

EDP 304 – STRATEGIC LEARNING FOR THE 21ST CENTURY
SPRING 2018
Unique #: 10035
TTH 12:30 – 2pm SZB 416

INSTRUCTOR

Name: Ashley Lanehurst, M.A.
Office: SZB 537T
Mailbox: SZB 504
Email: lanehurst17@gmail.com

Office Hours: Tuesday 10:30am-11:30am
Wednesday 9:30am-10:30am
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.

Required Course Materials

- ***Motivation and Learning Strategies for College Success: A Focus on Self-regulated Learning, 5th Edition***
 - New and used copies of the book are available for purchase on Amazon.com. Please only purchase the 5th edition, as there are significant changes from previous editions. <https://www.amazon.com/Motivation-Learning-Strategies-College-Success/dp/1138850349/>
 - You can access it as an e-book through the UT library at <http://www.lib.utexas.edu> - access can be unreliable due to limited licenses to the book (for over 200 students) and tech issues that may arise. You'll still be responsible for all readings.
- **Additional readings and 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. Students are required to bring a laptop or tablet with keyboard with them to every class session. If you do not have access to a laptop or tablet with keyboard, you can check out a laptop from the Information Technology Office in SZB 536.

COURSE GOALS & OUTCOMES

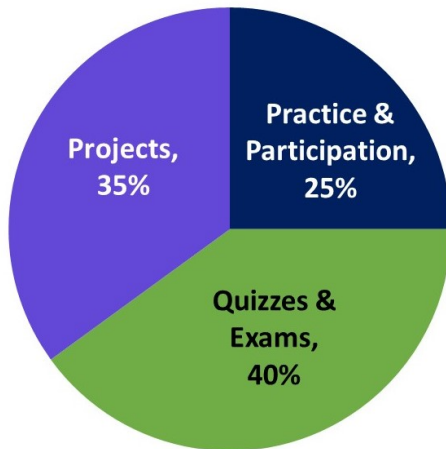
The purpose of this course is to help you become a strategic learner who is motivated to learn, understands how to study and learn effectively and efficiently, and is able to manage your learning within the complexities of today's academic environment, in the work place, and throughout your life.

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%
Instructor and Peer Evaluation	25	5%
Quizzes & Exams	200	40%
Individual and Team Quizzes	73.5	~15%
3 Exams	126.5	~25%
Projects	175	35%
Learning Autobiography: Past	25	5%
Goal 1 Project	25	5%
Goal 2 Project	60	12%
Learning Autobiography and Goal Plan: Present and Future	65	13%
Individual Extra Credit	5	Optional
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. To earn these points, 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. You will have the opportunity to earn approximately 5-10 participation points through application activities each week, although some activities will be worth more participation points depending on their length and quality.	100	20%
Instructor and Peer 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: <ul style="list-style-type: none"> Attendance/Punctuality – Consistently coming to class and arriving on time Professionalism – Contributing to a constructive and respectful learning environment for yourself and your classmates Collaboration – Cooperating with your peers and contributing to quality group work Participation/Effort – 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 Reliability/Communication – Turning in all course work and communicating with your instructor 	25	5%
Quizzes & Exams	200	40%
Individual and Team Quizzes Short quizzes will be given at the start of class approximately once a week. You will take 9 quizzes total worth 7 points each and will be allowed to <i>drop your two lowest quiz scores for a total of 49 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 3.5 points each , and you will be allowed to <i>drop your two lowest team quiz score, for a total of 24.5 points</i> .	73.5	14.7%
Exams There are 3 exams in this class where you will apply what you are learning to common academic situations. Each exam will ask you to respond to a case study where you analyze a student's problems with learning and use of strategies. You will also respond to multiple choice questions over content covered in class and the textbook.	126.5	25.3%

Projects		175	35%
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.			
○ Learning Autobiography: Past		25	5%
○ Goal 1 Project: Use of Time		25	5%
○ Goal 2 Project: Personal and Academic Goals		60	12%
○ Learning Autobiography and Goal Plan: Present and Future		65	13%
Individual Extra Credit:		5	1%*
A description of the individual extra credit assignment will be provided on Canvas. Extra credit will be due by the last day of class.			*optional
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. The surveys are graded on a complete/incomplete basis. 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 **second or third week of classes**.
- Studies will be available beginning on **Tuesday, February 13th**. The sooner you view the studies, the larger selection you will have.
- The alternate written assignment will be posted on Tuesday, **March 6th**. 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, April 20th. Otherwise, you must write the alternate assignment.
- Alternate assignments are due by midnight on the last class day, Friday, **May 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, Hien Nguyen, at 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.

Excused Absences

For an absence to be excused you must provide legitimate documentation and complete assignments **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 an in-class participation activity or exam that you missed. Because you are allowed to drop your two lowest quiz scores, there will be no make-up quizzes. If your excused absence occurred on an exam day, it is your responsibility to arrange to take a make-up exam. It is also your responsibility to leave the classroom if an 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. Your instructor will not seek you out for make-up work: it is your responsibility to follow up.

Late Work Penalty

The deadlines for assignments are firm. It is your responsibility to ensure that files are correctly uploaded to Canvas: if an incorrect file is uploaded to Canvas, points can still be deducted for late work. 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 (up to 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, do not 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 ways to reach me are to email me via Canvas or visit my office hours.

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.

Academic Integrity

Each student in the course is expected to abide by the University of Texas 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." **Plagiarism is taken very seriously at UT.** Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. 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

Q Drop Policy

If you want to drop a class after the 12th class day, you'll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see: <http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>

Services for Students with Disabilities

This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. If appropriate, also contact Services for Students with Disabilities, 512-471-6259 (voice) or 1-866-329- 3986 (video phone). <http://ddce.utexas.edu/disability/about/>

Counseling and Mental Health Center

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful. If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, I strongly encourage you to seek support. <http://www.cmhc.utexas.edu/individualcounseling.html>

Important Safety Information:

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns. The following are recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <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.
- Link to 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 Writing Center, which offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. 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.

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 how to:



- 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 an academic coach, attend workshops, etc.)
- attend course-specific study groups (e.g., supplemental instruction, peer-led study groups, etc.)

Libraries: <http://www.lib.utexas.edu/>


ITS: <http://www.utexas.edu/its/>

Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

COURSE SCHEDULE

Day	Date	Due Before Class	What Happens in Class
 Unit 1: Management of Learning			
T	1/16	n/a	- Welcome! Intro to course & logistics - Required Course Pre-Surveys
TH	1/18	- Read Syllabus and Canvas - Complete Info Survey	- Syllabus & Course Quiz - Intro to Self-Regulation
T	1/23	- Read Dembo/Seli Ch. 1	- Self-Regulation - Intro to Goal Setting
TH	1/25	- Read Dembo/Seli Ch. 4	- Goal Setting Quiz
T	1/30	- Class Prep - TBA	- Self-Regulation and Goal Setting Integration
TH	2/01	- Learner Autobiography: The Past - Presentations	- Learner Bio Presentations - Intro to Time Management
T	2/06	- Read Dembo/Seli Ch. 6	- Time Management Quiz
Th	2/08	- Master Calendar - Use of Time Analysis	- Time Management - Plan Use of Time Goal Project - Review for Exam 1
T	2/13	- Prepare for Exam 1	- Exam 1
 Unit 2: Tools for Learning			
TH	2/15	- Class Prep - TBA	- Intro to Learning and Memory - Monitor Use of Time Goal Project
T	2/20	- Read Dembo/Seli Ch. 3	- Learning and Memory Quiz
TH	2/22	- Goal 1 Evaluation	- Learning & Memory - Use of Time Goal Project debrief - Exam 1 feedback
T	2/27	- Read Dembo/Seli Ch. 8-9	- Learning from Texts & Class Quiz
TH	3/01	- Class Prep - TBA	- Learning from Texts & Class
T	3/06	- Read Dembo/Seli Ch. 10/11	- Demonstrating Learning Quiz
TH	3/08	- Class Prep - TBA	- Demonstrating Learning - Intro to Self-Regulation of the Environment
<i>M 3/12 - F 3/18</i>		<i>Spring Break</i>	
T	3/20	- Read Dembo/Seli Ch. 7	- Self Regulation of the Environment Quiz
TH	3/22	- Class Prep - TBA	- Self Regulation of the Environment - Review for Exam 2
T	3/27	- Prepare for Exam 2	- Exam 2

COURSE SCHEDULE (CONTINUED)

Day	Date	Due Before Class	What Happens in Class
 Unit 3: Nature of the Learner			
TH	3/29	- Read files in Canvas (varies by topic)	- Physiology and Learning
T	4/03	- Class Prep - TBA	- Physiology & Learning - Intro to Self-Regulation of Emotion
TH	4/05	- Read Dembo/Seli Ch. 5	- Self-Regulation of Emotion Quiz
T	4/10	- Class Prep - TBA	- Self-Regulation of Emotion - Exam 2 Feedback
TH	4/12	- Read Dembo/Seli Ch. 2	- Motivation Quiz
T	4/17	- Goal 2 Project	- Motivation - Goal 2 debrief
TH	4/19	- Class Prep - TBA	- Motivation
T	4/24	- Class Prep - TBA	- Review for Exam 3
TH	4/26	- Prepare for Exam 3	- Exam 3
T	5/1	- Read Dembo/Seli Afterword (p. 285-289)	- Course Integration - Required Course Post-Surveys
TH	5/3	- Learner Autobiography: Present & Future Presentations	- Learner Bio Presentations - EDP 304 Send-Off