:** 10/09/2017

SHORT TITLE: INDIV LRNG SKILLS DEV

LONG TITLE: Individualized Learning Skills Development

Units	Number of Weeks		Contact Hours/Week		Total Contact Hours
1	18	Lecture:	1	Lecture:	18
		Lab:	0	Lab:	0
		Other:	0	Other:	0
		Total:	1	Total:	18

COURSE DESCRIPTION:

This course is designed to develop individual learning skills among students who are eligible to receive learning disability services. Students will explore and develop their own individual learning styles and investigate positive practices and strategies in order to be successful. The course content includes learning strategies, self-advocacy, organizational skills, fundamental critical thinking, and college orientation and survival skills. This course may be taken for a letter grade or pass/no pass. **ADVISORY:** Completion of GUID 557 or demonstrated academic deficit.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: C - Credit - Degree Non Applicable

GRADING MODES

- L - Standard Letter Grade
- P - Pass/No Pass

REPEATABILITY: R - Course may be repeated

Maximum of 2 times, 100 credit hours

SCHEDULE TYPES:

- 02 - Lecture and/or discussion

STUDENT LEARNING OUTCOMES:

1. Navigate and utilize Gavilan online systems including Self Service Banner, myDegreeWorks, SARS scheduling, and iLearn.

Measure of assessment: Appointments scheduled, GE selection, retrieval and/or update on SSB information.

Year assessed, or planned year of assessment: 2016

2. Apply research and decision making skills to major selection, transfer objectives, and/or career decision making.

Measure of assessment: Homework assignments.

Year assessed, or planned year of assessment: 2016

3. Examine personal learning styles, time management and decision making strategies within one's own cultural framework.

Measure of assessment: homework, written exam/quiz, group discussions, written report

Year assessed, or planned year of assessment: 2016

4. Learn strategies and test taking techniques to improve study habits and learning of subject matter based on their learning skills.

Measure of assessment: Student will learn strategies and test taking techniques to improve study habits and learning of subject matter based on their learning skills.

Year assessed, or planned year of assessment: 2016

5. Evaluate and learn assistive computer technologies that will improve success.

Measure of assessment: homework, written exam/quiz, group discussions, written report

Year assessed, or planned year of assessment: 2017

6. Identify an educational goal and complete an education plan.

Measure of assessment: Completion of Education plan. Samples of "what if scenarios.?"

Year assessed, or planned year of assessment: 2017

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 10/09/2017

2-3 hours

Content:

Introduction to Gavilan College and preparing for the first semester: Group introductions and college goals; review and

interpretation of assessment test scores; Introduction to Self Service Banner: registration, adding and dropping classes, making payments, viewing grades, test scores, and transcripts, updating

personal information, accessing financial aid; overview and selection of general education patterns.

Overview of other myGav Portal resources: myDegreeWorks, iLearn. Considerations for first semester

course selections. Overview of campus resources and services. Program-specific supplemental requirements will be provided to meet individual program regulations for students participating in

categorical programs (e.g., Extended Opportunity Programs and Services (EOPS); California Work Opportunity and Responsibility to Kids (CalWORKs), Mathematics Engineering Science Achievement (MESA),

Disability Resource Center (DRC), TRiO, Athletics, etc.) Students will be referred to categorical programs as appropriate. How to contact instructors, schedule appointments, etc. Important dates and

deadlines: late adds, No Record Shown (NRS), payment deadlines. Assignments: Schedule campus tour and begin "passport" assignment. Review selected portions of catalog and general education patterns;

identify courses of interest and create potential first semester schedule; meet with a counselor to register for first semester classes.

2-3 hours lecture

Content:

First weeks' college experiences,

what to expect and next steps. Textbooks and how to access, purchase, rent, and reserve. Important dates and deadlines. Policies regarding dropping and repeating classes, academic probation and

dismissal, financial aid and managing college finances. Review of Early Alert and late start classes.

Introduction to Education Plans. Use of myDegreeWorks: major, education goal, use of "what if."

Time management challenges and strategies.

Assignments: Read selected portions of College Catalog and Student Handbook. Time management inventory, "what if" worksheet, journal assignment. Continued completion of "passport."

2-3 hours

College options and success strategies. Continued review of GE patterns and options at Gavilan. Selecting a major: how to research options, decision making,

change of major forms. Researching transfer options and transfer preparation: UC/CSU/Private, transfer agreements. Assist, AA/AS-T degrees, Communication: making appointments, utilizing office hours, appropriate methods of written and verbal communication, Gavilan Problem Resolution Process. Study skills and test taking strategies, tutoring options, barriers to success.

Assignments: education

plan worksheet, initial education plan appointment scheduled, faculty office visit, journal reflection, continued completion of "passport."

2-3 hours

Content:

Moving forward and planning ahead.

Grades and progress reports; Calculating Grade Point Average (GPA) and its impact on students' academic history. Campus involvement: clubs, athletics, ASB, learning communities, service learning, college hour, work study.

Assignments: Final exam. Turn in copy of comprehensive education plan.

2 Hours

Content: Instructor will emphasize that evaluation will be based on individual improvement, class participation, essays, and exams.

SPO: Students will be given an overview of course objectives and individual responsibilities.

Out of Class Assignments: Student notebook and planner.

2 Hours

Content: Organizational skills, planning and strategies. Planner and notebook development.

SPO: Students will explore the concept of organization of information, assignment and storage in a notebook. Student will develop a system of their own personal organizational style and system.

Out of Class Assignments: Student notebook and planner.

2-6 Hours

Content: Definition of different

learning styles. Individual evaluation and assessment of learning styles. Develop an individual learning profile based on information for assessments and web searches.

SPO: Students will examine and

define their own individual learning style, and discuss ways to apply the learned information. Students will complete an individual learning style quiz to assist in determining their own learning style. Students will develop an individual learning profile based on the information they found from the assessment results. Students will search the web for learning skills videos

2 Hours

Content:

Time Management strategies, procrastination, barriers, motivation, decision-making skills and individual goal-setting.

SPO: Students will assess personal concept of time. Develop individual time

management strategies and learn how to adjust daily, weekly, quarterly schedules to balance their own life style, define long term, short term and immediate goals: examine decision-making strategies and assess the value of decision-making and importance of goal setting.

2 Hours

Content: memory and memory enhancement techniques. Instruction will focus upon techniques and strategies based on individual learning style.

SPO: Students will define difference between short-term and long-term memory, examine and apply techniques to increase retention such as mnemonic devices, acronyms, visualizations and concentration techniques.

2-3 Hours

Content: Developing strategies and techniques that will be useful to the student in the classroom, define individual educational goals,

develop short and long term educational goals based on learning strategies. Review each Learning Evaluation report and discuss results with the students individually.

SPO: Student will develop an

educational goal based how to make use of the learning skills evaluation. Students will develop educational strategy plan based on their individual learning skills evaluations.

2-3 Hours

Content:

Developing personal voice and individual self-advocacy, students will learn how to discuss difficulties they are experiencing in the classroom and assignments with their instructors.

SPO: Students

will develop a strategy on how to advocate for themselves for the assistance and accommodations they desire.

2-3 Hours

Content: Define characteristics and causes of test anxiety, identify obstacles that affect learning, learn strategies and techniques based on individual learning style in order to be successful. Discuss the effects that test anxiety has on intellectual development and balance, discuss learning disabilities issues and support services available on campus.

SPO: Students will apply learning techniques and strategies to reduce test anxiety in various settings based on given difficulties they may have.

2-3 Hours

Content: Discuss the need for life balance, examine diet, sleep and exercise programs, identify personal lifestyles, discuss self-esteem and academic success, causes, symptoms of stress, including stress related to general issues concerning culture, race, gender, disability and sexual orientation and discuss alcohol and drug awareness. Life balance and assess health factors and how these factors relate to academic success.

SPO: Students will develop educational/ health plans to be successful.

2 Hours

Portfolio Development and Presentations

2

Hours

METHODS OF INSTRUCTION:

Course content will be derived from newsworthy, high interest topics summarized in brief articles with a series of oral discussion questions. The article will be read orally by the students and discussed. Each discussion will be followed by a written assignment in which the students take a position on the topic and provide support for that position.

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours:

Assignment Description: 1. Student notebook and planner.

2. Completion of "Passbook".

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 20.00 %

Percent range of total grade: 20 % to 40 % Written Homework; Lab Reports; Essay Exams; Term or Other Papers. If this is a degree applicable course, but substantial writing assignments are not appropriate, indicate reason: Field Work; Quizzes; Exams

Skill demonstrations

Percent of total grade: 25.00 %

Percent range of total grade: 25 % to 40 % Class Performance/s; Field Work; Performance Exams

Objective examinations

Percent of total grade: 10.00 %

Percent range of total grade: 10 % to 25 % Multiple Choice; True/False; Matching Items; Completion; Other: oral presentation

REPRESENTATIVE TEXTBOOKS:

Recommended:

Gavilan College Catalog and Student Handbook and current schedule of classes.

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV E2, effective 201730

CSU GE:

IGETC:

CSU TRANSFER:

Not Transferable

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 2 Stand-alone

Special Class Status: S

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000230761

Sports/Physical Education Course: N

Taxonomy of Program: 493032