COURSE IDENTIFICATION

Course Prefix/Number: CURR 101
Course Title: Study Skills/Test Taking Strategies
Division: Developmental Education
Credit Hours: 2
Initiation/Revision Date: Summer 2011-ONLINE
Assessment Goal per Outcome(s): 70%

CLASSIFICATION OF INSTRUCTION

Academic.

COURSE DESCRIPTION

This course is designed for students to learn study skills and test taking strategies that will provide them with the necessary skills to be successful in college. Topics for the course will include but are not limited to: note taking strategies, learning styles/personality indicators, study strategies, resource usage/research skills, stress management/test anxiety, test taking strategies, and textbook usage.

PREREQUISITES AND/OR COREQUISITES

None.

TEXT

*The official list of textbooks and materials for this course are found on Inside NC.


COURSE OUTCOMES

At the end of the course, the student will demonstrate the following with 70% accuracy:

1. Use of individual’s learning style as a study/test strategy.
2. Use of various study strategies to improve time spent in class and for test preparation.

3. Improvement of reading skills and note taking methods.

4. Use critical thinking and appropriate test taking strategies consisting of various question types (multiple choice, essay, short answer, true/false, etc.).

5. Improve the ability to understand and communicate appropriately with diverse groups of people in diverse situations.

6. Appropriate use of college textbooks to locate information for assignments and tests.

COURSE OUTLINE

Introduction: Making Transitions
   A. Discovery and Intention Statements
   B. Ways To Change A Habit
   C. Classroom Civility

I. First Steps
   A. Multiple Intelligence Inventory
   B. VAK/VARK System
   C. Master Student Characteristics
   D. Introduction/Chapter 1 Test

II. Time
    A. Setting and Achieving Goals
    B. ABC Daily To Do List
    C. Using Web-Based Tools to save Time
    D. Stop Procrastination Now
    E. 25 Ways to Get the Most Out of Now
    F. Be Here Now
    G. Chapter 2 Test

III. Memory
     A. Take Your Memory Out of the Closet
     B. 20 Memory Techniques
     C. Step A Trap for Your Memory
     D. Mnemonic Devices

IV. Reading
    A. Three Phases of Muscle Reading
    B. When Reading is Tough
    C. Reading Fast
    D. 5 Smart Ways to Highlight a Text
E. Chapters 3/4 Test

V. Notes
A. The Note Taking Process
B. Enroll Your Instructor
C. When Your Instructor Talks Fast
D. Taking Notes While Reading
E. Online Classes
F. I Create It All

VI. Tests
A. Disarm Tests
B. What to Do Before the Test
C. What to Do During the Test
D. Words to Watch for in Essay Questions
E. The Test Isn’t Over Until…
F. The High Cost of Cheating
G. Let go of test anxiety

H. Chapter 5/6 Test

VII. Thinking
A. Becoming a Critical Thinker
B. Watch for “hot spots”
C. Finding the “AHA”
D. Ways to Create Ideas
E. Common Mistakes in Logic
F. Four Ways to Solve Problems.
G. Think Critically about Information on the Internet

VIII. Communicating
A. Communication
B. Choosing to Listen
C. Choosing to Speak
D. Five Ways to say “I”
E. Developing Emotional Intelligence
F. Managing Conflict
G. Five ways to say no…gracefully
H. 7 Steps to Effective Complaints
I. Academic Integrity

J. Chapter 7/8 Test

IX. Diversity
A. Diversity is Real-and Valuable
B. Building Relationships Across cultures
C. Overcoming Stereotypical Thinking
D. Dealing with Disabilities, Sexism, and Sexual Harassment
E. Leadership in a Diverse World
F. Choose Your Conversations and Your Community

G. Chapter 9 Test

X. Money
A. Three paths to financial freedom
B. Make more money
C. Protect your money online
D. Spend less money
E. Managing money during tough times
F. Take charge of your credit
G. Money for the future
H. Education is worth it!

XI. Health
A. Wake up to health
B. Choose your fuel
C. Prevent and Treat eating disorders
D. Choose to exercise
E. Choose mental health
F. Choose to stay safe
G. Choose sexual health
H. Developing self-efficacy
I. Emotional pain
J. Suicide
K. Addictions
L. Advertising can be dangerous to your health

INSTRUCTIONAL METHODS

Instruction may include lecture, labs, learning styles inventories, handouts, journals, conferencing, computerized instruction overheads, demonstrations, and videos.

STUDENT REQUIREMENTS AND METHODS OF EVALUATION

1. Regular class participation
2. Successful completion of assignments and tests with a 70% average.
3. Positive attitude
4. Comprehensive Final
GRADING SYSTEM & SCALE

A – 90 -- 100%
B -- 80 – 89%
C -- 70 – 79%
F -- 0 -- 69%

ASSESSMENT OF STUDENT GAIN

Student gain will be measured by chapter assignments, tests and a comprehensive final exam.

STUDENT REQUIREMENTS

Success in college requires a commitment to work diligently and to manage one’s time wisely. Regular participation in class and timely completion of assignments are expected. Homework will not be accepted late unless the student has contacted the instructor prior to being absent. Please call your instructor at 620-431-2820 or 1-800-729-6222

ATTENDANCE POLICY

Absences that occur due to students participating in official college activities are excused except in those cases where outside bodies, such as the State Board of Nursing, have requirements for minimum class minutes for each student. Students who are excused will be given reasonable opportunity to make up any missed work or receive substitute assignments from the instructor and should not be penalized for the absence. Proper procedure should be followed in notifying faculty in advance of the student’s planned participation in the event. Ultimately it is the student’s responsibility to notify the instructor in advance of the planned absence.

Unless students are participating in a school activity or are excused by the instructor, they are expected to attend class. If a student’s absences exceed one-hundred (100) minutes per credit hour for the course or, in the case of on-line or other non-traditional courses, the student is inactive for one-eighth of the total course duration, the instructor has the right, but is not required, to withdraw a student from the course. Once the student has been dropped for excessive absences, the registrar’s office will send a letter to the student, stating that he or she has been dropped. A student may petition the chief academic officer for reinstatement by submitting a letter stating valid reasons for the absences within one week of the registrar’s notification. If the student is reinstated into the class, the instructor and the registrar will be notified.

Developmental classes will follow the above policy with this addition: students whose grade in their developmental class has fallen below 70% will attend mandatory tutoring in that subject area. Mandatory tutoring will be considered the same as class time; an absence in tutoring will
count as an absence in the class; therefore, this absence will count toward the attendance policy cited above.

ACADEMIC INTEGRITY

NCCC expects every student to demonstrate ethical behavior with regard to academic pursuits. Academic integrity in coursework is a specific requirement. Definitions, examples, and possible consequences for violations of Academic Integrity, as well as the appeals process, can be found in the College Catalog, Student Handbook, and/or Code of Student Conduct and Discipline.

NOTE: Information and statements in this document are subject to change at the discretion of NCCC. Changes will be published and made available to the students.

NOTE: If you are a student with a disability who may need accommodation(s) under the Americans with Disabilities Act (ADA), please notify the Dean of Student Development, Chanute Campus, 620-431-2820, ext. 213., or the Dean, Ottawa Campus, 785-242-2067 ext. 312, as soon as possible. You will need to bring your documentation for review in order to determine reasonable accommodations, and then we can assist you in arranging any necessary accommodations.