

## EDP 310 – STRATEGIC LEARNING FOR 21ST CENTURY

Spring 2015

Unique #: 10334

MWF 1:00-1:50pm SZB 416

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### INSTRUCTOR

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### COURSE RESOURCES

**Course Canvas Website:** <http://canvas.utexas.edu>

Please check this site regularly! You will be responsible for any information posted.

#### Course Materials

- **The Learning and Study Strategies Inventory (LASSI) Instructional Modules** are available online (approximate cost: \$55). You are required to purchase these modules by Friday, January 30th. Instructions for purchasing will be provided separately.
- **Additional materials** will be posted on Canvas. It is your responsibility to access these materials and bring copies of whatever will be needed in class when instructed to do so.

#### Technology Requirement

We will be accessing Canvas, as well as other websites and online tools during class. If you do not have access to a laptop or tablet, let me know right away.

### COURSE GOALS

The purpose of this course is to help you become a strategic learner who is motivated to learn, understands how to study and learn effectively and efficiently, and understands how to manage your studying and learning activities within the complexities of today's academic environment, in the work place, and throughout your life. To accomplish this, this course is designed to help you:

- 1) Set learning goals, use these goals to guide your actions, monitor and evaluate your progress toward achieving your goals, and make necessary changes to enhance your success.
- 2) Build a repertoire of learning strategies and skills useful for a variety of learning activities.
- 3) 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.
- 4) Explore relevant topics of educational psychology (e.g., cognition and motivation) that impact learning.

## COURSE EXPECTATIONS

### **Participate**

This course can help you become a more strategic learner if you take responsibility for your own learning and engage the process. Be reflective as you read the materials and complete the activities. The in-class activities are designed to maximize the value of our time together and leverage the educational benefits of having a cohort of peers to learn alongside, so do yourself and your classmates a favor by coming prepared and contributing to the learning experience during class.

### **Stay up-to-date**

Unless otherwise stated, all readings, class materials, supplemental resources, grades, emails, and announcements will be posted on the course Canvas site. You are responsible for keeping up with information and communication via Canvas. I recommend 1) bookmarking the course site in your default browser for easy access, and 2) updating your notification preferences in your settings for this Canvas course so you can receive important information regarding this course in the most timely, reliable, and convenient way possible. However you decide to set it up, check for announcements and messages frequently.

### **Treat others with respect**

Our class sessions are a time and place for learning, where all students are expected to engage the learning process and not disrupt this opportunity for themselves or others. Behaving respectfully toward everyone in the class means engaging the learning activities at hand and refraining from doing anything not directly related to them (e.g., studying for other classes, reading newspapers, sleeping, wearing headphones or ear pieces, using cell phones, carrying on side conversations, etc.). 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, your absence will be considered unexcused (see Attendance below), and you will need to arrange a time to discuss the matter with your instructor before the next class.

### **Communicate with me**

I am here to guide you to success in this course and help you become a more strategic, self-regulated learner. 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. Part of taking responsibility for your own learning in this course is staying in touch with me about any issues you may encounter that could affect your academic performance. Don't wait until it is too late to seek help! You can come to my office during my posted office hours, or arrange a separate meeting if those times are not available for you. Some things to keep in mind:

- If you have a general question that others in the class may know the answer to, check with your classmates first.
- If you have a question that the whole class would benefit from, please ask it during class.
- If you have a personal question (e.g., regarding grades) that lends itself to an extended discussion, please do not try to ask it right before class when I am getting set up or right after class when we are trying to clear the room for the next class.
- The best way to reach me is to email me via Canvas.

## GRADING

The following table shows the proportional break down of each major assignment group. Read more details about each assignment in the next section.

Assignment	Percentage of Final Grade	Points (Each Assignment)	Number of Assignments	Total Points
Project: A Systematic Approach for Reaching Academic and Life Goals	35%		4	350
1) Learning Autobiography		100		
2) Goals and Strategies Proposal		100		
3) Implementation, Monitoring, and Modification Reflection		50		
4) Summative Evaluation Report		100		
Exams	30%		3	300
1) Unit 1 Exam		100	*final exam	
2) Unit 2 Exam		100	score can	
3) Unit 3 Exam		100	replace lowest	
4) Final Course Integration Exam (Optional)		100*	attempted exam score	
Class Participation & Application of Learning	20%			200
1) Class Activities & Preparation Assignments		150	Approx. 2-3/wk	
2) Instructor/Peer Evaluation		50		
In-Class Quizzes (12 quizzes worth 15 pts each; drop the 2 lowest scores)	15%	15	12 (drop lowest two scores)	150
Extra Credit		10	1	10
TOTAL (Extra Credit is NOT included in the total)				1,000

The following chart shows how the points you earn in this class will convert to percentages, GPA, and letter grades.

Letter	4 pt 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

## ASSIGNMENTS

### Deadlines

A more complete calendar of assignments and due dates will be provided in class. Deadlines for major assignments and scheduled dates for exams are listed in line below.

### A Systematic Approach for Reaching Academic and Life Goals (35% of final grade)

This semester long project is an opportunity for you to apply a systematic approach to setting and achieving your goals. The project will be broken up into four parts. More information about each of the assignments will be provided in class.

- Learning Autobiography **Due: 11:59 pm Thursday, Feb. 5**
- Goals and Strategies Proposal **Due: 11:59 pm Thursday, Feb. 19**
- Implementation, Monitoring, and Modification Reflection **Due: 11:59 pm Thursday, Apr. 2**
- Summative Evaluation Report **Due: 11:59 pm Thursday, Apr. 30**

### Exams (30% of final grade)

There are four exams in this class, each worth 100 points. The final exam is optional. The score can replace your lowest attempted unit exam score.

- Unit 1 Exam **Monday, March 2**
- Unit 2 Exam **Wednesday, April 8**
- Unit 3 Exam **Friday, May 8**
- Final Exam (optional) **To be announced**

Unit 1, Unit 2 and Unit 3 exams will contain 10 multiple-choice and 3 short-answer questions.

ITEM TYPE	# of Items	POINTS (Possible on each)	TOTAL points	% of Exam
Multiple Choice	10	4	40	40%
Essay	3	20	60	60%
TOTAL			100	100%

The Final Exam will consist of all multiple-choice questions and will take place during the final exam period (specific time to be announced). The focus is on the integration of all course topics as well as broad themes and core concepts explored in the course.

### Class Participation & Application of Learning (20% of final grade)

Your grade for class participation and application of learning will come from two sources:

#### Class Activities & Preparation Assignments (15% of final grade)

Part of class time each week will be spent applying the concepts and skills you are learning. This interactive process requires your active and thoughtful participation in class activities, small and large group discussions, and group work. Individual and group participation 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 complete outside of class.

### **Instructor and/or Peer Evaluation of Participation (5% of grade)**

Your participation grade will take into consideration many factors, including:

- Engagement/Listening Skills – Level of engagement with course lectures, discussions, and activities with eye contact, taking notes, and informed contributions.
- Respectful Behavior – Appropriate classroom behaviors (e.g., not texting, sleeping, or talking out-of-turn, etc.)
- Preparation/Contribution - Coming to class with a pen, paper to take notes, and having read necessary information to provide informed comments to discussions and activities.
- Collaboration/Peer Evaluation – Working collaboratively in appropriate and fair ways.

### **In-Class Quizzes (15% of final grade)**

Short quizzes will be given at the start of class at least once a week. You should be prepared to answer specific questions about what you have read in the assigned readings. Questions may require situational analyses, application of course material, and comparison/contrasting of topics. The Learning Outcomes are a useful guide when reading and will provide a good indication of what could be included on the quizzes.

You are allowed to bring one 8.5 x 11 page (one side only) of original hand written notes to each quiz. These notes will be collected after the quiz, but returned to you at a later class session prior to an exam on that topic.

### **Extra Credit**

Your mission is to create a persuasive, significant message to your peers about strategic learning. For **up to 10 extra credit points**, you and up to 5 other students in your class can create a 3 minute video ( $\pm$  30 seconds) that answers one or more of the following questions:

- What is the biggest challenge to strategic learning your generation is facing, why is it a challenge, and how will your generation overcome it?
- What is the biggest challenge to strategic learning facing UT students, why is it a challenge, and how will a successful Longhorn overcome it?
- What is the biggest challenge to strategic learning you as an individual face, why is it a challenge and how will you overcome it?

*You may be as creative and entertaining as you wish as long as the videos are safe, legal, ethical and the message addresses the questions above.*

### **NON-GRADED COURSE REQUIREMENTS**

The following assignments are graded on a complete/incomplete basis, which means failure to fulfill this requirement will result in an Incomplete for the course.

### **Assessments**

At the beginning and end of the semester, we 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 your final grade in the course.

### Research Participation/Subject Pool

All students registered for this course must complete a research participation requirement through the Educational Psychology Department subject pool. To do so, you must either complete 5 credits worth of EDP subject pool studies or write the 5 page alternate assignment (a research paper about a roughly 20 page article). Please note the deadlines below:

- To participate in studies, you must first activate your SONA account online at <https://utexas-edp.sona-systems.com>. You will receive an email with activation instructions during the first week.
- Studies will be available beginning on **Friday, February 13<sup>th</sup>**. The sooner you view the studies, the larger selection you will have.
- The alternate written assignment will be posted on **Friday, March 6<sup>th</sup>**. This is for students who prefer to not participate in the studies, or who do not meet the 5 credit requirement by the study completion deadline.
- To complete the requirement through study participation, you must complete 5 credits of subject pool studies by **Friday, April 17<sup>th</sup>**. Otherwise, you must write the alternate assignment.
- Alternate assignments are due on the last class day, **Friday, May 8<sup>th</sup>**.

If you have questions about your participation in the EDP subject pool or about the alternate assignment, please visit the following website:

[http://www.edb.utexas.edu/education/departments/edp/subject\\_pool/students/](http://www.edb.utexas.edu/education/departments/edp/subject_pool/students/)

If you still have questions, please email the Subject Pool Coordinator, Kadie Rackley.

[edpSubjectPool@austin.utexas.edu](mailto:edpSubjectPool@austin.utexas.edu)

## COURSE POLICIES

### Attendance

This course is designed to help you become a more strategic learner by guiding you through hands-on and minds-on experiences, and therefore requires that you be present in class to maximize its impact. If you miss any part of class for any unexcused reason, you forfeit your opportunity to receive credit for any in-class work that occurred while you were out\*. If your absence could impact subsequent group work, it is your responsibility to provide your group with any contribution that would compensate for your absence.

\*You will be allowed to make up work missed in class due to an unexcused absence once during the semester. This work must be turned in within 1 week of the absence. This does not apply for quizzes or exams, but only to the work done during class.

### Excused Absences

For an absence to be excused you must provide legitimate documentation prior to or no later than one week after your absence. Excused absences include:

1. Illness (must have a signed note from your doctor on their letterhead; generic “no excuse” form letters from University Health Services will not be accepted)
2. Critical family events (e.g., weddings or funerals)
3. Official U.T. events (e.g., games if you’re an athlete, concerts if you’re a band member)
4. Religious Holy Days

### **Make-up Work**

If you have an excused absence, you will have 1 week to complete whatever in-class work you missed (quiz, exam, activity, etc.). If your excused absence occurred on a day when a quiz or an exam was given, it is your responsibility to arrange to take a make-up quiz or exam. It is also your responsibility to leave the classroom if the quiz or exam is being discussed before you take the make-up version.

### **Late Work Penalty**

The deadlines for assignments are firm. If you miss the submission deadline, you will lose % points from your assignment grade for each day your work is turned in late. Work submitted:

- within 1 day (24 hours) past the deadline will only be eligible to receive up to 85% of the total grade
- within 2 days past the deadline, up to 70% of the final grade
- within 3 days past the deadline, up to 50% of the final grade
- after 4 days, 0 points

The project, “A Systematic Approach for Reaching Academic and Life Goals” builds on itself, so even if late, all parts must be submitted in order to receive credit for subsequent parts. For example, if you do not submit The Learning Autobiography, you cannot earn credit for the remaining three assignments.

## **UNIVERSITY POLICIES**

### **University Code of Conduct**

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.

### **Student Honor Code**

As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.

### **Academic Integrity**

A fundamental principle for any educational institution, academic integrity is highly valued and seriously regarded at The University of Texas at Austin. More specifically, you and other students are expected to maintain absolute integrity and a high standard of individual honor in scholastic work undertaken at the University. This is a very basic expectation that is further reinforced by the University's [Honor Code](#). At a minimum, you should complete any assignments, exams, and other scholastic endeavors with the utmost honesty, which requires you to:

- acknowledge the contributions of other sources to your scholastic efforts;
- complete your assignments independently unless expressly authorized to seek or obtain assistance in preparing them;
- follow instructions for assignments and exams, and observe the standards of your academic discipline; and
- avoid engaging in any form of academic dishonesty on behalf of yourself or another student.

Students who violate university rules regarding academic integrity are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the university. Policies on scholastic honesty 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. You are responsible for understanding UT's Academic Honesty and the University Honor Code which can be found at the following web address: [http://deanofstudents.utexas.edu/sjs/acint\\_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.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 the Division of Diversity and Community Engagement, Services for Students with Disabilities at 471-6259 (voice) or 232-2937 (video phone) or <http://ddce.utexas.edu/disability/>

### **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>

### **Campus Safety and Security**

In case of an emergency evacuation, please be aware of the following recommendations the Office of Campus Safety and Security has outlined to keep you and others safe. Additional information may be available at 512-471-5767 or <http://www.utexas.edu/safety/>

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors.
- Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Information regarding emergency evacuation routes and emergency procedures can be found at: [www.utexas.edu/emergency](http://www.utexas.edu/emergency).



## SUPPORT RESOURCES

### **Canvas Support: Student Tutorials**

<http://edutech.ctl.utexas.edu/students/>

If this is your first time using Canvas as a Learning Management System, you may find these guides helpful.

### **Technology Support & Equipment Check-out (SZB 536)**

<http://www.edb.utexas.edu/education/ito/services/checkout/>

The College of Education has equipment, including laptops, available for check-out upon approved reservation. The Information Technology Office (ITO) desk is also available to help answer any basic technology questions you have.

### **Undergraduate Writing Center (FAC 211)**

<http://uwc.utexas.edu/>

I strongly encourage you to use the Undergraduate Writing Center, which 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>.

### **Sanger Learning Center (JES A315A)**

<http://www.utexas.edu/ugs/slc/support>

Sanger Learning Center’s resources can help you achieve your academic goals. Visit their office or website to learn more about how you can:

- get help with course content (e.g, drop-in and by-appointment tutoring, free refresher classes, etc.)
- improve your study skills (e.g., access helpful information, meet with a peer academic coach, attend workshops, etc.)
- attend course-specific study groups (e.g., supplemental instruction, peer-led study groups, etc.)