

**Course Outline**

**COURSE:** GUID 558A      **DIVISION:** 30      **ALSO LISTED AS:**

**TERM EFFECTIVE:** Summer 2020      **CURRICULUM APPROVAL DATE:** 05/12/2020

**SHORT TITLE:** INTRO TO LEARNING SKILLS LAB

**LONG TITLE:** Introduction to Learning Skills Laboratory

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
.5 TO 2	18	Lecture:	0	0
		Lab:	1.5 TO 6	27 TO 108
		Other:	0	0
		Total:	1.5 TO 6	27 TO 108

**COURSE DESCRIPTION:**

The Learning Skills Laboratory (Intro) is designed to assist students who are eligible to receive Learning Disabilities Services and/or have demonstrated academic deficits. The course content is individualized and based on Academic Accommodation Plans (AAP) which are developed for each student. Students receive supplemental instruction, academic support, and learning strategy suggestions appropriate for their individual cognitive, perceptual, and academic strengths and weaknesses. This course is designed for students who need one to one assistance. Units earned do not count toward the associate degree and/or certificate requirements. This is a pass/no pass course. May be repeated as necessary based on measurable progress as documented in the Academic Accommodations Plan. This is an open entry/ open exit course. **ADVISORY:** Completion of Guidance 557 or demonstrated academic deficit.

**PREREQUISITES:**

**COREQUISITES:**

**CREDIT STATUS:** C - Credit - Degree Non Applicable

**GRADING MODES**

P - Pass/No Pass

**REPEATABILITY:** R - Course may be repeated

Maximum of 99 times

## SCHEDULE TYPES:

- 04 - Laboratory/Studio/Activity
- 047 - Laboratory - LEH 0.7
- 05 - Hybrid
- 73 - Dist. Ed Internet Delayed LAB
- 737 - Dist. Ed Internet LAB-LEH 0.7

## STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

1. Recognize the effects of their learning disabilities, if any, on their academic achievement.
2. Demonstrate beginning knowledge and skills in the academic and/or vocational courses specified in their Individual Educational Plans.
3. Identify study strategies that are appropriate for their individual learning profiles.
4. Employ appropriate organizational and time management skills and apply them to the completion of their college course assignments.

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

Curriculum Approval Date: 05/12/2020

27-108 Hours

Content: The course content is individualized for each student each semester.

It is based on the remedial, degree applicable academic, and/or vocational coursework specified on the Academic Accommodation Plan (AAP). The work includes research, both on-line and in the library; reading, including reading comprehension techniques;

essays, including organization, content, and grammar; math problem computations; and other assignments and projects required by their college courses. Course content also includes instruction in organizational and time management skills and study strategies that are individualized based on the students' specific learning disabilities.

Student Performance Objectives (SPO): Students will demonstrate increased communication, academic, and vocational knowledge and skills in the coursework required by their regular college courses with assistance. Students will be able to report and apply improved study strategies, organizational and time management skills with assistance.

Out-of-Class Assignments: Students will submit monthly lab reports summarizing course work completed, knowledge gained, and improvements in study strategies and organizational and time management skills with assistance. This course may be repeated as long as the students are making satisfactory progress in their college coursework.

Content: Timekeeper: Student timekeeper program.

Student Performance Objectives (SPO): Students will demonstrate the ability to add themselves to the system, log in/ out of system and check hours in the system with assistance.

Out-of-Class Assignments:

Content: iLearn: MYGAV portal and iLearn course.

Student Performance Objectives (SPO): Students will demonstrate the ability to access the iLearn course in the student portal, read course syllabus, access resources and course materials and submit course assignments with assistance.

Out-of-Class Assignments: Students will complete monthly summaries and assignments in the iLearn course with assistance.

Content: GO PRINT: Utilizing GO PRINT station.

Student Performance Objectives (SPO):

Students will demonstrate the ability to use the GO PRINT program for printing all assignments with assistance.

Out-of-Class Assignments: Students must obtain a GO PRINT through the library or ASGC office. Students will be responsible for adding credit to the GO PRINT card with assistance.

Content: Student Educational Contract: A plan for students to address specific educational needs.

Student Performance Objectives (SPO): Students will complete a Academic Accommodation Plan stating their specific educational needs with assistance.

Out-of-Class Assignments:

Content: Establishing Learning Skills Assistance; Study Skills, Learning Styles and individual vs. group tutoring techniques.

Student Performance Objectives (SPO): Students will explore various study skills and learning styles that will assist them with educational goals with assistance.

Out-of-Class Assignments:

Content: PLATO: Online academic skills program

Student Performance Objectives (SPO): Students will use the online Plato program to improve their basic academic skills with assistance.

Out-of-Class Assignments: Students can use the Plato program online and complete assignments outside the lab with assistance.

### **METHODS OF INSTRUCTION:**

Students work individually and in small groups on the academics specified in the Educational Plans which are developed for each student each semester. Learning Disabilities Specialists and Instructional Specialists provide supplemental instruction, demonstrate problem solutions, assist with organizational skills, and suggest study strategies for the students based on the student's cognitive, perceptual, and academic strengths and weaknesses.

### **METHODS OF EVALUATION:**

Writing assignments

Percent of total grade: 15.00 %

Percent range of total grade: 15 % to 25 % Lab Reports

Skill demonstrations

Percent of total grade: 60.00 %

Percent range of total grade: 60 % to 75 % Class Performance/s; Performance Exams

Other methods of evaluation

Percent of total grade: 5.00 %

Percent range of total grade: 5 % to 10 % ONLINE ASSIGNMENT

### **REPRESENTATIVE TEXTBOOKS:**

Required Representative Textbooks

**ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

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: CCC000536432

Sports/Physical Education Course: N

Taxonomy of Program: 493032