

## Course Syllabus for Demystifying the ACT and SAT

Lead: Dr. Chanta M. Haywood  
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 Fall 2021 September 12<sup>th</sup>- November 7<sup>th</sup>  
 Days: Sundays from 3:00-7:00 p.m.

Schedule of Activity			
We have 4-hour classes with breaks every 50 minutes.			
Date	Lesson	Materials	
		Assigned Videos	For Class
Sept. 12	Intro and Getting Started College Admissions & Financial Aid	100-115 1201-1213	Demystifying the SAT and ACT Class Manual
Sept. 19	Reading	201-208	ACT Prep Guide and/or SAT Study Guide
Sept. 26	ACT Science	1000-1007	ACT Prep Guide SAT Study Guide
Oct. 3	Math Analyzing Data #1	401-406 501-509	ACT Prep Guide and/or SAT Study Guide
Oct. 10	Math Algebra Basics #1	601-610	ACT Prep Guide and/or SAT Study Guide
Oct. 17 <sup>th</sup>	English Editing	301-320	ACT Prep Guide and/or SAT Study Guide
Oct. 24	Miscellaneous Math #1	801-813 901-905	ACT Prep Guide and/or SAT Study Guide
Oct. 31	Mock Test	In class	Test Booklet
Nov. 7 <sup>th</sup>	Mock Test Review and Discussion	In class	Test Booklet

### Course Description

This course is hands-on, interactive, engaging and results oriented. It prepares students for the ACT, SAT and other standardized tests using proven principles and strategies from the *Demystifying the SAT and ACT* program from MaxTheTest.com. Prior to coming to each session, students will be introduced to key test-taking concepts via the course's copyrighted on-line videos and engaging review exercises. During weekly Zoom sessions, the lessons will be reinforced by Dr. Haywood, Bob Alexander (course creator) and her team of subject matter experts. Students will apply the concepts to real ACT/SAT tests, learn some specific metacognitive testing strategies, complete assignments collaboratively, have creative break-out room sessions and do individual exercises. Students' interaction with the on-line activities will be monitored via the course's digital accountability system. Students will be required to practice, practice and practice some more outside of class.

## **Course Objectives:**

At the end of this course, students will be able to

- Think more critically and analytically in general
- Think critically and analytically about test taking techniques
- Identify the key pillars of test taking success
- Understand the testing process
- Use knowledge from their classrooms to improve their test-taking skills
- Convey testing ideas clearly, coherently, and effectively
- Assess and interpret ACT and SAT results
- Apply test-taking techniques to real-life situations
- Illustrate an understanding of how the tests are structured
- Approach all standardized tests with confidence

## **Sources Needed**

- Demystifying the SAT and ACT Class Manual (in PDF on the MaxTheTest.com website which is accessible upon official registration)
- The Official ACT Prep Guide 2020-2021 Edition (We will apply what we learn to their sample tests)
- Official SAT Study Guide 2020 Edition (We will apply what we learn to their sample tests)

## **Expectations**

- Civility and Interaction Decorum: Students are expected to communicate in a civil manner.
- Academic Honor: Students are expected to be honest at all times.
- Preparation: Students should expect to do at least 2 hours of homework per week to be prepared to participate in class.
- Course Videos: Students are expected to watch course videos according to schedule.
- Assignments and Homework: In addition to the videos, students will complete in-class assignments and homework.
- Reviews: Students will be expected to do review exercises that will be printed and used as study guides for the tests.
- Participation: Students will be ready to engage in class.
- Practice: Students are expected to practice, practice and practice some more outside of class.
- Use of Electronic Devices in the Classroom: Students will be focused in class. Inappropriate use of cell phones and all other electronic devices during the class time is frowned upon.
- Communication: The class will communicate on the GroupMe app, text messages and emails (on occasion).
- Responsibility and Accountability: Dr. Haywood considers students to be individuals who are responsible for their own behaviors.