

DRD 368.2 Course Outline as of Fall 2018**CATALOG INFORMATION**

Dept and Nbr: DRD 368.2 Title: COLLEGE SUCCESS: 2

Full Title: College Success 2: Comprehension and Test Taking Strategies

Last Reviewed: 3/28/2022

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	1.50	Lecture Scheduled	1.50	17.5	Lecture Scheduled	26.25
Minimum	1.50	Lab Scheduled	0	8	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	1.50		Contact Total	26.25
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 52.50

Total Student Learning Hours: 78.75

Title 5 Category: AA Degree Non-Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly: DRD 360.2

Catalog Description:

This course provides opportunities to explore and practice concentration, memory, reading strategies, test preparation and test-taking strategies. It also includes topics specific to disability related services and campus resources.

Prerequisites/Corequisites:**Recommended Preparation:****Limits on Enrollment:****Schedule of Classes Information:**

Description: This course provides opportunities to explore and practice concentration, memory, reading strategies, test preparation and test-taking strategies. It also includes topics specific to disability related services and campus resources. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended:

Limits on Enrollment:

Transfer Credit:

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area	Effective:	Inactive:
CSU GE:	Transfer Area	Effective:	Inactive:
IGETC:	Transfer Area	Effective:	Inactive:
CSU Transfer:		Effective:	Inactive:
UC Transfer:		Effective:	Inactive:

CID:

Certificate/Major Applicable:

Not Certificate/Major Applicable

COURSE CONTENT

Student Learning Outcomes:

At the conclusion of this course, the student should be able to:

1. Employ effective strategies to optimize concentration, memory and reading comprehension.
2. Demonstrate effective preparation and test taking strategies.
3. Access appropriate disability related services and available campus resources.

Objectives:

Upon completion of this course students will be able to:

1. Assess and analyze individual strengths and weaknesses for improving concentration and memory.
2. Assess personal strengths and weaknesses in relation to reading.
3. Implement effective reading strategies.
4. Apply effective preparation strategies for various types of tests.
5. Use effectual techniques for taking various types of tests.
6. Access appropriate disability related services and other campus resource(s).

Topics and Scope:

I. Concentration Strategies

- A. External distractors
- B. Internal distractors
- C. Physical fatigue
- D. Mental fatigue
- E. Boredom
- F. Concentration techniques

II. Memory Strategies

- A. Immediate, short-term, long-term and working memory
- B. Memory improvement

- C. Mnemonic devices
- III. Reading Strategies
 - A. Application of various reading methods
 - B. Strategies for text marking
 - C. Taking notes from reading assignments
 - D. Reading speed
 - E. Active reading
- IV. Test Preparation Strategies
 - A. General preparation strategies
 - B. Reviewing lecture notes
 - C. Predicting test questions
 - D. Preparing for objective vs. subjective tests
- V. Test Taking Strategies
 - A. General test taking strategies
 - B. Managing test taking anxiety
 - C. Analyzing test questions
 - D. Preparing for objective versus subjective tests
- VI. Accessing Disability Services and Other Campus Resources
 - A. Disability services
 - B. Other campus resources

Assignment:

1. Participation in class discussions and activities
2. Reading assignments; approximately 10 pages per week
3. Homework assignments; approximately 5-10 per semester
4. Create a script describing disability related limitations and services
5. Campus resource project
6. Quizzes; approximately 0-5 per semester
7. Final exam

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written homework

Writing
10 - 30%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving
0 - 0%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None

Skill Demonstrations
0 - 0%

Exams: All forms of formal testing, other than skill performance exams.

Quizzes and final exam

Exams
10 - 30%

Other: Includes any assessment tools that do not logically fit into the above categories.

Attendance and participation, Script, and Campus resource project

Other Category
40 - 60%

Representative Textbooks and Materials:

College Study: The Essential Ingredients. 3rd ed. Lipsky, Sally. Pearson. 2012 (classic)