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# **PALS-053: STUDY SKILLS (FORMERLY LNSK-053)**

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**Effective Term**

Fall 2022

**BOT Approval Date**

12/16/2021

**Discipline**

PALS - Personalized Academic Learning Skills

**Course Number**

053

**Course Title**

Study Skills (formerly LNSK-053)

**Short Title**

Study Skills

**Credit Status (CB 04)**

C - Credit - Not Degree Applicable

**Units****Lecture Units**

3.00

**Total Units**

3.00

**Hours****Lecture Contact Hours**

48-54

**Out of Class Hours Lecture**

96-108

**Total Contact Hours**

48 - 54

**Total Out of Class Hours**

96 - 108

**Total Student Learning Hours**

144 - 162

**Distance Education**

Yes

**Distance Education****Distance Education Type**

Both Fully Online and Hybrid Online

**Fully Online Delivery Requirements:**

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

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**c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course**

**Are you using publisher content?**

No

**Regular Substantive Interaction**

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

**Catalog Description**

This course provides specialized instruction in study skills to help students with learning differences maximize their success in college classes. Skills include listening, note taking, reading textbooks, memory techniques, study habits, test taking strategies, time management, and library resources. Offered as pass/no pass only. (formerly LNSK-053)

**Codes**

**TOP Code (CB 03)**

4930.14 - Study Skills

**CIP Code**

32.0101 - Basic Skills and Developmental/Remedial Education, General.

**Repeatability Code**

No

**Grading Option**

P/NP only

**Learning Objectives**

**Learning Objectives**

**Learning Objective**

1. Develop and explain a study strategy that relates to individual learning preferences using available learning aids.
2. Analyze effective strategies based on individual learning styles and apply these to current course work.
3. Formulate an outline including main points and key words from lectures and textbooks using a system such as mapping, 2-column, Cornell, or color and symbol coding to record notes.
4. Differentiate between critical and non-critical information during discussion and lecture using active listening techniques including paraphrasing, re-stating, questioning, and eye contact.
5. Evaluate and select test-taking strategies through guided practice for objective and essay exams (rehearsal, rephrasing, data dump, or elimination) that relate to individual learning preferences
6. Locate and be able to access campus resources.
7. Apply study, memory, note-taking, and test-taking strategies to current course work.
8. Discuss strategies to manage the physical and emotional challenges faced by college students.

## Learning Outcome Information

### Course Learning Outcomes

#### Learning Outcome

Communicate effectively with instructors, staff and fellow students using appropriate methods of technology and select appropriate learning and compensatory strategies.

Identify an accommodation that might be used as a compensatory strategy for a specific functional limitation.

Practice active learning and demonstrate measurable progress of course level learning outcomes defined in their educational study plan.

Demonstrate measurable progress on identified weaknesses in effective study strategies.

### Program Learning Outcomes

#### Learning Outcome

Analyze and critically evaluate functional limitations, select appropriate compensatory learning strategies, and evaluate use of adaptive technologies appropriate for their individual remediation needs.

Communicate effectively with instructors, staff and fellow students using appropriate methods of technology and select appropriate learning and compensatory strategies.

Demonstrate personal responsibility, identify personal needs and goals, and select appropriate resources necessary to meet them.

Practice active learning and demonstrate measurable progress and course level outcomes defined in their educational study plan.

### Institutional Learning Outcomes

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Information and Technology Literacy: The student will access, interpret, evaluate, and apply relevant information sources and digital media effectively, and in an ethical and legal manner.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Personal  
and Professional Responsibility  
Civic

## Content

### Course Lecture Content

1. Formulate an outline including main points and key words from lectures and textbooks using a system such as mapping, 2-column, Cornell, or color and symbol coding to record notes.
  - a. Code, question, and paraphrase
  - b. Cornell method
  - c. Outlining/mapping
  - d. Electronic outlining/mapping
  - e. PRWR/SQ3R method
  - f. Color and symbol coding
  - g. Request clarification or restate when language is confusing or too complex
  - h. Maintaining eye contact
2. Compare and contrast learning modalities including time management strategies and disability related adaptations and select appropriate study strategies.
  - a. Visual, auditory, kinetic, and tactile learning modalities
  - b. Alternative learning strategies for auditory and/or visual processing strengths
  - c. Visual imaging and oral rehearsal

- d. Linking new information using individualized mnemonic techniques
- e. Developing and using a schedule for studying
- 3. Develop and explain a study strategy that relates to individual learning preferences using available learning aids.
  - a. Table of contents
  - b. Glossary
  - c. Index
  - d. Bibliography
  - e. Tables, graphs and charts
  - f. Headings and subheadings
  - g. Accommodations and adaptive technology as a study tool
- 4. Interpret meaning using active reading techniques for retention and comprehension
  - a. Predict questions from context
  - b. Link new information to prior knowledge
  - c. Highlight, paraphrase, and summarize main ideas
  - d. Define key terms using examples
  - e. Classify information as fact and/or opinion
  - f. Translate, synthesis, and analyze information presented in graphs, charts and tables
- 5. Evaluate and select test-taking strategies through guided practice for objective and essay exams that relate to individual learning preferences.
  - a. Rehearse and/or recite key information using simulated exams
  - b. Eliminate improbable answers and data dump on practice objective tests using logic and reasoning
  - c. Rephrase any confusing ideas and/or questions for understanding and clarity before looking for possible solutions
  - d. Formulate short essay responses to sample essay questions
  - e. Organize notes for open books and/or open tests
- 6. Locate and be able to access campus resources.
  - a. Instructors
  - b. Counselors
  - c. Peers
  - d. Librarian
  - e. Tutors
  - f. Resource Centers
  - g. Student Services

## Methods of Instruction

### Method

Reading

### Integration

A variety of readings will be incorporated throughout the semester to allow students plenty of opportunities to improve their critical reading techniques and active reading strategies.

### DE Adaptations for MOI

Readings will be available via the course management system. Reading activities may be accomplished using discussion boards, chat rooms, or accessible video conferencing.

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### Method

Lecture

### Integration

Instructor-led lectures will emphasize reading, metacognition, writing, and study skills strategies that are essential for academic success. Lecture topics includes support on research, outlining, notetaking, active listening and active reading strategies, thesis development, main idea, organization and structure.

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**DE Adaptations for MOI**

Lectures on topics such as capturing key points, note taking, active listening, active reading may be done online using the CMS and digital pen technology. Voice recognition and accessible scan/read software may be used within our CMS

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**Method**

Homework

**Integration**

Homework will be assigned regularly and may consist of reading, writing, or activities that support effective reading ,writing and study skills strategies.

**DE Adaptations for MOI**

Homework will be submitted using discussion boards, email or accessible software within the CMS. Students will receive feedback through CMS or individual zoom meeting.

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**Method**

Individualized Instruction

**Integration**

Individualized instruction during one-on-one conferences with the instructor will allow students to receive specific feedback on written work which is essential in developing student's study skills .

**DE Adaptations for MOI**

Individualized meeting with students about learning strategies and selection of the most appropriate technology for LD functional limitations may be completed using prepared exercises, direct instruction via accessible video conferencing, PowerPoint and web lectures, digital video clips, or audio waving and MP3 via the course management system.

Students will receive specific feedback on written work which is essential in developing student's study skills through CMS or individualized instruction during one-on-one conferences with the instructor .

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**Methods of Evaluation****Method**

Class Work

**Integration**

Class work will emphasize and be evaluated on writing and reading strategies and techniques. Class work is a class requirement

**DE Adaptations for MOE**

Class work will be submitted through CMS. Instructor will provide timely feedback through email and by responding to the assignment/ discussion post submitted in CMS.

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**Method**

Homework

**Integration**

Homework will evaluated for accuracy. Students may be required to review homework and correct errors and/ or assigned additional work as needed to remediate identified content area weaknesses.

**DE Adaptations for MOE**

Homework will be evaluated for accuracy. Students may be required to review homework and correct errors and/ or assigned additional work as needed to remediate identified content area weaknesses. Assigned homework and corrections may be submitted



via the CMS or email. Timely feedback will be provided through email and by providing a response to the submitted homework in CMS.

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## **Method**

Self-Evaluation

## **Integration**

Student will meet with the instructor at the beginning and at the end of the course to evaluate and assess student's ability to communicate any functional limitations including both strengths and weaknesses.

## **DE Adaptations for MOE**

Self evaluations may be used to assess the student's ability to communicate any functional limitations including both strengths and weaknesses. Self evaluations are based on student's functional limitations. Self- evaluations will be submitted through CMS. Additionally, immediate feedback will be given through CMS.

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## **Assignments**

### **Assignment Type**

Writing

### **In-class and/or outside of class**

In-class

Outside of class

### **Formative or Summative**

Formative

### **Assignment**

Write a one-page self-reflection essay, identifying at least five strategies necessary for effective studying and learning.

### **How assignment will be adapted in online format**

Students will write a one- page self- reflection paper following the assignment rubrics. Students will submit the assignment through the CMS. Instructor feedback is provided through one or more CMS features. Grades will be provided following the assignment rubrics.

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### **Assignment Type**

Writing

### **In-class and/or outside of class**

In-class

Outside of class

### **Formative or Summative**

Formative

### **Assignment**

Think about a recent communication you have had with a counselor or an instructor. Based on the class exercises and role plays we have done so far, discuss 3 actions you could take to improve your communication

### **How assignment will be adapted in online format**

Students will submit the assignment through the CMS. Instructor feedback is provided through one or more CMS features. Grades will be provided following the assignment rubrics.

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**Assignment Type**

Writing

**In-class and/or outside of class**

In-class

Outside of class

**Formative or Summative**

Formative

**Assignment**

Choose two classes you are either enrolled in currently or plan to enroll in next semester and decide which accommodations you believe are reasonable for each class you have selected. Think about: Do you need the same accommodations for both classes and do the accommodations you need vary? For each accommodation you select, provide a rationale for the selected accommodation, and provide one creative way you might approach learning the course material for the selected class. Develop a 24-hour schedule covering 7 days, which will be including appropriate hours for study as well as sleep.

**How assignment will be adapted in online format**

Students will submit the assignment through the CMS. Instructor feedback is provided through one or more CMS features. Grades will be provided following the assignment rubrics.

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**Assignment Type**

Writing

**In-class and/or outside of class**

In-class

Outside of class

**Formative or Summative**

Summative

**Assignment**

A reflection paragraph summarizing learning strategies used throughout the semester.

What has worked?

What has not worked?

What are the strategies you plan to take with you to other classes on campus?

How do you plan to use those strategies to help you be more successful in other classes?

**How assignment will be adapted in online format**

Students will submit the assignment through the CMS. Instructor feedback is provided through one or more CMS features. Grades will be provided following the assignment rubrics.

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**Assignment Type**

Writing

**In-class and/or outside of class**

In-class

Outside of class

**Formative or Summative**

Summative

**Assignment**

Work Samples:

An example and/or short explanation of how you used active listening techniques during the semester.

An example of a note taking system you used during the semester.

An example of a mapping project you completed during the semester.



An example and/or short explanation of how you used learning aids during the semester.  
An example and/or short explanation of how you predicted and made connections with instructional materials during the semester.  
An example and/or short explanation of test taking strategies you used during the semester.  
An example and/or short explanation of the library and Internet resources you used during the semester.

**How assignment will be adapted in online format**

Students will submit the assignment through the CMS. Instructor feedback is provided through one or more CMS features. Grades will be provided following the assignment rubrics.

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**Assignment Type**

Reading

**In-class and/or outside of class**

In-class

Outside of class

**Formative or Summative**

Formative

**Assignment**

Read the article on "What's Your Learning Style." Apply different active reading strategies while reading.

**How assignment will be adapted in online format**

Students will submit the assignment through the CMS. Instructor feedback is provided through one or more CMS features. Grades will be provided following the assignment rubrics.

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**Course Materials**

**Textbooks**

Hollins, P. (2021), The Study Skills Handbook: How to Ace Tests, Get Straight A's, and Succeed in School (Learning how to Learn). ISBN-13 : 979-8540015615

**Other Resources**

Handouts will be provided by the instructor. Current Periodicals such as: Journal of Learning Disabilities American Behavioral Science Internet websites such as: www.nimh.gov

**Open Educational Resources**

Blueprint for Success in College: Indispensable Study Skills and Time Management Strategies, v. 2.2

o Author: Dave Dillon

College Success (<http://creativecommons.org/licenses/by/4.0/>)

**Class Size Information**

**Class Size**

15

**Class Size Category**

J - Specialty lab

**Diversity and Inclusion**

**Explain how diversity and inclusion (e.g., gender, culture/race, sexuality, etc.) is infused into the course.**

Diversity and inclusion are considerable factors to the revision. We offer an inclusive course where all students are welcome to participate and be part of. The literature readings, videos, and PowerPoint materials that are infused in the course foster diversity

from multicultural and intersectional perspectives. The course content shows relevance to how students' age, race, gender, social class, language, sexual orientation, dis(ability) and regionality and nationality influence students' learning.

**Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.**

Weekly assignments, discussion posts, homework and final project were analyzed and given attention to align with promoting an equitable course to students. The goal is to support all students, meet where they are at and have the students reflect on their cultural frame of reference and connect their own personal experiences. Students are also presenting information critical to the learning objectives that provides a diverse perspective to the instructional material.

## **Interactions**

**Explain how the course will incorporate student-to-student interaction.**

Students will work with each other to discuss different learning strategies presented in readings and will also engage in collaborative work when completing small group assignments. Students will utilize the chat feature in the CMS (A tutorial on how to use the chat feature in real-time communication with each other will be made available for students).

**Explain how the course will incorporate instructor-to-student interaction.**

The instructor has a face-to – face instruction once a week where an in- class interaction such as lectures and discussions are utilized. Through weekly announcements, the instructor sends out announcements using multimedia where students can respond by acknowledging the announcements or posing relevant questions about the announcement. An optional video conferencing is provided for students to take advantage of in case there are questions and clarifications. The instructor will participate in the discussion post and encourage students to make connections between course concepts. The instructor encourages students to utilize accommodations and strategies while working on activities for the course.

**Explain how the course will incorporate student-to-content interaction.**

To learn different study skills strategies, students will reference accessible and ADA compliant materials such as assigned readings (textbooks, articles, primary sources, etc), written lecture materials or transcripts of lectures, illustrative images, charts and graphs, video or audio lectures, narrated PowerPoint presentations, embedded or linked multimedia content (such as films, YouTube videos, podcasts, etc), and student created or curated content

**Explain how the course will incorporate student-to-self interaction (metacognitive).**

The course emphasizes on learning strategies and skills that are crucial to college students so they could achieve academic success. Students will analyze how the strategies impact their academic endeavors and explore on these strategies though personal application. The course emphasizes learning how to navigate ambiguity by engaging everyone in discussions, activities and assessments that stem from diverse and multi-cultural perspectives of literature. Through discussions and assignments, we ask students to pose questions about the concept as well as how they approach their assignments.

Key: 2037