

Syllabus
EDP 310 - Individual Learning Skills
Spring 2012
Unique #10145/ SZB 416 / MWF 3:00-3:50 PM

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Office hours: Monday: 1:00 - 2:50 PM, Wednesday: 1: 00 – 2:50 PM, and by appointment

Texts: LASSI Instructional Modules and Assigned Readings

The LASSI Instructional Modules are available online (about \$55). ***You are required to purchase these modules by Wednesday, February 1st.*** This is a web-based instructional tool that everyone will be required to purchase, read and complete some of the activities. How to purchase the LASSI Instructional Modules will be discussed in class and available on Blackboard under the syllabus link.

Additional Readings will be posted on Blackboard. It is your responsibility to access the readings and bring a copy to class when requested to do so by your instructor.

Course Description & Objectives

EDP 310 is designed to help you become a more strategic learner. Providing you with knowledge and skills that you can use immediately to help you be more successful at UT, in the work place, and throughout your life, this course will help you:

- 1) develop awareness of your current learning and study strategies and methods in order to identify and assess your personal strengths and areas where you may need improvement
- 2) set learning goals, use these goals to guide your studying, and monitor your progress toward achieving your goals
- 3) build a repertoire of learning strategies and skills useful for a variety of learning tasks
- 4) become a more strategic learner who is motivated to learn, understands how to study and learn effectively and efficiently, and understands how to manage his/her studying and learning activities

Course Expectations

University of Texas Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Scholastic Dishonesty

Students who violate university rules regarding academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the university. Policies on scholastic dishonesty will be strictly enforced. This includes but is not limited to: writing another student's name on an in-class activity, or otherwise taking or giving credit for work that is not one's own. This is viewed as a form of cheating by The University of Texas and will be treated as such in this class as well. More information about scholastic dishonesty and the honor code is included at the end of this document. You should also refer to the Student Judicial Services website at www.utexas.edu/depts/dos or the General Information Catalog to access the official University policies and procedures as well as what constitutes scholastic dishonesty.

You will be asked to sign an academic honesty commitment form to acknowledge that you will uphold these principles set forth by the University.

Classroom Etiquette

In order to maximize the learning opportunities for all students, it is imperative that the classroom environment be conducive to learning. This means that you are expected to respect everyone in the class as well as the class rules and guidelines. Therefore, behavior that will not be tolerated includes, but is not limited to, working on anything not directly related to the class activities at hand (e.g., studying for other classes), reading newspapers, sleeping, wearing headphones or ear pieces, using cell phones (it is your responsibility to shut them off before class), and talking while anyone else is talking. Computers will not be needed for in-class exercises, therefore using a laptop, iPhone, Palm Pilot, Blackberry or other forms of technology during class is inappropriate. Engaging in these or other distracting activities may result in your removal from class and an unexcused absence for the day. Disruptiveness or disrespect of your fellow students or your instructor will result in a warning, followed by being asked to leave the classroom. If you are asked to leave, this will be counted as an unexcused absence.

Participation

This course requires active participation by all students. Much of our class time will be spent in small group and full class discussions. For the sake of your success, as well as that of your classmates, I expect your attitude and level of participation to reflect a commitment to reaching the objectives and goals of this course. What you get back from this course is proportional to what you put into it.

There is a growing body of evidence that cooperative learning is a very successful technique in helping students learn. With this evidence in mind, our class will use small groups as one way enhancing your learning. You will be expected to participate in structured discussions and work with your assigned group to complete in-class exercises. These in-class exercises are designed to help you process, understand, and apply new information from class lecture and modules. These exercises will also help you on tests and in preparing the major assignments. Small group exercises will be structured in order to ensure all group members contribute appropriately.

Undergraduate Writing Center

I strongly encourage you to use the Undergraduate Writing Center, FAC 211, 471-6222: <http://uwc.fac.utexas.edu/>. The Undergraduate Writing Center offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. Any undergraduate enrolled in a course at UT can visit the UWC for assistance with any writing project. They work with students from every department on campus, for both academic and non-academic writing.

Whether you are writing a lab report, a resume, a term paper, a statement for an application, or your own poetry, UWC consultants will be happy to work with you. Their services are not just for writing with “problems.” Getting feedback from an informed audience is a normal part of a successful writing project. Consultants help students develop strategies to improve their writing. The assistance they provide is intended to foster independence. Each student determines how to use the consultant’s advice. The consultants are trained to help you work on your writing in ways that preserve the integrity of your work.

Additional writing resources are available. View this APA tutorial to see how to cite references and more! <http://flash1r.apa.org/apastyle/basics/index.htm>. Access the LBJ Graduate Writing Center: A Brief Guide to Avoiding Plagiarism handout on Webspacer for more information about and examples of how to avoid accidental scholastic dishonesty.

Communication with Instructor

I am here to guide and help you improve your knowledge and skills so that you can become a more strategic and self-regulated learner. However, you must take responsibility for what you will learn from this course. In addition to the modules and other materials you have for this course, I am also available to help you succeed in EDP 310. If you have questions or concerns about the course, need some help with a difficult concept or assignment, or anything else, I am always willing to listen and do what I can to help you. You can come to my office during my posted office hours, or arrange a separate meeting if those times are not available for you, contact me by email, or leave a message on my office phone number (be sure to say the message is for me since several of us share the same number).

Remember, I cannot discuss grades right before, during, or right after class or by e-mail. Please come see me during office hours or make an appointment.

Since most problems are more easily solved when addressed in advance, it is to your benefit to maintain communication with me throughout the semester. Don’t wait until it is too late to seek help!

Email is an effective communication method.

Please be sure to be professional in your email correspondence. I ask that you do not use text language or short hand. Below is an example of an appropriate email:

Hello Mr. Dearman,

I would like to schedule an appointment with you. I am available at 3 pm on Thursday. Can I come and meet with you then? Thank you for your time.

Debra Student

Attendance Policy

Attendance is an important part of succeeding in college and in the “real world.” Therefore, coming to this class on time will be a substantial part of your grade. At the beginning of each class throughout the semester, I will have an attendance sheet for you to sign. It is *your responsibility* to sign the sheet each class. **DO NOT** ask anyone to sign for you and do not sign for anyone else. If you are late, don’t forget to sign the sheet before you leave class for the day. *If you do not sign before leaving class, you will be counted as absent for that day.*

Unexcused absences

You are allowed 3 unexcused absences, but remember that part of your grade is class participation. If you chose not to come to class, you will not be able to receive credit for participating in class that day. Students with more than 3 unexcused absences will earn the following penalties:

- 4 unexcused absences = *decrease of grade by one level (example A to A-)*
- 5 or 6 unexcused absences = *loss of one full letter grade (100 points)*
- 7 or more unexcused absences = *automatic failure of the course (uniformly enforced)*

Excused Absences

For an absence to be excused you must provide legitimate documentation. Excused absences include:

- Illness (with a signed note from your doctor, University Health Services’ generic “no excuse” form letters will **not** be accepted)
- Critical family events (weddings or deaths)
- Official U.T. events (games for athletes, concerts for band members)
- Religious Holy Days

By UT Austin policy, you must notify me of your pending absence *at least fourteen days* prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

Excused absences must be documented with a written excuse, turned in to me prior to or no later than one week after your absence. If possible, please inform me ahead of time. If you have an excused absence you will have 1 week to complete whatever work was due that day, including the in-class activities if they were collected that day.

Tardies

Class will begin on the hour since we have a limited amount of time to cover a lot of material. You will be counted tardy if you are more than 5 minutes late (by my watch) and if you are more than 25 minutes late, you will be counted as absent. Also, if you choose to leave class for more than five minutes in the middle or at the end of class you may also be counted tardy for that day. ***Three tardies will result in 1 unexcused absence.***The in-class quizzes will begin at the start of class on the days indicated in the syllabus; please be aware that your unexcused tardiness will cut into the time you have to complete the quiz.

Due Dates, Late Work and Incomplete Assignments

Due Dates

Assignments will be turned in electronically on Blackboard by 3 p.m. on the day the assignment is due. The assignment submission space on Blackboard will be removed at 3 p.m. on the due date. This is the latest possible date and time that work can be turned in for credit. Work will not be accepted for credit after 3 p.m. on the due date. **Do not wait until the night before to start on an assignment!** Computer crashes and server problems will not be accepted as an excuse for late work.

Late Work

No late work will be accepted for a grade unless you have an excused absence. If you have an excused absence, you must turn in the work **within one week** of your absence. If your absence is going to be unexcused, you need to make other arrangements to turn in the assignment on time.

Late Assignments

Even though late work will not be graded, you will still need to complete the work since it contains much of the information that is necessary for you to reach the learning objectives in this course. Failure to complete any graded or non-graded assignment in this course will result in a grade of "incomplete" (X) for this course. The assignments that must be completed include: pre- and post-assessments, subject pool participation, the learning autobiography, goals papers (1 & 2), final self evaluation paper, exams, and an office visit with me.

Remember that it is your responsibility to obtain assignments and announcements made on days when you are absent!

Grading System, Course Requirements & Assignments

The University of Texas at Austin has adopted the +/- system for grading. As such, the chart below shows the conversions from the letter grading system to the 4.0 grading system to % grades and finally to our 1000 point system.

Letter	4 point system	Percentage	EDP 310 1000 pt system
A	4.00	94-100	940-1000
A-	3.67	90-93	900-939
B+	3.33	87-89	870-899
B	3.00	83-86	830-869
B-	2.67	80-82	800-829
C+	2.33	77-79	770-799
C	2.00	73-76	730-769
C-	1.67	70-72	700-729
D+	1.33	67-69	670-699
D	1.00	63-66	630-669
D-	0.67	60-62	600-629
F	0.00	59 or below	590 or below

I am always happy to discuss the grade you have earned on any task. As I am not able to discuss grades right before, during, or after class, or by email, you will need to see me during regularly scheduled office hours or make an appointment. Also, I prefer that you wait at least one day to set an appointment as this will allow you enough time to think about whatever questions you may have.

Percentage of Final Grade	Task	Points (Possible on each)	Number of Assignments	Total Points
15%	In-Class Quizzes	15	10	150
5%	Learning Autobiography	50	1	50
5%	Goal Paper 1	50	1	50
5%	Goal Paper 2	50	1	50
15%	Final Self Evaluation	150	1	150
45%	Exams	150	3	450
10%	Class Participation	100		100
	<i>Extra Credit</i>	<i>10</i>	<i>1</i>	<i>10</i>
TOTAL (Extra Credit is NOT included in the total)				1,000

In-Class Quizzes (15% of final grade)

Brief quizzes will be administered at the start of class on days marked in the course schedule. Instructors will use the Learning Objectives as a guide for each quiz administration. You should use the Learning Objectives as guidance when reading the LASSI online modules and readings posted to Blackboard to prepare for the in-class quizzes. We hope that these quizzes (1) help you to prepare for class, (2) guide what you should listen for in class, (3) consolidate the information you get from class and from the modules, and (4) guide how you study for exams.

You will receive no more than three questions on each quiz and quiz questions will not just be simple recall. You may be asked to perform higher levels of Bloom's Taxonomy such as analysis, application, and compare/contrast. Each quiz will be worth a total of 15 points. You will have the opportunity to take 11 quizzes over the course of the term; your top 10 quiz grades will count toward your final grade. If you have an excused absence on a quiz day, the standard University policy regarding make up work is in effect and you have one week to make up the quiz for credit. If you have an unexcused absence on a quiz day, you will receive a zero for that quiz.

Learning Autobiography Paper (5% of final grade)

This writing assignment asks you to recall academic experiences throughout the course of your learning (grade school to college) and reflect on strategies that have worked for you in the past as well as what hasn't worked for you in the past. Identifying areas that you are struggling with and succeeding in allows you to reflect on your learning experiences analytically. It also helps you to understand how past patterns of your academic struggles continue to impact your learning outcomes. You should reference the Learning Autobiography Rubric for specific details about the nature of this task. The paper should be 4-6 typed pages in length. You will use information from this Learning Autobiography to guide your Goal Papers and you will revise this paper for inclusion in your Final Self Evaluation Paper.

Goal Setting Papers (10% of final grade)**Goal Setting Paper #1(5% of final grade)**

Use your pre LASSI scores and themes you identified in your Learning Autobiography to set useful goals or intentions about what you hope to accomplish academically this semester in EDP 310 and in your other courses, as well as in your professional, personal, and social pursuits or objectives. Be sure your goals include all six elements of a useful goal (specific, measureable, challenging, realistic, stated start and end date). You can consider goal concepts such as: goal analysis, goal length (time needed to reach your goal), and goal types. This paper will help to shape your Final Self Evaluation Paper, as you will be reflecting on your progress in these areas for your final paper. It should be approximately 2-3 typed pages long and it is worth 50 points.

Goal Setting Paper #2(5% of final grade)

Use the four goals you set in Goal Setting Paper #1 and pick four strategies to help you reach these goals (one for each goal) from the content we have discussed thus far in class. You can use the readings or LASSI modules to locate appropriate strategies. For example, if you set a goal around time management, you might look at the Time Management LASSI Module for a strategy to help you achieve your goal. This paper will be an evaluation for the strategies you selected for each of your four goals. It should be approximately 4-6 pages long; it is worth 50 points.

Final Self Evaluation Paper(15% of final grade)

This final writing assignment acts as a summative evaluation for your semester. You will reflect on your experiences throughout the semester based on the themes you identified in your Learning Autobiography Paper and the four goals you set in your Goal Setting Papers #1 and #2. Return to the strategies you selected in your Goal Setting Paper #2 and assess how well each of them worked. Did you need to adjust any strategies? Did they work? What do you wish you had done differently? What strategies from the last portion of the course content areas did you try? Finally, address your future intentions, goals, and directions for your continuing development as a strategic learner.

This assignment should be 12-16 pages in length; it is worth 150 points. It needs to contain the following four sections:

- Revised Learning Autobiography (revision in response to instructor feedback)
- Revised Goals Setting Paper 1 (revision in response to instructor feedback)
- Revised Goal Setting Paper 2 (revision in response to instructor feedback)
- Summative Evaluation Analysis (new content to be written per the step 8 of the systematic approach)

Exams (45% of final grade)

You will take 2 exams and one final exam in EDP310. Two exams will take place in class. These exams will each contain 14 multiple-choice and 4 short-answer questions. Exam 1 will cover course topics from Unit 1. Exam 2 will cover course topics from Unit 2.

ITEM TYPE	POINTS (Possible on each)	# of Items	TOTAL (raw)	% of Exam
Multiple Choice	5	14	70	46%
Essay	20	4	80	54%
TOTAL			150	100%

The final exam will take place during the final exam period (time to be announced when available) and will focus on the integration of all course topics as well as broad themes and core concepts presented in the course. The final exam will consist of all multiple-choice questions and is also worth 150 points.

Class Participation and In-Class Activities (10% of final grade)

This course is interactive and requires your active and thoughtful participation in class activities, small and large group discussions, and group work. Individual and group participation during class is a vital part of learning and will be highly emphasized in this course. There will be an individual or group in-class activity or discussion to be completed almost every day of class and there may be online materials you will be asked to respond to online. Participation points are earned by actively taking notes during class, by thoughtfully contributing to in-class activities and discussions, by showing respect to your fellow classmates and your instructor, and by maintaining a positive attitude towards learning. Your participation score will also be based on your completion of midterm and end-of-semester group feedback forms, the evaluation your group members give your contributions to class discussions and projects, the instructors evaluation of your contributions, as well as a self-assessment of your participation.

Extra Credit

There is an extra credit assignment available and it is worth 10 points. It is not mandatory and is not counted as part of the 1,000 total course points. Therefore, the highest score a student could earn in this course is 1,010. The assignment involves bringing in one source and writing a paragraph description of how it is related to the content of this course. The source can be an article, story, poem, quote, comic, website, movie or TV clip, picture, song, or some other material.

Non-Graded Course Requirements

Office Hours Visit

All students must make at least one appointment to meet with me during office hours, or by appointment. You will be assigned the dates during which you have to make the appointment (to be announced). A sign-up sheet will be made available. The specific purposes and guidelines of this assignment will be discussed in more detail during class. While you are not assigned a grade for this assignment, not completing this assignment will result in an incomplete in the course.

Assessments

At the beginning and end of the semester, students will complete assessments that are used to identify strengths and opportunities for improvement in the areas of strategic learning. Results of these assessments will not affect final grades in the course. However, you will receive an incomplete in the course if you do not complete all pre- and post-assessments.

Research Participation/Subject Pool

Departmental policy requires that all EDP 310 students participate in a research study related to Educational Psychology, or complete an alternate assignment. You must complete this requirement or you will receive an incomplete in the course. Information on how to register for research participation will be provided. Should you have questions regarding this requirement, please contact edpsubjectpool@austin.utexas.edu.

University Policies Relevant to EDP 310 Students

Use of E-Mail for Official Correspondence to Students

E-mail is recognized as an official mode of university correspondence; therefore, you are responsible for reading your e-mail for university and course-related information and announcements. You are responsible to keep the university informed about changes to your e-mail address. You should check your e-mail regularly and frequently—I recommend daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-critical. You can find UT Austin's policies and instructions for updating your e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>

Documented Disability Statement

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact Services for Students with Disabilities at 471-6259 (voice) or 232-2937 (video phone) or <http://www.utexas.edu/diversity/ddce/ssd>

Behavior Concerns Advice Line (BCAL)

If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>

Religious Holidays. A student who is absent from a class or examination for the observance of a religious holy day may complete the work missed within a reasonable time after the absence, if proper notice has been given. This policy can be reviewed online at: www.utexas.edu/student/registrar/catalogs/gi03-04/ch4/ch4g.html#religious.