



Course Syllabus

Course Number and Title: DEVS 1100 Strategies for Learning

Instructor Information

Name: Rachael Bein

Contact Information:

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Office Hours:

- Mondays and Wednesdays: 10-Noon, 2:30-4 p.m.
- Tuesdays and Thursdays: 9:00-10:30 a.m., 2:30-4 p.m.
- Friday: By appointment

Course Overview

Catalog Description: Strategies for Learning is a practical course designed to assist students in the acquisition and application of skills and attitudes necessary to reach their educational goals and to succeed in the university setting. Some out-of-class academic development activities may be required. (Elective credit)

Course Overview: This is a course for the development of skills and attitudes necessary for an optimal college experience. Group work, individual conferences, class discussion, and lectures will be used. Out-of-class academic development activities such as attendance at relevant seminars, sessions with academic advisors, conferences with instructors, progress report evaluations, and participation in tutoring or computer assisted instruction will be required based on individual need.

Pre-requisites: None

Course Objectives/Student Learning Outcomes:

- Demonstrate an understanding of academic good standing and the ability to compute G.P.A..
- Develop personal and academic short-term and long-term goals.
- Demonstrate the ability to identify personal obstacles, distractions, and symptoms of academic distress that interfere with academic success.
- Devise and implement a plan to increase academic success by using time management/study systems, understanding individual learning style, and developing note-taking, test taking, and critical thinking strategies.
- Demonstrate an understanding of the importance of scheduling in academic success by filing a degree plan and completing a graduation plan.
- Solve problems through negotiation, communication, and utilization of campus resources.

Course Materials and Resources:

Required Course Materials:

- Textbook: Study Skills for Learning Power, 2nd Ed. by Hellyer, Robinson, Sherwood
- Two three-ring binders and subject dividers OR two multi-subject spirals with pocket dividers
- Time planner
- One highlighter marker

AEC and Other Educational Support Resources:

- Academic counseling and peer tutoring available

Course Policies:

Attendance: Strategies for Learning is an experientially based course, which means you must attend class to meet course goals. Students with *three* absences will be **dropped** from this course with a grade of **WF**. (Absences for class meetings **and** scheduled tutorials and/or conferences are included). Three tardies will constitute an unexcused absence. Students must notify their instructor **before** class in the event of excused absences. Excused absences include:

1. Death in the family.
2. Documented illness (nurse or doctor's note).
3. A school event approved by the Vice President for Academic Affairs office.

All other absences are considered unexcused.

Grade Determination:

Attendance/Participation	10%
Daily grades (quizzes, class work, homework)	20%
Progress Reports Checklist	20%
Checklist	10%
Paper	10%
Graduation Plan	10%
Final Project	<u>20%</u>
	100%

+/- Grade System:

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72, etc...

Make-up Work: Make-up work will only be accepted for **excused** absences and must be turned in **before** the next class meeting.

Academic Dishonesty: Cheating and Plagiarism will not be tolerated. Failure to do your own work or give proper credit to sources will result in a zero on the particular exam or assignment in question.

Special Needs: McMurry University abides by Section 504 of the Rehabilitation Act of 1973, which stipulates that no otherwise qualified student shall be denied the benefits of an education "solely by reason of a handicap". If you have a documented disability that may impact your performance in this class and for which you may be requesting accommodation, you must be registered with and provide documentation of your disability to the Disability Services Office, located in Old Main Room 102. Arrangements will be made for students needing special accommodations.

Major Projects, Required Activities, and Assignments:

- Progress Reports (20%) Students must meet with each of their instructors quarterly to discuss class progress. A progress report form documenting attendance, current grade, and any incomplete or missing assignments must be completed during this meeting and submitted by the designated due date. Information provided in these reports will be used during the quarterly meeting with the STARS program director.
- Checklist (10%) Students must visit ten specified campus resource offices and/or personnel. Five items must be completed by midterm and all ten by the end of the semester.
- Paper (10%) Students will write a three page paper describing their most difficult course, their learning style, the teacher's teaching style, and their plan to succeed in that course.
- Graduation Plan (10%) Students will use their degree plan, transcript, and the McMurry catalog to plan their coursework through to their target graduation date.
- Final Project (20%) Students will prepare study guides for final exams in all classes.

Tentative Course Schedule:

DEVS 1100 Strategies for Learning

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Spring 2009

- Week 1 Brief introduction to the course. What were the obstacles and/or distractions that interfered with your academic success last semester? List three objectives/topics that you would like to see covered this semester in this course.
Assignment: Organize notebook. Identify (name and phone number) a study partner for every class.
- Week 2 **Syllabus Quiz**
Discussion of G.P.A., academic good standing for the university, for financial aid, for athletics, and academic programs, and the perimeters and consequences for students on academic probation or suspension.
Assignment: Read the Introduction and Chapter 7. Complete a weekly time management report. Bring notebook and checklist to class.
- Week 3 Meet representatives from campus offices.
Assignment: Review Chapter 7. Complete exercises 7A, 7B and 7D. Bring notebook, all syllabi, and time planner to class. Meet with all of your instructors and get progress reports filled out before Feb. 5th.
- Week 4 **Time Management Quiz** and discussion on chapter 7.
Turn in Chapter 7 exercise and Progress Reports.
Classwork: Semester schedule, weekly schedule, to-do list
Assignment: Monitor your time all week. Read pages 1-23, completing all chapter exercises in that section. Take MBTI (Jung Typology) online at www.humanmetrics.com and sensory style assessment. Make appointment with Mrs. Bein
- Week 5 **Classwork:** Turn in 1B, MBTI report and sensory style assessment results and discuss learning and teaching styles.
Assignment: Read rest of Chapter 1. Begin writing about your most challenging class, describing your instructor's teaching style and your learning style. Include a plan that will help you to achieve success in that class.
- Week 6 **Classwork:** Complete rough draft of paper about your most challenging class, that teacher's teaching style, your learning style and your plan for success.
Assignment: Read Chapter 2. Work on final draft of paper.
- Week 7 **Classwork:** Goal setting exercise. Goal evaluation activity. J.E. p. 4.
Turn in Final Draft of Paper.
Assignment: Read Ch. 3 and complete exercises 3A and 3B. Use the GREAT note-taking system in your other classes and write questions in the margins. Bring notes from other classes to our class. Meet with instructors and get progress reports before March 5th.

- Week 8 **Note Taking QUIZ** and discussion on forgetting curve, note-taking, and question construction.
Classwork: Individual or group work on test questions.
Turn in Progress Reports.
Assignment: Read Chapter 4, complete exercise 4B, find and describe two visual aids in your other textbooks and create one of your own. Bring a catalog, your degree audit, and unofficial transcript to class. Make appointment with Mrs. Bein.
- Week 9 **Spring Break**
- Week 10 **Classwork:** Work on Graduation Plan.
Turn in Exercises 4B and visual aids examples.
Assignment: Complete Graduation Plan.
- Week 11 *Turn in Graduation Plan.*
Classwork: Pre-registration
Assignment: Read Chapter 5 and bring another textbook to class.
- Week 12 Discuss STUDY-READ and SQ3R.
Classwork: Textbook exercise
Assignment: Read Chapter 9 and complete 9A and 9C. Meet with instructors and have progress reports filled out before April 2nd.
Turn in Exercise 9A and 9C and Progress Reports.
Classwork: Complete 9F. Make two different types of visual organizers for information needed in your other classes.
Assignment: Read Chapter 10. Bring a returned test from another class and all materials needed to work on study guides next Thursday. Meet with Mrs. Bein.
- Week 13 Discuss tips for taking tests and improving test taking skills. Discuss different types of study guides. Go over the requirements for the final project. (Prepare a study guide for each of your final exams. These will be graded and serve as the final project for this class – 20% if your final grade.)
Classwork: Complete Test Analysis Chart. Work on study guides.
Assignment: Work on study guides for final project. Meet with all of your instructors before April 30th and have them make comments and sign the study guides for their course final and fill out progress reports. Update study guides using their comments and turn in both study guides and progress reports on April 30th.
- Week 14 **Work on Study Guides for Final Exams.**
- Week 15 **Progress Reports and Final Exam Study Guides Due**
(20% of grade). **NO EXCEPTIONS!**

**Course Objectives/Student Learning Outcomes
and their Linkage to
Program and University Goals and Outcomes.**

DEVS 1100 Strategies for Learning

Desired Student Learning Outcomes for this course	Linked to which departmental program goal(s)	Linked to which institutional goal(s)?	Types of evidence that might be used to demonstrate student achievement of objectives & goals
Demonstrate an understanding of academic good standing and the ability to compute G.P.A..	DEVS: 4 STARS: 2, 4	2,6,8	G.P.A. worksheet, improvement in semester and overall G.P.A.
Develop personal and academic short-term and long-term goals.	DEVS: 4 STARS: 1,2,3,4	2,6,8	Goals worksheet, paper outlining plan to succeed in most difficult class.
Demonstrate the ability to identify personal obstacles, distractions, and symptoms of academic distress that interfere with academic success.	STARS: 1,3,4	2,6,8	Journal entries, paper describing plan to succeed in most difficult class.
Devise and implement a plan to increase academic success by using time management/study systems, understanding individual learning style, and developing note-taking, test taking, and critical thinking strategies.	DEVS: 4 STARS: 1,2,3,4	2,6,8	Worksheets, quizzes, and tests. Weekly and semester time management plans. Creation of test questions for other classes. Final project: developing study guides for all final exams.
Demonstrate an understanding of the importance of scheduling in academic success by filing a degree plan and completing a graduation plan.	DEVS: 4 STARS: 4	2,6,8	Have degree plan on file. Complete graduation plan.
Solve problems through negotiation, communication, and utilization of campus resources.	DEVS: 4 STARS: 1,2,3,4	2,6,8	Meet with instructors and director quarterly. Complete checklist of campus resources.

Institutional Goals:

2. Students are equipped for successful careers and post-graduate education.
6. Students will grow as whole persons – spiritually, emotionally, morally, intellectually, socially, and physically – in a community where these qualities are nurtured.
8. The institution will engage in an ongoing pursuit of excellence in curricula, programs, and policies.

The Developmental Studies (DEVS) program is not a department. It is a program consisting of five content based courses and one study skills course.

Developmental Studies Program Goals:

4. Work closely with other departments to insure that DEVS curriculum provides students with the skills necessary to transition into college-level courses.

STARS (Students Taking A Risk for Success) Program Objectives (Students in this program are required to take DEVS 1100):

1. improve students' overall attitude regarding their academic career;
2. improve students' grade point average (GPA);
3. provide students with the support mechanism to enhance their academic and personal development; and
4. provide students with the required assistance and support they need to achieve their academic objectives and goals.