

SYLLABUS
for
READING AND STUDY SKILLS 1113

Instructors

Jeanne Gotsche
Patricia Montgomery
Stephannie Goerl

Text

Walter Pauk. How to Study in College (3rd ed.).

Boston: Houghton-Mifflin Company, 1984

DIVISION OF HUMANITIES

Learning Lab

Barton County Community College

Great Bend, Kansas

March 20, 1986

I. Reading and Study Skills 1113

1 credit hour

This course is intended to meet the individual needs of the student who desires to improve his reading, increase his vocabulary, and sharpen his study skills in order to succeed in college. A variety of materials and techniques will be made available to the student to meet his or her needs. This course is designed so that anyone can benefit from it, but especially will it help those who are new to college life or who seriously want to improve their skills. Frequent instructor-student conferences are held as the student progresses.

II. Humanities Division, Learning Lab

III. Course as Viewed in Total Curriculum

As a community service, providing this course furnishes help to those who lack strong study skills. Improving reading habits and learning to study successfully can make the difference between a student's continuing in college and his dropping out of school. He can profit from this course, since reading forms the basis for many courses in the curriculum. The student who desires a more intensive and extensive course should consider Survival Skills 1117.

IV. Objectives

In this course, a student will learn ways to:

- A. Increase his reading skills
- B. Improve his study skills
- C. Cope with problems
- D. Budget his time
- E. Set priorities
- F. Limit distraction
- G. Develop confidence

V. Text and Supplementary Materials Used in the Course

Pauk, Walter. How to Study in College (3rd Ed).
Boston: Houghton-Mifflin Company, 1984.

This text is basic to the course. It is supplemented with Tutortapes, Educulture's Mini-Courses, and Comprehension Skills Booklets.

VI. References

- Adams, W. Royce and Robert A. Carman. Mini-Courses in Developmental Skills. Costa Mesa, California: Educulture, 1983.
- Giroux, James A. and Glenn R. Wilson. Comprehension Skills Booklet. Providence, Rhode Island: Jamestown Publishers, 1974.
- Langan, John. Reading and Study Skills (2nd ed., Form A). New York: McGraw-Hill Book Company, 1984.
- Tutortapes: Basic Language Skills. Groveland, California: Tutortapes, 1983.

VII. Content of Course Outline

- A. A diagnostic test, if none has been given in the lab prior to this course
- B. Reading practice
- C. Outlining and summarizing
- D. Finding the main idea
- E. Note taking
- F. Exam taking
- G. Library skills (if needed)
- H. Instruction, worksheets, drills, tapes in the areas indicated on the diagnostic tests
- I. Specific help as other course work may dictate

VIII. Methods of Evaluation

Frequent in-class discussions will determine the progress of the student to a great extent. A notebook will be kept. The student will be responsible for bringing each completed chapter or unit to the instructor for approval. Tests will be given at the completion of chapters, modules, or units. The final grade will be based on attendance, improvement, mastery tests, accomplishments, notebook, attitude, and homework.

All grades will be based on the following scale:

- A = 90 - 100
- B = 80 - 89
- C = 70 - 79
- D = 60 - 69
- F = Below 60

IX. Attendance Requirements

Attendance is extremely important! The student is expected to attend class sessions, working a minimum of twenty-four hours in the lab. Any time missed needs to be made up. The student should be absent only when absolutely necessary, and the instructor should be informed as soon as possible. Lack of this notification results in an unexcused absence. Early in the semester, the student is encouraged to put in extra time in the lab with the permission of, and at the convenience of, the instructor. Because the course is open-ended, the student may enter until midway in the semester and exit on completion of his work.