EDCP 108B—Section 0201
Learning Strategies
Fall 2009
Syllabus

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Prad Parihar, Class Teaching Assistant, pparihar@umd.edu
Telephone: 301-314-7702 or 301-314-7693 (LAS Main #)
3125 South Campus Dining Hall
Office Hours: by appointment

Class: EDCP108B, Section 0201
Monday and Wednesday, 1:00-1:50 PM
EDUC 1107 (Benjamin Building)
October 19-December 9

Purpose: “Learners are not simply passive recipients of information; they actively construct their own understanding.” (Svinicki, 1991)

EDCP 108B—Learning Strategies is designed to help you become a more active, efficient learner. Most of us have never been taught effective learning strategies. Our goal is to help you become a self-regulated learner: one who monitors, controls, and adapts his/her study strategies in order to accomplish academic tasks. Applying the principles taught in this class should improve your reading, listening, note-taking, time management, and other study skills. The course is structured to include class lectures, cooperative learning experiences, and outside assignments.

Procedures: Each class you take at the University of Maryland should have a course syllabus that explains the purpose of the course; lists assignments, projects, and readings to be covered; and lists examination times and locations, and assignment due dates. This syllabus tells you what you need to do in order to complete this course. Instructors write a course syllabus to help you know what they expect of you. This syllabus is our contract for the semester. It clearly spells out the policies, procedures, and expectations for the course. Read the syllabi for all of your courses. Mark important due dates on your schedule!

Some class sessions will include small group discussions/cooperative learning experiences. These sessions will focus on implementing the techniques presented in the lecture. Attendance is important and will be reflected in your participation grade. Additionally, please arrange to be in class on time and stay for the entire session. What you get out of this course, or any other course, is directly related to the time and effort you put into the course.
If you have any questions about an assignment or lecture material that you do not get clarified before, during, or after class, you may call 314-7693 and make an appointment with one of us. If you are absent, get together with another student from the class to learn what you missed or e-mail Lauren (lgrantbo@msn.com).

**Late policy:** We expect that all assignments are to be turned in during class on the due dates. One point will be deducted if the assignment is submitted after class on the due date. One additional point will be deducted for each subsequent weekday that an assignment is late, unless the student has a documented excuse. All assignments are to be typed, double-spaced, and submitted in hard copy. In addition, please save all your work on your computer.

**Accommodations for Students with Disabilities**
If you are a student with a documented disability and wish to discuss academic accommodations for this class, please contact us during the first week of class.

**Academic Integrity**

Academic dishonesty is a corrosive force in the academic life of a university. As an academic community, the University is committed to the principles of truth and academic integrity. The University has a nationally recognized Honor Code, administered by the Student Honor Council. The Student Honor Council proposed and the University Senate approved an Honor Pledge. The University of Maryland Honor Pledge reads:

“I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.”

As a student at this University, it is your responsibility to help uphold these principles for yourself and for other students. **Unless you are specifically advised to the contrary, the Pledge statement should be handwritten and signed on the front cover of your final exam.** Students who fail to write and sign the Pledge will be asked to confer with the instructor. If you are aware of acts of academic dishonesty (cheating, fabrication, plagiarism, or facilitating academic dishonesty), either your own or a classmate’s dishonesty, you are responsible for challenging these acts and reporting them to the Student Honor Council.

**Evaluation**
As a member of our academic community, you as a student have a number of important responsibilities. One of these responsibilities is to submit your course evaluations each term though CourseEvalUM, in order to help faculty and administrators improve teaching and learning at Maryland. Please make a note now of the dates for *Fall 2009 (Monday, October 19 through Wednesday, December 9)* and the link at which you can access the submission system (www.courseevalum.umd.edu). If you submitted all of your evaluations in the fall or
are a new student, you can also access all posted results from Fall 2007 forward via Testudo under CourseEvalUM Reporting. To retain this access, you must submit all of your evaluations each semester. If you do not have access right now, you can gain it by submitting all of your Fall 2009 evaluations. More information is at:

https://www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml

**Cell Phones:** As a courtesy to us and to the other students in the class, **please turn off cell phones, pagers, or wireless devices before coming to class.**
## CLASS SCHEDULE

**EDCP 108B – Fall 2009**

**Section 0201**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>October 19</td>
<td>Introductions &amp; Syllabus -- Expectations</td>
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<tr>
<td>October 21</td>
<td>Goal Setting &amp; Time Management</td>
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<td>October 26</td>
<td>Time Management &amp; “Top 10 List”</td>
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<tr>
<td>October 28</td>
<td>Listening</td>
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<td>November 2</td>
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<td>November 4</td>
<td>Reading/SQ3R</td>
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<td>Exam Preparation &amp; Motivation</td>
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<td>November 16</td>
<td>Exam Skills</td>
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<td>November 18</td>
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<td>November 23</td>
<td>SDS Discussion</td>
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<td>November 25</td>
<td>No Class!</td>
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<td>November 30</td>
<td>Academic Policies/Rules/Resources</td>
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<tr>
<td>December 2</td>
<td>Review</td>
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<td>December 7</td>
<td>Final Exam</td>
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## Topic and Assignment Schedule

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<tr>
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<tr>
<td>October 19</td>
<td>Introductions &amp; Syllabus -- Expectations</td>
<td>Me in a 5 by 5 Time Management A: (Semester Calendar)</td>
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<td>Goal Setting &amp; Time Management</td>
<td>Goal Setting Counselor Appointment &amp; Reflection</td>
<td>October 28&lt;br&gt;(Appointment by November 18)&lt;br&gt;(Paper due by December 7)</td>
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<td>Time Management &amp; “Top 10 List”</td>
<td>Time Management B: (168 Hour Schedule)</td>
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<td>November 9</td>
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<td>Reading/SQ3R</td>
<td>SQ3R Text Notes</td>
<td>November 11</td>
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<td>Learning Styles</td>
<td>LS Reflection</td>
<td>November 18</td>
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<td>Exam Preparation &amp; Motivation</td>
<td>Professor or TA Signature and Exam Analysis Reflection Paper</td>
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<td>Exam Skills</td>
<td>Academic Self-Assessment</td>
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COURSE REQUIREMENTS:

Self-Introduction – Due 10/21/09 (10 points)

Goal Setting – Due 10/28/09 (10 points)

The first step to academic success is setting effective and meaningful goals.
1) Begin this process by completing the Goal Sheet: Moving Forward Positively that will be handed out in class. One-half point will be deducted for each goal that does not follow the SMART model: SMART= Specific (small); Measurable (concrete); Action-Oriented (behaviors); Realistic (believable); and Timely (short-term goals/completion date). (10 Points)

Time Management A: Semester Deadline Calendar – due 10/28/09 (10 points)

One of the biggest academic skills problems that college students seem to have is maintaining control of their time.
Deadline Calendar: Take all syllabi and mark every due date for papers, projects, quizzes, exams, homework etc. on the Semester Calendar handed out in class. You may also fill in important personal dates. Please include information from All classes and be specific / detailed, when possible. In at least ONE CLASS, break down all assignments and readings (i.e. what chapters, pages, part of paper, etc.) and what dates you are working on them.

Time Management B: Schedule and Reflection– due 11/2/09 (20 points)

1) Complete All sections of the 168 Hour Schedule. (10 points)

2) You will use what you learned about yourself from the above assignments to write a brief (1-2 page) Reflection Paper. Please answer the following questions in your reflection: What did I learn about my time management strategies? (2 Points) Can I estimate how long a task or assignment will take? (2 points) Do I seem to have balance in my life? (2 points) What am I spending too much or too little time doing? (2 points) Please include additional information about how you can improve your time management skills. (2 points) Total: (10 points)

Class Notes – due 11/9/09 (30 points)

In class, you will learn the Cornell Method of note-taking. For one session, in one class, you will be expected to use the Cornell Method of note-taking. You will then photocopy your Cornell notes (because you will need to keep the originals) and turn in the photocopied version. These notes will be graded according to the following criteria:

*Are the notes titled and dated? (2 points)
*Does the student have key words or questions as cues written in the left margin? (5 points)
*Does the student have personal notes written in the right margin (i.e. important, gap,?, in text)? (5 points)
*Does the student use **visual emphasis** to highlight key points (i.e. bullets, brackets, underlining)? (5 points)

*Does the student have a **summary at the end** of the notes? (5 points)

*Does the student list names, phone numbers or E-mail addresses of at least two students in that class? (4 points)

*Overall, are the notes neat and well-organized? (4 points)

**SQ3R Textbook Notes – due 11/11/09 (20 points)**

1) The SQ3R method is to be used on 3 pages of any ONE of your textbooks. This assignment must be typed and single-spaced. You are to turn in notes that contain the **Survey, Question, Recite, and Review** steps of the technique. **Use the format in the sample attached to this syllabus. Your notes must follow this format!** (20 points)

**Counselor Appointment – By 11/18/09 (20 points)**

1) You will be required to schedule and attend one 30 minute appointment with Shirley Browner, an LAS counselor (301.314.7702 or sbrowner@umd.edu). You MUST bring an **unofficial transcript**, a copy of the time management 168 hour schedule, and all other time management assignments to the meeting. This session will take the place of class on 12/10/08. (10 points)

2) Please write a reflection paper about the session and include the benefits, knowledge, practical application, etc. as a result of the experience. In other words, what did you learn about yourself (3 points), your study habits (3 points), and needed changes to be a more effective student (4 points)? Total = (10 points)

**Learning Styles – due 11/18/09 (10 points)**

**Reflection Paper** – Write a brief reflection paper on your learning style/styles. **Answer the following:** What is your **learning style?** (2 points) What tools help you **prepare** best for exams? (2 points) What tools are **least helpful** to you? (2 points) How can you apply your **learning style** to be more effective as a student? (2 points) What classes match your **learning style**? Explain. (2 points)

**Exam Analysis – due 11/23/09 (20 points)**

1) **Reflection Paper** (Self-Analysis) - Using one of the Exam Analysis Handouts as a guideline, go over one of your exams and explain what specific changes you need to make for the next exam. (5 Points) Also, discuss what benefit, if any, you found in reviewing your exam with your professor. (5 Points) (More specific instructions will be discussed in class.) **Total = (10 points)**

2) Go over your exam with your **professor or T.A.** and have that person sign a form (your exam, a separate sheet, etc.) (10 points)

**Academic Self-Assessment – due 12/7/09 (50 points)**
By the end of this course, you should have a much better sense of what your strengths and weaknesses are as a student, as well as some specific techniques that you can apply to maximize your academic effectiveness and performance. The Academic Self-Assessment project is an opportunity for you to synthesize everything you have learned in the course, both about yourself and about learning, into a concrete plan for your academic success. This Self-Assessment may include content similar to that included in other course assignments. **You will write this assignment as if you are an academic performance expert with yourself as the subject, in the third person.** Please follow the outline in this syllabus. This assignment should be typed, double-spaced and written in essay form with headings for each section. The length should be 3-5 pages. Please be thoughtful and include specific recommendations about how the student (YOU!) can increase academic efficiency and performance. You should make specific references to principles and techniques covered in class.

**Final Exam – In Class on 12/7/09 (50 points)**

**Participation (20 points /Given --6points, Earned –14 points)**

**Extra Credit: Website Analysis – by 12/7/09 or earlier (10 points)**

The Internet can be a great tool in helping you improve your study skills. Please find a website that addresses a study skills area that you would like to improve and write a 1-2 page reflection paper. The paper should include the website address (**2 points**), a description of the website (**4 points**), and information about how you can use the website to become a more effective student (**4 points**). This assignment can be turned in at any point in the semester. It must be turned in by the last day of class (**12/7/09**).
Summary of Evaluation Points:

1. Goal Setting Sheet 10 points
2. Goal Setting Reflection 10 points
3. Semester Deadline Calendar 10 points
4. 168 Hour Schedule 10 points
5. Time Management Reflection 10 points
6. Class Notes 30 points
7. Learning Styles Reflection 10 points
8. SQ3R Assignment 20 points
9. Exam Analysis Reflection 10 points
10. Exam Analysis – Signed Document 10 points
11. Academic Self-Assessment 50 points
12. Participation 20 points
13. Counselor Appointment 10 points
14. Counselor Appointment Reflection 10 points
15. Final Exam 50 points

Total 270 points

*Extra Credit Assignment: Website Analysis 10 points

Grade Distribution:

A+ 263-280 pts  C+ 195-222 pts
A 255-262 pts  C 187-194 pts
A- 247-254 pts  C- 179-186 pts
B+ 239-246 pts  D+ 171-178 pts
B 231-238 pts  D 163-170 pts
B- 223-230 pts  D- 155-162 pts
F Below 155 pts
**Additional Information:**

UMCP students may use LAS whether they are taking EDCP 108B or not, so tell your friends about our services.

The Learning Assistance Service (LAS), 3125 South Dining Hall, offers the following services:

(a) Diagnosis of students’ study skills and prescriptions for improvement
(b) One-to-one educational skills counseling
(c) Group workshops
(d) Referrals to other campus agencies and services

Individualized programs, in addition to those covered in class, include:
Academic Assertiveness Training, Math Anxiety, Dealing with Test Anxiety, Study Skills for LD Students, Writing Skills, LAS Math Learning Resources.
Reference: How to Study in College (2nd Edition)
Walter Pauk
Chapter 3 “Control Your Time”

Survey: The author talks about programming time, making time schedules, gives some principles of time management and gives suggestions on how to get more things done in the time that you have available. At least 3 or 4 sample schedules, including a master schedule, are given as examples.

Heading: Programming Time to Gain Time
Questions: How does programming Gain Time?
Recite: Our use of time is basically our habit pattern or a summary of the habits that we have for using time. Although our habits of time use allow us to get things done, we could get more done if we changed or improved some of our bad habits.

Heading: Where Does All The Time Go?
Question: Where does all the time go?
Recite: By keeping a log or schedule of how we use time we can find out things, such as, “our ten minute coffee break” is really 40 minutes long. The sample record of one student’s day makes several suggestions about improving the use of time. Unfortunately, many of the suggestions are very poor (Twice the author lists ‘nothing’ for what the student did with time. How do you do nothing with time?) In essence, the author is saying that scheduling will enable us to get more time by making more efficient use of our time.

Heading: Reasons for Programming Time
Question: What are some of the reasons for scheduling time?
Recite: Scheduling time helps you: (1) get started; (2) stop avoiding the subjects you do not like; (3) eliminate cramming; (4) provide for systematic review; (5) provide time for recreation; (6) get the most out of recreational time; (7) free your mind of trying to keep track of all the detailed things you have to do; and, (8) regulate or control getting important things completed.

NOTE: Additional headings, questions and recites would be written to complete the assignment. All headings and sub-headings will be used. After your last recite, write your review.

Review: In this chapter the author provided arguments in favor of scheduling time in order to have more time. That is, by scheduling the things that we have to do we get more time for recreational activities. Among the suggestions covered were: the master schedule for the semester; the weekly schedule; the daily schedule; how to break long-term assignments into several small assignments; how to use the “To Do List” of things to do and the importance of setting priorities; and how to study on the run (carrying note cards or pocket work with you).
Academic Self-Assessment
EDCP 108B

I. Goals and Motivation (6 points total)
a. List 2 short-term and 2 long-term goals. __________/2
 b. Assess appropriateness of goals, according to the SMART model, and make suggested changes, if needed. __________/1
c. Assess the student’s motivation and provide specific suggestions. __________/3

II. Barriers to Academic Success (6 points total)
a. Review two or more of the student’s barriers and discuss which is most significant. __________/3
 b. Provide specific coping strategies for each of the significant barriers. __________/3

III. Time Management (6 points total)
a. What techniques are currently used? __________/3
 b. Provide specific suggestions for improving time management. __________/3

IV. Learning Style (6 points total)
a. What is the student’s preferred learning style? __________/2
 b. How can the student use this information to study more effectively? __________/4

V. Note-Taking (6 points total)
a. What techniques are currently used? __________/3
 b. How could the student be more effective in this area? __________/3

VI. Reading (6 points total)
a. What techniques does the student currently use? __________/3
 b. How could the student be more effective in this area? __________/3

VII. Exam Preparation (6 points total)
a. How does the student prepare for objective and essay exams? __________/3
 b. What techniques should the student use to prepare more effectively? __________/3

VIII. Summary (3 points total)
a. Most important findings, student’s major strengths and weaknesses __________/2
 b. Which change will make the greatest difference? Why? __________/1

Style/Grammar/Mechanics (5 points total)
a. Did the student write in the third person? __________/1
 b. Did the student use subheadings? __________/1
 c. Was the paper well-organized and well-written with minimal spelling and grammatical errors? __________/3

Total __________/50