

**UNIV 1302-006: COLLEGE LEARNING COURSE**  
**Science Hall 324, TR 9:30-10:50am**  
**FALL 2010**

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 University Advising Center, University College  
**Office Hours:** Tuesday/Thursday, 11:30 – 12:30 pm or by appointment

## Course Description and Objectives

The College Learning Course is designed to introduce college students to learning strategies and behavior necessary for academic success. In this course students will be introduced to theoretical models and the application of these models. The theories and strategies presented in this course may be applied to knowledge across academic programs and in personal and career development. The course contains three major units of study: 1) Self-Assessment and Self-Regulation, 2) Cognitive Theory and Learning Strategies, and 3) Behavior Modification.

### **Student Learning Outcomes**

1. Student will utilize the StrengthsQuest and LASSI self-assessment tools in order to identify strengths and challenges.
2. Students will understand learning theories in order to formulate individual learning strategies.
3. Student will apply individual learning strategies and theories across academic programs and in personal and career development.
4. Students will apply principles of behavior modification to self-regulate or change identified academic challenges.

### Required Texts and Materials

Dembo, Myron H. (2004). *Motivation and Learning Strategies for College Success: A Self-Management Approach*, 3<sup>rd</sup> Edition, NJ: Lawrence Erlbaum Associates, Publishers. (Purple and yellow cover)

UNIV 1302: College Learning Subject Guide. Additional assigned readings, some class handouts, and class resources can be accessed online at <http://www.uta.edu/uac/gateway/?c=COLLEGE-LEARNING-COURSE>. [Alternative Navigation: [www.uta.edu/studentsuccess](http://www.uta.edu/studentsuccess) - Gateway Advantage - College Learning Course]

Other useful supplies or resources: **three ring notebook** for the course readings, course materials, class information, and handouts; paper for taking notes; stapler; access to college edition dictionary and thesaurus; **access to computer and printer**; valid UT-Arlington e-mail address; 4X6 note cards for cram cards.

Through this course, all students will receive access to the online version of StrengthsQuest: Discover and Develop Your Strengths in Academic Career and Beyond (2006) by Clifton, Anderson, and Schreiner. No purchase necessary.

***Students should bring both the Textbook and assigned reading from Subject Guide to class every day!***

## Course Requirements

### *Assignment Guidelines*

- Assignments are due at the beginning of class on the assigned date.
- All course work must be completed on time. Assignments are due on the date they are listed in the syllabus. Homework turned in after the class has begun will receive a ten-percent deduction (number of point possible X.10). For each day following (including weekend days), the work will receive an additional ten percent deduction. If you must be absent, your work is still due on (or before) the assigned date. Once an assignment is SEVEN DAYS past the due date (including weekend days), it will no longer be accepted for credit or feedback.
- Cram cards, quizzes and in-class assignments may not be made up.
- All work done outside of class should be typed unless a worksheet is provided. In cases where work that is hand-written is accepted, be sure to write legibly. If I cannot read it, I will assume it is incorrect and points may be deducted.
- Assignments must be completed according to the specific assigned format.
- Assignments not stapled or without a name will not be graded for credit.

### *Assignment and Course Credit*

#### LASSI

Worth 25 total points

During the first week of class, you will be required to take the Learning and Study Strategies Inventory (LASSI), which is a test designed to help students identify their strengths and weaknesses in learning and studying.

#### StrengthsQuest

Worth 25 total points

During the first week of class, you will be required to take StrengthsQuest, which is a test designed to help students identify their talents and strengths.

#### The Self-Change Term Project

Worth 425 total points

This project stems from behavior modification models and requires you to employ a variety of strategies in order to complete it successfully. You will use sound research methods to locate scholarly sources; you will analyze, apply, and evaluate these sources through clear written reporting and interpretation; and you will monitor and maintain your target behavior through a series of well-defined steps. More guidelines for this project are included at: <http://www.uta.edu/uac/gateway/educ-1302-behavior-change-project-resources>.

<u>Assignment</u>	<u>Points Possible</u>
Written Response "Who Are You?"	50
Target Behavior Worksheet	25
Contract and Project Plan	50
Annotated Bibliography*	50
Rough Draft and Conference	50
Final Report	200

#### Annotated Bibliography\*

At the conclusion of your Library Instruction, you will be assigned the task of completing an annotated bibliography that will serve to support the Self-Change Term Project.

#### Self-Change Project Presentation

Worth 25 total points

A self-change project presentation will be given at the completion of the final paper in December. The presentation will be 7-10 minutes in lengths outlining the outcomes of your three week project.

### Examinations and Quiz

Worth 275 total points

A mid-term and comprehensive final examination will be given during the semester. Examinations will include questions from lecture, discussion, and any readings. Questions could comprise of multiple-choice, true/false, matching, short answer, and essay. Students will only be allowed to make up the midterm exam if arrangements are made prior to the beginning of class to take the exam. The make up exam will comprise of short answer and essay questions only. No make up exam will be given for the final exam.

<u>Exam</u>	<u>Date</u>	<u>Tested Material</u>	<u>Possible Points</u>
Midterm Exam	<b>October 19</b>	August 26 - October 14	100
Final Exam	<b>December 16</b>	October 19 - December 9	100 final test
	<b>December 16</b>	August 26 - December 9	50 comprehensive

The “Dress Rehearsal” Quiz will give you an opportunity to preview how I present questions and provide us an opportunity to apply test preparation strategies earlier in the semester.

### Quiz

“Dress Rehearsal” Quiz **September 23** August 26 – September 21 25 points

### Other Assignments

Worth 150 total points

Other assignments will be given by the instructor throughout the semester. The assignment and point values will be assigned as appropriate. Assignments may include activities such as mini-quizzes over assigned reading, written responses for reflection over relevant material, credit for attending UT Arlington events and community service, in-class exercises, etc.

**Total points possible: 925 points**

### Grading

Course grades are based on a point grading system. Each assignment, quiz, exam, and project is worth an assigned number of points. At the end of the semester these points are calculated to determine the student’s final course grade as follows:

$$\text{Number of points student earned} / \text{Total points available} = \text{Percentage}$$

You can determine your letter grade on any given assignment by calculating as follows:

$$\text{Number of points student earned} / \text{Total number of points possible for assignment} = \text{Percentage}$$

### Course Grading System

Grade of A = 90 – 100%

Grade of B = 80 – 89%

Grade of C = 70 – 79%

Grade of D = 60 – 69%

Grade of F = 59% and lower

**Total points possible: 925 points**

Percentages are rounded to the nearest whole number:

e.g. 79.0 -79.4 = Grade of C, 79.5 – 79.9% = Grade of B

## **Course Policies and Procedures**

### **Email Communication with Students**

The University of Texas at Arlington has adopted the University email address as an official means of communication with students. Through the use of email, UT-Arlington is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning registration, financial aid, payment of bills, and graduation may be sent to students through email. In addition, the MyMav allows for faculty member to easily email students regarding important information regarding the course.

Also, given certain email filters in place, I cannot guarantee that I would receive an email not sent by your UT-Arlington email account. Therefore, for the purposes of this class, **I require that you communicate with me via your UT-Arlington email account.** Any email sent from a non-UT-Arlington email account will not be read or replied to.

### **Instructor's "Mailbox"**

If you find that you ever want to drop off an assignment to my office, you must do so at the front desk of the **University Advising Center**, 105 Ransom Hall in University College. Ask the staff member to time, date, and initial your work before putting it in my mailbox so that your grade will be assessed properly.

### **Classroom Participation Policy**

Each student is expected to keep up with course assignments, readings and to attend class. An attitude of cooperation, a willingness to contribute ideas and experiences, and openness to new concepts and theories will enhance your collegiate experience.

College level behavior, courteousness, and active participation are expected from each student. **Please turn off all cell phones, pagers, iPods and other electronic equipment.** Students that neglect to turn off their phones will be asked to leave class for the remainder of the class period and will be assessed absence deductions accordingly. Laptop computers are allowed in class as long as the computer is not a disruption to students in the class or used for non-course-related use such as reading email, surfing the internet, watch movies, etc. Put away newspapers, magazines and assignments from other classes before the beginning of class. Each student is expected to keep up with course assignments, readings, and to attend class. An attitude of cooperation, a willingness to contribute ideas and experiences, and openness to new concepts and theories will enhance your collegiate experience.

Disruptions and/or distractions to the learning environment are not acceptable. Students who interfere with learning will be asked to leave class immediately and to schedule an instructor conference to discuss re-admission to class. Students with behavior or attitudes deemed inappropriate to the university setting will be referred to the Office of Student Judicial Affairs.

### **Attendance Policy**

Because class attendance is an essential part of academic success, you should attend every class. As an incentive, any student with perfect attendance will earn 15 bonus points at the end of the semester. Students with one absence will earn 5 bonus points. Quizzes and in-class assignments may not be made up.

Coming to class late or leaving early constitutes at least a 1/2 absence. Students who have excessive absences will **lose 20 points** for each absence above the limit. **The limit for TR classes is 3 absences.** There are **no excused or unexcused absences.** All absences, illness, personal or any other reason, will count. If you miss a class it is your responsibility to contact a classmate to obtain information or assignments that you missed. It is the responsibility of the student to keep up with deadlines, dates and assignments.

### Academic Advisor

While you are able to see any academic advisor in the University Advising Center, Alisha Tysor (105 Ransom Hall, ph: 817-272-3140 or [tysor@uta.edu](mailto:tysor@uta.edu)) has been officially assigned to this class as an advisor.

### Librarian

Gretchen Trkay, UT Arlington Librarian, will provide relevant library instruction for this class. She can be contacted at [gtrkay@uta.edu](mailto:gtrkay@uta.edu) if you need assistance with the behavior change project.

### Academic Integrity Policy

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Series 50101, Section 2.2)

### Student with Disabilities Policy

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability). Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

### Academic Resources

The University of Texas at Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. These resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individual referrals to resources for any reason, students may contact the Maverick Resource Hotline 817-272-6107 or visit [www.uta.edu/resources](http://www.uta.edu/resources) for more information.

**The instructor reserves the right to make adjustments to the schedule as needed.**

## Tentative Course Schedule, Fall 2010

The following is a list of topics for class and assignments. Assignments are DUE at the beginning of class on the day listed on this schedule, unless otherwise directed by Elaine Lark. This schedule is subject to revisions, and students are responsible for recording and following those revisions.

DATE	CLASS TOPICS	ASSIGNMENTS DUE
<b>WEEK 1</b>		
R 8-26-10	Course Overview and Requirements Introduction to StrengthsQuest (SQ) and LASSI	
<b>WEEK 2</b>		
T 8-31-10	Self-Exploration – LASSI Counselor Visit – Anita Varghese Advisor Introduction – Alisha Tysor	<b>DUE: Printed</b> copy of your LASSI Results
R 9-2-10	Introduction to College Academic Self-Management Cornell Note Taking Method	<b>Text:</b> Chapter 1 <ul style="list-style-type: none"> <li>“College Thinking” – Handout</li> </ul> <b>Online course readings:</b> <ul style="list-style-type: none"> <li>“Your First Year of College”</li> <li>“Proper College Classroom Etiquette”</li> <li>“Email Etiquette”</li> <li>“Mav Mail”</li> <li>“Cornell Note-Taking System”</li> <li>“Example-Cornell Note-Taking Format”</li> <li>“Cornell Note-Taking Lined Paper”</li> </ul>
<b>WEEK 3</b>		
T 9-7-10	StrengthsQuest Exploration Exploration of Theme	<b>Online readings:</b> <ul style="list-style-type: none"> <li>SQ Online Text Abridged: pp 1-29</li> <li>“The Genius and Beauty found Within”</li> </ul> <b>DUE:</b> <ul style="list-style-type: none"> <li><b>Printed</b> copy of SQ theme report (paragraph form)</li> <li><b>Printed</b> copy of SQ reference card</li> <li><b>Printed</b> copy of Student Action Items for Each theme – accessed from the SQ website “Strengths” tab “Brief Report” – <b>Signature Themes and Student Action Items Links</b> at the bottom of the page</li> </ul>
R 9-9-10	Self-Exploration -- SQ Your Strengths and Academics	<b>Online reading:</b> <ul style="list-style-type: none"> <li>SQ Online Text Abridged: pp. 30-44</li> <li>Review Student Action Items</li> </ul> <b>DUE:</b> <ul style="list-style-type: none"> <li>StrengthsQuest – Clifton Strengths Finder Synthesis Worksheet and Reflection Worksheet</li> </ul>

<b>WEEK 4</b>		
T 9-14-10	Motivation and Self-Efficacy Maslow	<b>Text:</b> Chapter 3 <b>Online course readings:</b> <ul style="list-style-type: none"> <li>○ “Hierarchy of Needs”</li> <li>○ “Traits of a Mature, Self-Actualizing Person”</li> <li>○ “Responsibility Model”</li> <li>○ “The Language of Responsibility: Victims vs. Creators”</li> <li>○ “Intrinsic Motivation”</li> <li>○ “What Students Can Do About Motivation”</li> </ul> <b>DUE:</b> Written Response: “Who Am I?...”
R 9-16-10	Goal Setting Test Preparation Collaborative Learning 5-Day Study Plan	<b>Text:</b> Chapter 4 & 10 <b>Online course readings:</b> <ul style="list-style-type: none"> <li>○ “The Six Hour D...”</li> </ul>
<b>WEEK 5</b>		
T 9-21-10	Time Management Procrastination	<b>Text:</b> Chapter 6 <b>Online course reading:</b> <ul style="list-style-type: none"> <li>○ “University Time Management”</li> </ul> <b>DUE:</b> <ul style="list-style-type: none"> <li>○ Time Management Worksheet</li> <li>○ Time Log</li> <li>○ “Time Management Matrix”</li> </ul>
R 9-23-10	<b>Dress Rehearsal Quiz</b> Learned Optimism	<b>Review all material August 26-September 21</b>  <b>Online course readings:</b> <ul style="list-style-type: none"> <li>○ “Teaching Optimism”</li> <li>○ “Martin Seligman: The Three P’s”</li> </ul> <b>DUE:</b> <ul style="list-style-type: none"> <li>○ “5-Day Study Plan for Quiz”</li> </ul>
<b>WEEK 6</b>		
T 9-28-09	Intro to Self Change Project: Process and Paper  Identifying My Target Behavior	<b>Online course material:</b> Behavior Change Project <ul style="list-style-type: none"> <li>○ Printed copies of “UNIV 1302 Self-Change Term Project Guidelines and Checklist”</li> <li>○ “How to Draft Your Final Report”</li> </ul> <b>Print out</b> the following worksheets online: <ul style="list-style-type: none"> <li>○ Identifying My Target Behavior</li> <li>○ Self-Change Contract</li> <li>○ Behavior Tracking Form</li> <li>○ Behavior Tracking Graph</li> </ul> <b>Text:</b> Appendix A, pp 281-293
R 9-30-10	Classical Conditioning Operant Conditioning	<b>Online course readings:</b> <ul style="list-style-type: none"> <li>○ “Introduction to Learning”</li> <li>○ “Classical Conditioning”</li> <li>○ “Operant or Instrumental Learning”</li> <li>○ “Recent Research...”</li> <li>○ “Observational Learning...”</li> <li>○ Link to “Pavlov’s dog simulation” – go through the simulation</li> </ul>

<b>WEEK 7</b>		
T 10-5-10	Library Instruction – Central Library, B20	<b>DUE:</b> <ul style="list-style-type: none"> <li>Target Behavior Worksheet</li> </ul>
R 10-07-10	Library Instruction – Central Library, B20	Library Assignment
<b>WEEK 8</b>		
T 10-12-10	Reinforcement and Punishment Behavior Modification Impact of Emotions and Effort Self-Talk	<b>Text:</b> Chapter 5  <b>Online course readings:</b> <ul style="list-style-type: none"> <li>“Reinforcement”</li> <li>“Transtheoretical Model” and all links</li> <li>“Planning Behavioral Changes”</li> </ul>
R 10-14-10	Self-Exploration – SQ	<b>Online reading:</b> <ul style="list-style-type: none"> <li>SQ Online Text Abridged: pp. 45-54</li> <li>Review Action Items</li> </ul>
<b>WEEK 9</b>		
T 10-19-10	Review for Mid-Term Exam	<b>DUE:</b> <ul style="list-style-type: none"> <li><i>Self-Test Homework emailed by midnight on Monday, October 18<sup>th</sup>.</i></li> </ul>
R 10-21-10	<b>MID-TERM EXAM</b> <i>Progress Report Grades Post October 25th</i>	<b>Review all material Aug 26-Oct 19</b>  <b>DUE:</b> 5 Day Study Plan (optional extra credit)
<b>WEEK 10</b>		
T 10-26-10	Learning from Readings Learning from Lectures	<b>Text:</b> Chapter 8 & Chapter 9
R 10-28-10	Term Project Contracts	<b>DUE:</b> Rough Draft of “Term Project Contract”
<b>SAT 10-30-10 to FRI 11-5-10</b>	<b>Collect Baseline Data for Term Project</b>	<i>Mental note: You should be collecting baseline data for your Term Project! You may also want to begin writing the rough draft of your final paper ☺</i>
<b>WEEK 11</b>		
T 11-2-10	Self-Exploration - SQ Peer Review Career Counseling	<b>REVIEW Online reading:</b> <ul style="list-style-type: none"> <li>SQ Online Text Abridged: pp. 45-54</li> <li>Review Action Items</li> </ul> <b>DUE:</b> <ul style="list-style-type: none"> <li>Complete all activities and questions from SQ Text pp. 50-54 (must be typed)</li> </ul>
R 11-4-10	Impact of the Environment: Attention and Concentration	<b>Text:</b> Chapter 7 <b>DUE:</b> Final Draft “Self-Change” Contracts
<b>SAT 11-6-10 to FRI 11-12-10</b>	<b>Collect Treatment Week 1 Data for Term Project</b>	<i>Mental note: You should be collecting treatment data for your term project!</i>
<b>WEEK 12</b>		
T 11-9-10	Information Processing Model Organization and Elaboration	<b>Text:</b> Chapter 2 <b>Online course readings:</b> <ul style="list-style-type: none"> <li>“Learning Strategies Database”-suggested interaction-make a cram card for each of the headings under Spatial Organization and Information Organization</li> </ul>



R 11-11-10	Bloom's Taxonomy and Critical Thinking	<b>Online course readings:</b> <ul style="list-style-type: none"> <li>○ "Higher –Order Thinking Skills"</li> <li>○ "Bloom's Taxonomy: Model Questions and Key Words"</li> </ul>
<b>SAT 11-13 to Fri 11-19-10</b>	<b>Collect Treatment Week 2 Data for Term Project</b>	<i>Mental note: You should be collecting treatment data for your term project!</i>
<b>WEEK 13</b>		
T 11-16-10	Test Taking	<b>Text:</b> Chapter 11 & Review Chapter 10
R 11-18-10	Library Instruction – Central Library, B20	Research Opportunity
<b>WEEK 14</b>		
<b>T 11 -23 to 11-30</b>	<i>Personal Conferences and Rough Draft of Term Project</i>	<i>Instead of class on Nov 23, you will be expected to meet with me outside of class for a scheduled appointment to review your rough draft.</i>
T 11-23-10	<b>Work on Rough Drafts</b>	<b>NO UNIV 1302 CLASS</b>
R 11-25-10	<b>THANKSGIVING HOLIDAY</b>	<b>NO CLASSES</b>
<b>WEEK 15</b>		
T 11-30-10	<b>Work on Rough Drafts</b>	<b>NO UNIV 1302 CLASS</b>
R 12-2-10	Project Presentations	
<b>WEEK 16</b>		
T 12-7-10	Project Presentations	<b>DUE: Final Term Project Paper and Supporting Materials</b>
R 12-9-10	Wrap-Up Business and Final Exam Overview	
<b>Final Exam</b>		
R 12-16-10	<b>UNIV 1302 FINAL EXAM 8:00 – 10:30am</b>	<b>Review material from August 26 – December 11</b>
<b>FYI...</b>	<b>Final Grades post on-line in your MyMav Student Center on approximately the Thursday after finals are concluded.</b>	I will not provide information regarding your final grades via email or telephone. You must schedule an appointment.