

**EDT 110: Learning Strategies for College Success**  
**Fall 2010, Section QC (10769)**  
**Monday & Wednesday 10:10-11:00 a.m. in 13 Campus Avenue Building**

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Gross Center  
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### **Course Goals**

1. To become more aware of and educated about yourself as a learner.
2. To develop effective study behaviors, strategies and habits.
3. To employ strategies and techniques to establish a realistic plan for educational success.
4. To develop an understanding of the educational process of acquiring a degree from Miami University and its influence on your life and personal goals.
5. To authentically engage in your education in order to achieve your educational and career goals.

### **Required Text**

EDT 110 Reader: available at The Oxford Copy Shop

RLC Planner: available at the Rinella Learning Center main office, 14 CAB (\$15.00)

### **Expectations**

- Arrive to class on time with class materials and with cell phones turned off.
- Actively read assignments prior to class. Think about what you have read and be able to summarize the main points of the reading.
- Contribute to class discussions. This requires you to exchange ideas with peers.
- Treat everyone with respect.
- Submit assignments on time.

### **Course Policies**

#### ***Attendance***

You are expected to attend every class session in its entirety. Missing five classes may result in being dropped from the course. Arriving to class late twice is the equivalent of an absence. Each student will attend 2 individual meetings with me during the semester (the weeks of October 4 & November 8). The meetings will be a time for us to assess your academic progress, discuss any difficulties you are facing and make plans for upcoming semesters. ***You must bring your Reader and RLC Planner to EVERY class.***

#### ***Assignments***

Required assignments and deadlines are detailed in the following pages. Deadlines may be negotiated on an individual basis if extenuating circumstances arise. Please discuss deadline conflicts with me prior to the due date to avoid penalties. For each day the assignment is late, a letter grade will be deducted (e.g., your paper is due Wednesday and you submit it Friday, the highest grade you can receive is C+). Weekends are excluded from this policy.

#### ***Communication***

Outside of class time and individual meetings, the primary mode of communication for this course will be via your Miami University email account and the course Blackboard site. You should check this account regularly for course updates as you will be held accountable for the information conveyed via email. You are welcome to call, email or stop by the office at any time during the semester.

### Learning Support at the Rinella Learning Center

Any student in need of academic accommodations due to a learning or physical disability, should please contact the Rinella Learning Center at [www.muohio.edu/learning](http://www.muohio.edu/learning) or the Office of Disability Resources at [www.units.muohio.edu/oeeo/odr/](http://www.units.muohio.edu/oeeo/odr/). If you have a letter from either office indicating that you have a disability which requires academic accommodations, please present the letter as soon as possible so we can discuss the accommodations that you might need in this class.

### Grading

Attendance with RLC Planner & Reader (5/class)	140	<b>Grading Scale</b>			
RLC Planner Work (50/set)	100				
Instructor Meetings with Updated RLC Planner (25/meeting)	50			A	740 - 666
Office Hours Assignment	50			B	665 - 592
Learning Portfolio, 1 <sup>st</sup> submit	200			C	591 - 518
Learning Portfolio, 2 <sup>nd</sup> submit	200			D	517 - 444
<b>Total</b>	<b>740 points</b>			F	443 and below

### Course Outline

Date	Topic	Assignment Due
M. Aug. 30	Introduction & Self-Assessment	Purchase Text & RLC Planner
W. Sept. 1	Introduction & Self-Assessment	Purchase Text & RLC Planner
W. Sept. 8	Get Organized & Stay Organized	Bring Text & ALL Course Syllabi to Class
M. Sept. 13	Time Management <b>Drop Deadline is September 13</b>	33-37
W. Sept. 15	Goal Setting & Priorities	5; 115-117
M. Sept. 20	Metacognition	9-13
W. Sept. 22	LASSI	6-8
M. Sept. 27	Note Taking & Notes in a Seminar Class	43-45 & 49-50
W. Sept. 29	Sleep	Learning Goals Due; Bring Your Articles to Class
M. Oct. 4	Annotation & Reading in College	52-53
W. Oct. 6	Recitation	RLC Planner Due; 38-41
M. Oct. 11	Study Strategies & Learning Reps	42 & 46-48
W. Oct. 13	Test Taking Strategies	56-63
M. Oct. 18	Focus/Concentration & Locus of Control	3 & 32
W. Oct. 20	Class Attendance	18-24
M. Oct. 25	Using Office Hours	Learning Portfolio Due; 84-86
W. Oct. 27	Making the Most out of Class Time & Compensating for an Ineffective Lecturer <b>Withdraw Deadline is October 29</b>	51
M. Nov. 1	Learning from Past Exams	64-65
W. Nov. 3	Test Taking Anxiety	54 & 120
M. Nov. 8	Motivation/Procrastination	RLC Planner Due; 114
W. Nov. 10	Learning Styles I	Office Hours Assignment Due; 89-100
M. Nov. 15	Learning Styles II	
W. Nov. 17	Miami Basics	25-29

M. Nov. 22	Study Strategies for Finals	87-88
M. Nov. 29	Finals Preparation	127-131
W. Dec. 1	Stress Management	118-126
M. Dec. 26	Assess Progress and Next Steps	132
W. Dec. 8	Evaluations & Wrap-Up	Learning Portfolio Due

## Assignments

### *RLC Planning Time:*

A considerable portion of your grade (100 points) will be based on RLC Planner work. This planning time is designed to provide you with the following:

1. An opportunity to enact a time management plan and practice the strategies we discuss in class
2. Structured time for you to plan and organize academics
3. Continual assessment of your progress

### **What will be expected of you?**

1. Every Monday you will review what you accomplished the previous week and create a study plan for the upcoming week. 15-20 minutes will be dedicated to this exercise.
2. You will use your RLC planner for these planning sessions, specifically: Master Schedule, To Do Lists, Master Calendar, Syllabus Tracking and Grade Tracking
3. You will submit your updated RLC Planner twice during the semester (must include a Block Schedule , updated Master Calendar, Syllabus Tracking and Grade Tracking).

### **What will determine your grade?**

1. Block Schedule: the Planning Time is meant to facilitate academic planning and organization, your plans on the Block Schedule need to reflect that this is taking place.
2. Weekly Planning Document: your WPDs must be completed each week and illustrate that you: know what you need to do, have scheduled time to do what you need to do and you are looking ahead for future requirements. This means your Grade Tracking charts are updated, your weekly Syllabus Tracking reflects the assignments and work outlined on your Master Calendar, and your To Do Lists support your efforts.

*\* Your RLC Planner will be graded on accuracy, execution, completeness and utility. The Planner will be collected twice during the semester and is worth 50 points each time.*

**Using Office Hours Assignment:** Schedule an appointment to meet with an instructor during office hours and facilitate the meeting using strategies discussed in class on Monday, October 25. Select the instructor/course based on what will be most beneficial for your learning and progress in the class. Use the outline provided to prepare for and structure the session. Describe the experience and evaluate its effectiveness by following the assignment prompts that were distributed in class on the 25<sup>th</sup>. Your meeting with your instructor, completed preparation outline, and assignment response are due in class Wednesday, November 10.

*\* This assignment will be graded on execution, depth of description, level of self-reflection, utility and format of the meeting.*

# Learning Portfolio Assignment

## Purpose & Objectives

The Learning Portfolio will be your culminating EDT 110 experience. It is comprised of a series of engaged learning assignments that you will complete throughout the semester. Each assignment is designed for you to gain a more sophisticated understanding of yourself as a learner. Ultimately, I want you to become the student you want to be based on the insights you gain from this process. The objectives of the Learning Portfolio are to facilitate:

1. Your engagement with and ownership of EDT 110 concepts.
2. Practice of the skills learned in class.
3. Self-reflection in order for you to explore who you are as a learner, where you want to be as a learner and how you will get there.
4. An ongoing cycle of academic self-assessment: create a plan, implement the plan, assess effectiveness of the plan, make changes as necessary, and repeat the process.
5. Documentation of what you personally need to do in order to be a successful student.

## Content

Your Learning Portfolio must include the following:

### 1. *Learning Goals*

Think about our classroom discussions and your journal work around the topics of self-assessment, goals and LASSI. Describe your overall learning goals for your Miami experience. What do you hope to gain during your time as a student? Describe your learning goals for EDT 110. How will your EDT 110 experience help you work towards your overall learning goals?

What specific goals do you have for this semester that will help you reach your overall learning goals? How do your semester goals work towards your overall learning goals? Create a plan to meet your semester goals. What will you do during the semester to ensure that you fulfill your semester goals? Please be specific in describing how your semester goals relate to your overall learning goals and the plan you will implement. Be sure to discuss how and when you will assess your progress in meeting your goals. If your assessment indicates that you are not making sufficient progress towards the goal, how will you make changes to your plan?

*You should identify 2 or 3 learning goals for: 1) your overall Miami experience; 2) your EDT 110 experience; and 3) your semester goals. This Learning Goals assignment should be 3 double-spaced pages, in 12 point font.*

*Must be submitted in hard copy by Wednesday, September 29, 2010. Must also be included in your Learning Portfolio.*

### 2. *Learning Journals*

Your EDT 110 journals will give you the opportunity to connect course concepts to your life as a student through focused self-reflection. Learning journals should respond to the prompts provided. Some prompts are quite detailed and specific; in such instances you should make sure you discuss each point of the prompt. At other times the prompts are general and vague; in these instances you are not required to meet any specific parameters but are encouraged to think about/explore whatever ideas are important to you that will advance your understanding of who you are as a learner.

An effective learning journal will go beyond simply chronicling or describing your ideas. You must reflect on the meaning of your ideas and discuss what you will do in the future—explain the next steps in your learning. Your commentaries will be strongest when they answer the following 3 questions: 1) What? 2) So what? 3) Now what?

*Each journal entry should be completed during the week indicated and be 1-1½ double-spaced pages, in 12 point font. Your journals will officially be collected twice during the semester for grading. However, I will happily review and provide feedback on one of your journals before they are collected for grading. I encourage you to take advantage of this opportunity in order to ensure that you are meeting the requirements of the assignment.*

**Alternative Journal Options:** In order to give you maximum degrees of freedom in your learning you may choose to write up to 4 journals on topics of your own choosing. You must use the prompts provided for weeks 1, 2, 3, and 10. But, for weeks 4-9, you have 4 journal opportunities to create your own prompt and respond to it. Your prompt and response must be school related, but beyond that, can be of any topic that is of interest to you or that you have been struggling with. When you submit your portfolio be sure to include the prompt you are choosing to respond to so I can evaluate your response. You do not have to create your own prompt for any of the journals; it is just an option that you can choose to exercise.

**2<sup>nd</sup> Alternative Journal Option:** In school it is hard not to privilege the reading/writing learning style. In order to allow you to use your preferred learning style you may choose to respond to 2 of the journal prompts using whatever method you would like. Keep in mind: you still need to provide a substantive, thoughtful response. However, do not limit your creativity. In past semesters I have received songs, poems, and slide shows as journal responses. Just make sure that whatever format you choose can be easily included in your portfolio (i.e., URL address, disk, etc.). The amount of self-reflection in your alternate format must reflect the level of reflection of a 1-1½ page journal entry. Visual representations may be enhanced if captions or a written explanation is provided.

To Be Completed	#	Learning Journal Prompt
Week of September 6	1	Think about your past educational experiences & the learning skills self-assessment we completed in class. What skills do you have that can help you be a successful learner this semester? How are those valuable? What skills do you want/need to develop in order to be successful? Why/how will those new skills benefit you as a learner?
Week of September 13	2	What organization & time management systems do you use? Describe the effectiveness of your systems. What causes your organization & time management to derail? Based on our class discussions of organization & time management, what practices will be useful for you to adopt? What changes do you hope to make and why?
Week of September 20	3	Getting to where you are right now was based on a series of choices. What was your rationale for making one decision over another? What are the consequences of those decisions? Specifically: why did you decide to go to college? Why did you decide to come to Miami? Why did you choose your particular major (or why have you not yet decided on a major? Why did you select the courses in which you are currently enrolled? Now discuss the consequences of your decisions. What have been the positive & negative outcomes? How have these decisions impacted other decision you made & how will they impact future decisions? How can you use what you have learned about yourself through this journal as you plan for your future?
Week of September 27	4	What have you learned this week about yourself as a learner? What learning tasks did I respond to most easily this week? What learning tasks gave me the most difficulty this week? What was the most significant thing that happened to me as a learner this

		week? Of everything I did this week in my learning, what would I do differently if I had to do it again? What do I feel proudest about regarding my learning activities this week? [Respond to as many of these prompts as you would like. If 1 or 2 are particularly interesting to you, explore just those ideas.]
<b>Week of October 4</b>	5	Describe your note taking & reading habits thus far this semester. Are your current habits working? If so, why and how? If not, what are some changes you can make to your note taking & reading to be more effective? How will you implement those changes? Describe the ideal note taking & reading patterns for you as a learner? In other words, in order to get the full learning benefits of the processes, how would you approach/complete note taking and reading (in a perfect world)?
<b>Week of October 11</b>	6	Regular/active study is essential for learning. However, it can be difficult to study for classes each day. How are you doing on this? If you have been studying regularly, what are you doing to make it happen? If you have been lax in studying regularly, what is getting in your way? All classes are not equal in terms of difficulty or work requirements. Identify the courses you are taking that you absolutely must study regularly for in order to be successful. What changes can you make to start reviewing/studying each day for those high stress classes?
<b>Week of October 18</b>	7	It is around the midpoint of the semester and a good time to assess your progress thus far. Review your Learning Goals document and previous journals. Assess your progress in the goals, skills and behaviors that you identified as priorities for change/attainment. Where/how are you making progress towards those goals, skills and behaviors? How are you doing that? Where/how are you falling short of making progress towards those goals, skills and behaviors? What changes can you make to your plans/processes to regroup and make better progress? Explain the basis for your assessment (i.e., what evidence prompted you to answer the way you did?).
<b>Week of November 1</b>	8	What have you learned this week about yourself as a learner? What learning tasks did I respond to most easily this week? What learning tasks gave me the most difficulty this week? What was the most significant thing that happened to me as a learner this week? Of everything I did this week in my learning, what would I do differently if I had to do it again? What do I feel proudest about regarding my learning activities this week? [Respond to as many of these prompts as you would like. If 1 or 2 are particularly interesting to you, explore just those ideas.]
<b>Week of November 15</b>	9	Provide a list of courses you plan to take in the Spring. Explain how you chose those courses (if a course meets a requirement, explain why you chose that course instead of another). How do the courses relate to the Learning Goals you outlined at the beginning of the semester? Discuss how particular courses complement you as a learning (why should you excel in a course given your learning style and skills?). Discuss how particular courses will be a challenge to you as a learner (why will a course be difficult given your learning style and skills?). How will you work through those challenges?
<b>Week of November 29</b>	10	What have you learned from the EDT 110 portfolio process? What are you doing differently from previous semesters? What skills/strategies have you implemented to be a better learner? In what areas do you continue to struggle as a learner? What are your next steps? How will you translate your EDT 110 experience/learning to next semester?

### 3. *End of Semester Reflection*

Review your Learning Journals and Learning Goals paper. Discuss and describe the progress you have made towards your EDT 110 and semester learning goals. To what extent did you meet or not meet your goals? Discuss why you responded the way you did. How effective was the plan you implemented, did you follow the plan? Why or why not? What changes did you initiate in the plan and what were the results?

Now review your learning goals for your Miami experience. Are those goals still reflective of what you would like to take away from your Miami experience? If so, what experiences have you had this semester and what have you learned that continue to make those goals relevant for you? If those goals are no longer representative of your desired outcomes, how would you edit them to reflect your thinking at this time? What experiences have you had this semester and what have you learned that prompted this change in your overall Miami learning goals?

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As you reflect on the past semester, what have you learned about yourself as a learner? Why is this significant? What can you do as a learner that you could not do in previous semesters? Provide an example of an experience from this semester to illustrate your response.

Finally, what are the keys to your success as a learner? In other words, you have learned about and practiced many study strategies and approaches to learning this semester. What do you need to do in order to be a successful student? What are the critical practices, approaches and strategies that you must implement in order to be the student you want to be? Be sure to discuss in class and out of class considerations.

*This End of Semester Reflection assignment should be 3 double-spaced pages, in 12 point font. It should be completed between November 29 and December 8. You will submit your essay with your entire Learning Portfolio on Wednesday, December 8, 2010.*

### 4. *Study Strategy Samples*

Throughout the course of the semester you will be learning different study strategies and techniques. During this same timeframe you should be practicing these study strategies in your courses in order to determine what works best for you as a learner. This section of your portfolio is an opportunity for you to demonstrate competency and mastery of the study strategies learned in this class. You must submit the following documents as samples of your work:

1. RLC Planner/Time Management Documents: include copies of your Master Schedule, 1 Monthly Calendar and 1 week's worth of Syllabus Tracking (from the same month as your monthly calendar). Your RLC documents should be complete, updated and demonstrate a plan for study and mastery of time management. **1<sup>st</sup> submit**

2. Cornell Notes: include copies of 3 pages of class notes using the Cornell method from one of your courses. Keep in mind: 1) you must take notes during a class (notes from your text are not acceptable); 2) your notes must include the key features of the Cornell method – note taking area, clues & questions area and summary area; 3) do not submit learning representations for this portion of your portfolio; 4) notes must be handwritten; 5) PowerPoint notes are not acceptable. Your notes should be complete, neat, clear, follow the Cornell format, useful for study and demonstrate mastery of the Cornell method of note taking. **1<sup>st</sup> submit**

3. Annotation: include copies of 5 pages of annotated text from a book used in one of your courses. Your annotation should include paraphrased notes in the margin of the book and a summary of the key points of what you read at the end of the section. Your annotation should paraphrase the most important information, include a summary, be useful for study and demonstrate mastery of annotation. **2<sup>nd</sup> submit**

4. **Recitation:** include 2 different samples of recitation techniques that you used to study for your classes during the course of the semester. Examples of recitation techniques include creating learning representations, note cards, summaries, outlines and study guides. You must provide 2 different forms of recitation techniques in your portfolio. It is probably easier for you to include the originals in this portion of your portfolio. But, if you prefer to make copies of your recitation materials, you can certainly do that as well. Your recitation samples should be accurate, neat, comprehensive, useful for study and demonstrate mastery of recitation. **1 1<sup>st</sup> submit and 1 2<sup>nd</sup> submit.**
5. **Finals Countdown:** include a completed copy of your Finals Countdown planning document. This document should include all remaining assignment due dates, your final exam schedule and out-of-class (life) commitments that need to be accomplished before you leave for Winter Break. Your finals countdown should be complete, organized, useful for planning and demonstrate a mastery of time management. **2<sup>nd</sup> submit**

*You will submit your Learning Portfolio for grading twice during the semester. The first time you submit your Learning Portfolio you must include the following samples: 1) RLC/Time Management Documents; 2) Cornell Notes; 3) 1 Recitation sample.*

*The second, and final, time you submit your Learning Portfolio you must include: 1) RLC/Time Management Documents; 2) Cornell Notes; 3) Annotation sample; 4) 2 Recitation samples; and 5) Finals Countdown document.*

### **Format**

Your Learning Portfolio is both a process for your learning and a product of your learning. The physical product of your work should be organized, neat, easily accessible and professional. Your portfolio must be compiled in a 3-ring binder and include:

- Title Page (your name, clever title, dates, etc.)
- Labeled Section Dividers for Learning Goals, Learning Journals, End of Semester Reflection and Study Strategy Samples
- All portfolio materials from the entire semester (Learning Goals, 10 Learning Journals, End of Semester Reflection and Study Strategy Samples)

While it is important for your portfolio to be neat and look good, it is much more important for your portfolio to demonstrate learning and reflection. In other words: feel free to keep it simple and not spend a lot of time on fancy aesthetic considerations. Content should be your first consideration, creativity should be a distant second.

### **Evaluation**

You will submit your compiled Learning Portfolio for grading twice during the semester. The submission dates are: Monday, October 25 and Wednesday, December 8.

*The following must be included in your Learning Portfolio for the October 25 submission:* 1) Learning Goals; 2) the first 5 Learning Journals; & 3) Study Strategy Samples of RLC Planner/Time Management Documents, Cornell Notes and 1 Recitation.

*The following must be included in your Learning Portfolio for the December 8 submission:* 1) End of Semester Reflection; 2) the last 5 Learning Journals; 3) Study Strategy Samples of Annotation, Finals Countdown and 1 Recitation; & 4) all materials from the first time you submitted the Learning Portfolio, with my comments.

Please Note: The documents for the first submission will only be graded after the first submission; they will not be included in the 2<sup>nd</sup> grade. However, they still must be included in your second portfolio submission. (I will look at my comments from the 1<sup>st</sup> round and take them into consideration during 2<sup>nd</sup> round grading.)

The following rubric will be used to grade your portfolio:

<b>First Submit: Monday, October 25</b>	
<b>Assignment</b>	<b>Points</b>
Learning Goals	50
5 Learning Journals	100
Study Strategy Samples	40
* <i>Planner Docs</i>	
* <i>Cornell Notes</i>	
* <i>Recitation</i>	
Format	10
<b>Total</b>	<b>200</b>

<b>Second Submit: Wednesday, December 8</b>	
<b>Assignment</b>	<b>Points</b>
End of Semester Reflection	50
5 Learning Journals	100
Study Strategy Samples	40
* <i>Annotation</i>	
* <i>Recitation</i>	
* <i>Finals Countdown</i>	
Format	10
<b>Total</b>	<b>200</b>

*Resource used to develop assignment:*

*The Learning Portfolio: Reflective practice for improving student learning. John Zubizarreta (2004).*