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<th>TYPE OF ACTION (circle appropriate)</th>
<th>C. Modification</th>
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<tbody>
<tr>
<td>A. Addition</td>
<td>1. in credits</td>
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<td>(1) Regular</td>
<td>2. in title</td>
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<td>2. Experimental</td>
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<td>3. Other (specify)</td>
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<td>5. Other (specify)</td>
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<tr>
<td>2. NEW ALPHA, NUMBER AND TITLE</td>
<td>3. CREDITS 03</td>
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<tr>
<td>LSK 110, College Study Skills</td>
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<tr>
<td>4. OLD ALPHA, NUMBER AND TITLE</td>
<td>5. CREDITS</td>
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6. NEW DESCRIPTION Course is designed to help students deal more effectively with the rigors of the academic expectations of college. Students will carefully assess their work habits, attitudes, and learning styles and will learn specific strategies to achieve academic success.

7. PREREQUISITES OR RECOMMENDED PREPARATION

45 or above on the Nelson/Denny

8. STUDENT CONTACT HOURS PER WEEK

3 Lecture  Lab

9. PROPOSED DATE OF FIRST OFFERING

Fall 1985

10. THIS COURSE IS (REQUIRED) (ELECTIVE) FOR THE A.A. or A.S. Degree PROGRAM

11. THIS COURSE (INCREASES) (DECREASES) (MAKES NO CHANGE) IN THE NUMBER OF CREDITS REQUIRED FOR THE PROGRAM.

12. SIMILAR COURSES OFFERED ELSEWHERE

Colleges: Hawaii Pacific College

Leeward Community College

Alpha, Number, Title: ENG 109, College Survival Skills

13. THIS COURSE IS (ALREADY ARTICULATED) (APPROPRIATE FOR ARTICULATION) (NOT APPROPRIATE FOR ARTICULATION)

PROVIDE DETAILS OF EXISTING OR DESIRED ARTICULATION (Date, college(s), purposes, pre-major or major, etc.):

14. REASON FOR INITIATING, MODIFYING OR DELETING COURSE OR OTHER PERTINENT COMMENT:

See WCC Form for New Proposals, Sections 1, 3 & 4.

REQUESTED BY Language Arts Dept. Aileen Umem 3/15/85

APPROVED BY Jan K. Okumura Curriculum Committee 4/22/85

Jacqueline Malia (Senate Chairperson) 4/29/85

Dean of Instruction Provost 5-8-85

Date 5-10-85
WCC FORM FOR NEW COURSE PROPOSALS

Course  LSK 110  Submitted by  Don Killeen  Date  4-15-85

1. How is this course related to the educational needs and goals of the College/community as reflected in the EDP?

In the EDP, the College predicts that our clientele will change in the near future from the traditional college student, those fresh out of high school, to the non-traditional student who has been out of school for awhile and now wants to return to college for a variety of reasons. In addition, the EDP sets as a high priority the goals of recognizing and individualizing instruction to meet our students' differing abilities, interest, motivations and learning styles. Included here might be the older student mentioned earlier or the student who is struggling with the academic rigors of college and/or those that have been officially placed on academic probation. I believe that LSK 110 will play a major role in helping the college assist these diverse groups of students in making college a rewarding and successful experience.

2. Provide details of any additional staff, equipment, facilities, library/media material and other financial support that would be required to implement this course. (Include an estimate of the actual cost of supplies and equipment). What has been done to provide for these additional costs for the proposed date of offering?

None

3. Is a similar course taught elsewhere in the UH system? If so, provide details of how this course differs from existing similar courses.

LSK 110--Memory, Concentration and Relaxation is taught at LCC by two different instructors. One instructor teaches the course almost exactly as outlined in this proposal. The other deals with the essence of the course through a cybernetics approach. I feel though that LCC's title is one that does not clearly identify the contents of the course, and could mislead students.

4. If this course is experimental and/or unique to Windward Community College, provide rationale and details of its impact on the College curriculum.

LSK 110 is not unique to WCC as LCC has LSK 110 and Hawaii Pacific College has ENG 109.

As I start this discussion of my rationale for this course, I would like to draw attention to the attached handout from "Academic Preparation for College: What Students Need to Know and Be Able to Do" by the College Board; 1983. We all assume that a college freshman has the study skills outlined in this report or hope they have it. In addition, we assume that they have developed the critical thinking skills so necessary for success in the introductory courses. But where would the student have picked up these abilities necessary for success in college? Many will answer that it should have happened in secondary school or before. The reality is that the thinking and study skills we expect of our college students are learned once they arrive at college. Most of this learning is done by trial and error as the student struggles to handle the rigors of this
new experience. I like to draw an analogy to a person starting a new job but the company won't train or tell him how the job is to be done efficiently. We laugh at this possibility but it is exactly what we do to our entering freshman each year and then wonder why more are not successful.

Another argument for this course is that the skills that were needed for success in college before most likely will not be the same as those needed in the future. Our educational system is shifting and the skills needed must be frequently updated even with our best students. People in the business community know that this is true and have made staff training and development a vital part of their companies. I believe we need to make the training and development of our students a vital part of our freshman curriculum, especially as our clientele shifts from the traditional to the non-traditional student.

The question may be asked as to how this course differs from the LSK 030 that is presently offered at WCC? LSK 110 is a much more advanced course in the skills needed for success in college. LSK 030 is not. It is geared to high risk, low developmental students who need to be nurtured much more intensely. Study skills will be introduced in LSK 030 but not to the extent or at the level of LSK 110. LSK 110 will expect students to demonstrate competence in the skills taught at the level expected of a transfer student.

We have ended up separating these courses since we never knew which audience to play to, the low developmental or the transfer level. There is a need for both. By having both courses, we can offer each group of students a course that will enhance their academic backgrounds at a level that is comfortable and challenging for them. Students taking LSK 110 must score 45 or above on the Nelson-Denny Reading Test. It is envisioned that LSK 030 students will be able to advance to LSK 110 as they mature in their skills.

5. If a similar course is taught on the upper division level by a 4-year UH college, explain why this course is appropriate at the lower division or how it differs from its upper division counterpart.

N/A

6. Please attach a complete course outline. Your course outline should address all the items listed in the Guidelines for Course Outlines.

7. If this course is appropriate for transfer to a 4-year UH college, complete WCC Form for Transfer Courses.

Yes.
found in various sources, whether written, spoken, or displayed in tables and graphs, and to defend one's conclusions rationally.

- The ability to comprehend, develop, and use concepts and generalizations.
- The ability to distinguish between fact and opinion.

### Studying

This set of abilities is different in kind from those that precede it. They are set forth here because they constitute the key abilities in learning how to learn. Successful study skills are necessary for acquiring the other five competencies as well as for achieving the desired outcomes in the Basic Academic Subjects. Students are unlikely to be efficient in any part of their work without these study skills.

- The ability to set study goals and priorities consistent with stated course objectives and one's own progress, to establish surroundings and habits conducive to learning independently or with others, and to follow a schedule that accounts for both short- and long-term projects.
- The ability to locate and use resources external to the classroom (for example, libraries, computers, interviews, and direct observation), and to incorporate knowledge from such sources into the learning process.
- The ability to develop and use general and specialized vocabularies, and to use them for reading, writing, speaking, listening, computing, and studying.
- The ability to understand and to follow customary instructions for academic work in order to recall, comprehend, analyze, summarize, and report the main ideas from reading, lectures, and other academic experiences; and to synthesize knowledge and apply it to new situations.
- The ability to prepare for various types of examinations and to devise strategies for pacing, attempting or omitting questions, thinking, writing, and editing according to the type of examination; to satisfy other assessments of learning in meeting course objectives such as laboratory performance, class participation, simulation, and students' evaluations.
- The ability to accept constructive criticism and learn from it.
LSK 110 - Advanced College Study Skills

Course Outline

A. Course Description:

Course is designed to help students deal more effectively with the rigors of the academic expectations of college. Students will carefully assess their work habits, attitudes, and learning styles and will learn specific strategies to achieve academic success.

B. Hours per week: Lecture 3

C. Prerequisite, or required preparation: 45 or above on Nelson-Denny Entrance Test.

D. Specific Course Objectives:

Throughout the course, the student will be expected to:

1. Demonstrate an ability to assess the learning task required and apply appropriate techniques for accomplishing it efficiently and successfully.

2. Demonstrate an ability to evaluate his/her course performance and remedy the problem areas.

3. Experiment with the large variety of techniques and suggestions presented during the semester as outlined in the Course Content section.

E. Course Content:

The following topics will be covered, though not necessarily in this order. Order will be determined by each group of students. Additional topics will be added at the request of the students.

1. Assessment and discussion of Learning Styles and Study Skills.
2. Relationship of attitude and motivation to college success.
3. Efficient use of Textbooks.
4. Reading Techniques for College Reading.
5. Notetaking Techniques.
6. Listening Problems and Techniques for improvement.
7. Memory and Concentration Tips.
8. Time Management.
9. Effective Use of a College Library.
10. Steps in Researching and Gathering Information.
   a. Oral
   b. Written
12. Critical Thinking.
F. Textbook: *The College Student* by Spargo.

(Note: A search is on for a new text but this one is more than adequate for the time being, especially since text is used as a supplement to lectures.)

G. Reference Materials:

Students will be put in touch with a large variety of reference materials and campus resources that can aid them in meeting their college course requirements and planning their college careers.

H. Auxiliary Materials:

- Course reading list
- Films
- Outside speakers
- Research projects
- Filmstrips
- Library Units

I. Performance Criteria for Course:

1. Notebook/Journal: The student will keep a notebook in which all information from the class will be organized and stored according to techniques taught in class. The student will also be required to assess his/her performance after each class session paying attention to what aided or interfered with his participation in the class activity. Daily assignments will be kept in here also. 30% of grade.

2. Book Reports: The student will be expected to read three books from the course reading list or books approved by instructor that will expand the students understanding of himself as a person and student. 20% of grade.

3. Research Project: The student will be expected to successfully complete the four WCC Library Units and participate in a group research project in class. Research will be presented orally and in writing. 20% of grade.

4. Attendance: Since attendance is seen as vital to college success, this will be used to judge a student's performance. 15% of grade.

5. Participation: The student will be expected to actively participate in each class session versus just being there. Being an active student is considered important to doing well. 15% of grade.

Students will be required to evaluate their own performance at the end of the semester and meet with the instructor to justify the grade they feel they deserve based on above criteria.
J. Methods of Instruction:

Lecture; large and small group discussions; large group, small group and individual projects; student teaching.