

EDP 310 – STRATEGIC LEARNING FOR THE 21ST CENTURY

Fall 2015

Unique #: 10500

TTH 12:30-2:00pm SZB 524

INSTRUCTOR

Name: Melissa Andrews
Office: SZB 537s (in IT office) **Office Hours:** Monday 1:30-3:30pm
Mailbox: SZB 504 Tuesday 3:30-5:30pm
Email: melissa.andrews@utexas.edu *or by appointment*

COURSE RESOURCES

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

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

Course Materials

- ***Motivation and Learning Strategies for College Success: A Focus on Self-regulated Learning, 4th Edition***
 - New and used copies of the book are available for purchase on Amazon.com - <http://www.amazon.com/Motivation-Learning-Strategies-College-Success/dp/0415894204>
 - New and used copies available for purchase at the University Co-op - <https://www.universitycoop.com/info/shop-for-books>
 - You can access it as an e-book through the UT library – <http://www.lib.utexas.edu> access can be unreliable due to limited licenses to the book and tech issues that may arise – you'll still be responsible for all readings.
- **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 & OUTCOMES

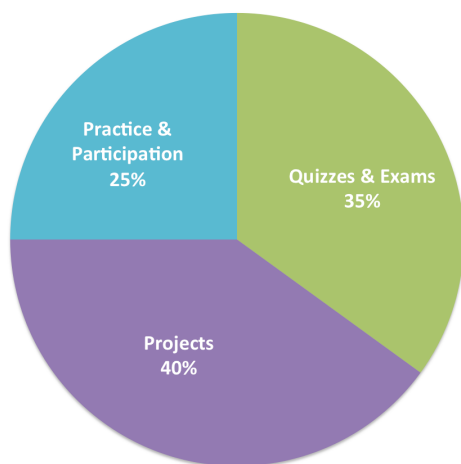
The purpose of this course is to help you become a strategic learner who is motivated to learn, understands how to study and learn effectively and efficiently, and is able to manage your learning within the complexities of today's academic environment, in the work place, and throughout your life.

To accomplish these goals, this course is designed to help you:

- 1) Develop awareness of yourself as a learner to capitalize on personal strengths and improve upon weaknesses.
- 2) Explain key concepts in Educational Psychology and how they impact learning.
- 3) Demonstrate knowledge and use of appropriate skills and strategies to optimize learning in various contexts.
- 4) Use a strategic process to set goals and achieve goals.

GRADING

The following pie chart shows the assignment categories in this course and the percentage each contributes to your final grade. The table shows the types of assignments and assessments in each category.



Assignment	Points Possible	% of Final Grade
Practice & Participation	125	25%
Class Activities & Preparation Assignments	100	20%
Peer Evaluation	15	3%
Instructor Evaluation	10	2%
Quizzes & Exams	175	35%
Quizzes	75	15%
Case Analysis Exams	100	20%
Projects	200	40%
Learning Autobiography: Past	25	5%
Goal 1 Project	25	5%
Goal 2 Project	35	7%
Goal 3 Project	50	10%
Learning Autobiography and Goal Plan: Present and Future	65	13%
Extra Credit	10	
Total (Excluding Extra Credit)	500	100%

The following table shows how the points you earn convert to percentages, GPA, and letter grades.

Final Letter Grade	4 pt system	Percentage	EDP 310 500 pt system
A	4.00	94-100	470-500
A-	3.67	90-93	450-469
B+	3.33	87-89	435-449
B	3.00	83-86	415-434
B-	2.67	80-82	400-414
C+	2.33	77-79	385-399
C	2.00	73-76	365-384
C-	1.67	70-72	350-364
D+	1.33	67-69	335-349
D	1.00	63-66	315-334
D-	0.67	60-62	300-314
F	0.00	59 or below	299 or below

ASSIGNMENTS

Assignment Descriptions	Points Possible	% of Final Grade
Practice & Participation Your grade for practice and participation will come from three sources: class activities and preparation assignments, peer evaluation of participation, and instructor evaluation of participation.	125	25%
Class Activities & Preparation Assignments 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. If you complete them all, up to standards, on time you will earn 100 points. If you complete 90% of the practice work up to standards and on time you will earn 90 points.	100	20%
Peer Evaluation & Instructor Evaluation Your participation grade will take into consideration many factors. Both your teammates and the instructor will evaluate your participation in class based on the following factors: ○ 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 laptop, pen, and 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. To do so requires steady attendance and timeliness.	25	5%
Quizzes & Exams	175	35%
Quizzes Short quizzes will be given at the start of class approximately once a week. You will take 11 quizzes total worth 5 points each and will be allowed to <i>drop your lowest quiz score for a total of 50 points</i> . You should be prepared to answer specific questions about what you have been assigned to prepare for class (e.g., course readings, videos, etc.). You are allowed to bring one 8.5 x 11 page (one side only) of original hand written notes to use on each quiz. Following individual quizzes, you will work together with your teammates to complete the same quiz as a team. Team quizzes are worth 2.5 points each , and you will be allowed to <i>drop your lowest team quiz score, for a total of 25 points</i> .	75	15%
Case Analysis Exams There are 3 case analysis exams in this class where you will apply what you are learning to common academic situations. You will be presented with case studies about a student's learning experience. You should be prepared to diagnose any problems, evaluate the effectiveness of the strategies chosen to overcome the problems, and propose alternate solutions in an in-class essay	100	20%

Projects		200	40%
A series of projects will give you an opportunity to reflect on yourself as a learner and to apply a strategic process to setting and achieving your goals. You will write a brief Learning Autobiography in two parts, and complete 3 structured Goal Projects throughout the semester. More information about each of the assignments will be provided in class.			
o Learning Autobiography: Past		25	5%
o Goal 1 Project—Short Time Management Goal (Plan, Do, Check)		25	5%
o Goal 2 Project—Short Information Processing Goal (Plan, Do/Check)		35	7%
o Goal 3 Project—Longer Academic and Non Academic Goals (Plan/Do/Check)		50	10%
o Learning Autobiography and Goal Plan: Present and Future		65	13%
Extra Credit:		10	
Strategic Learning in the Wild: For an optional chance to earn up to 10 additional points to your final point total, identify and explain an example of “strategic learning in the wild.” Look for examples in your everyday life of topics that we have covered in this course.			
Total	(Excluding Extra Credit)	500	100%

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.

Course Surveys

At the beginning, middle, and end of the semester you will complete course surveys designed to prompt reflection on your learning beliefs and behaviors and the various learning experiences in this course. Results of these assessments will not affect your final grade in the course, but failure to complete any of the surveys will result in an Incomplete for the course.

EDP Research Participation Requirement

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>. To do this, activation instructions will be emailed to your official email address during the first week.
- Studies will be available beginning on **Monday, September 14th**. The sooner you view the studies, the larger selection you will have.
- The alternate written assignment will be posted on **Friday, October 2nd**. This is for students who either prefer to not participate in studies or who do not meet the 5 credit requirement by the study completion deadline (below).
- To fulfill this requirement through study participation, you must complete 5 credits of subject pool studies by midnight on **Friday, November 13th**. Otherwise, you must write the alternate assignment.
- Alternate assignments are due by midnight on the last class day, **Friday, December 4th**.

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/

If you still have questions, please email the Subject Pool Coordinator, Kadie Rackley. 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 in-class work.

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. Failure to do so will result in forfeiting your opportunity to take the make-up.

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 projects in this course build on one another, 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 Goal 1 Plan, you cannot earn credit for the remaining Goal 1 assignments.

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 materials and complete activities. 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 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. 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, checking email, 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 policy), and you must 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.

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

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.

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.)