CURR 1013 – Principles of Effective Learning
Spring 2019

Instructor: James Williams
Section # and CRN: P01-1920-27187
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Office Hours: TBA
Mode of Instruction: Face to Face
Course Location: 216 Ag. Business Bldg.
Class Days & Times: MWF 11:00-11:50am

Catalog Description: A study of the research and theory in the psychology of learning, cognition, motivation, as well as the factors that influence learning, and the application of learning strategies. Theoretical model of strategic learning, cognition, and motivation serves as the conceptual basis for instruction. The course content is divided into a four-part model (the Effective Learning Model) consisting of self-assessment, cognitive theories, self-regulation, and strategies for self-change.

Prerequisites: None
Co-requisites: None

Required Texts: College Success
https://open.lib.umn.edu/collegesuccess/

Recommended Texts: Foundations of Academic Success: Words of Wisdom
https://open.umn.edu/opentextbooks/textbooks/232

Student Learning Outcomes:

<table>
<thead>
<tr>
<th>Number</th>
<th>Upon successful completion of this course, students will be able to:</th>
<th>Program Learning Outcome # Alignment</th>
<th>Core Curriculum Outcome Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Demonstrate comprehension of applicable theories of motivation, self-regulation, cognitive development, personality, learning, and memory that relate to successful collegiate learners.</td>
<td></td>
<td>1. Critical Thinking 3. Personal Responsibility</td>
</tr>
<tr>
<td>2</td>
<td>Appropriately apply achievement strategies that may include test preparation and test taking in different learning situations.</td>
<td></td>
<td>1. Critical Thinking 3. Personal Responsibility</td>
</tr>
<tr>
<td>3</td>
<td>Assess their academic motivation, learning and study skills, and abilities.</td>
<td></td>
<td>3. Personal Responsibility</td>
</tr>
<tr>
<td>4</td>
<td>Appropriately apply theories of motivation, self-regulation, personality, and learning to implement and analyze a personal self-change project.</td>
<td></td>
<td>1. Critical Thinking</td>
</tr>
</tbody>
</table>
Major Course Requirements

Method of Determining Final Course Grade

<table>
<thead>
<tr>
<th>Course Grade Requirement</th>
<th>Value</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Participation</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td>2) Reflective Writings</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>3) Quizzes/Tests</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>4) Mid-Term Exam</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td>5) Final Exam</td>
<td>20%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Total:

Grading Criteria and Conversion:
A = 100-90%;
B = 89-80%;
C = 79-70%;
D = 69-60%;
F = 59% or below

Detailed Description of Major Assignments:
Assignment Title or Grade Requirement | Description
---|---
Participation | Daily attendance, participation in class discussions/activities, campus programs (i.e., S.P.I.T. Knowledge), and workshops.
Reflective Writings | Written assignments designed to assess comprehension and relevance of course material to student’s personal and academic circumstances.
Assignments | Written and oral tasks (i.e., homework, classwork) designed to supplement and reinforce course material.
Quizzes & Tests | Assessments designed to measure knowledge of presented course material, progress, and ability
Mid-term Exam | Written assessment designed to measure knowledge of course material presented in Weeks 1 through 7 of the semester.
Final Exam | Written and multi-media assessment designed to measure knowledge of course material presented in Weeks 1 through 14 of the semester

Course Procedures or Additional Instructor Policies

Taskstream
Taskstream is a tool that Prairie View A&M University uses for assessment purposes. One of your assignments may be considered an “artifact,” an item of coursework that serves as evidence that course objectives are met. More information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.
Submission of Assignments:
All assignments are to be submitted by the designated due dates. The instructor is not required to accept late assignments due to unexcused absences. Unless otherwise indicated, all assignments submitted online must be uploaded to the assigned dropboxes in eCourses. Assignments that are due in class must be submitted before the conclusion of the class period; should a printed assignment span more than one page, it must be stapled in the upper left hand corner.

Formatting Documents:
Microsoft Word is the standard word processing tool used at PVAMU. If you are using other word processors, be sure to use the “save as” tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.

Exam Policy:
Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook).
<table>
<thead>
<tr>
<th>Semester Calendar</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week One:</strong> Topic Description</td>
</tr>
</tbody>
</table>
| Readings: | M  
W Course Syllabus  
F |
| Assignment (s): | M  
W |
| **Week Two:** Topic Description | Starting Strong/Campus Resource Project |
| Readings: | M Chapter 1  
W  
F |
| Assignment (s): | M  
W  
F Entrance Interview, Campus Resource Project, Journal Entry 1 |
| **Week Three:** Topic Description | Who Are You? (Personality, Learning Styles, Multiple Intelligences) |
| Readings: | M Chapter 5, Handouts  
W  
F |
| Assignment (s): | M  
W  
F Quiz – Chapter 1, Comprehensive Notebook Check |
| **Week Four:** Topic Description | Who Are You? (cont’d) Listening & Note Taking Self-Regulation |
| Readings: | M Chapter 6, Handout  
W  
F |
| Assignment (s): | M  
W  
F Quiz – Chapter 5: Campus Resource Project |
| **Week Five:** Topic Description | Campus Resource Project Reading & Note Taking |
| Readings: | M Chapter 7  
W  
F |
| Assignment (s): | M Campus Resource Project  
W  
F Quiz- Chapter 6 |
| **Week Six:** Topic Description | Reading & Note Taking/ Studying & Test Taking |
| Readings: | M Chapters 7 & 8  
W Handout  
F |
| Assignment (s): | M  
W  
F Journal Entry 2, SCP Target Behavior Due (Step 1) |
| **Week Seven:** Topic Description | Studying & Test Taking |
| Readings: | M Chapter 8, Handout  
W |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic Description</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Eight</strong></td>
<td>Mid-term Exam/Comprehensive Notebook Due</td>
<td>Assignments: M Quiz – Ch. 7.</td>
</tr>
<tr>
<td><strong>Nine</strong></td>
<td>Mid-term Exam Review / Time Management</td>
<td>Assignments: M Journal Entry 3; SCP Baseline Data Due (Step 2)</td>
</tr>
<tr>
<td><strong>Ten</strong></td>
<td>Perry’s Theory/ Motivation</td>
<td>Assignments: M Journal Entry 3; SCP Contract Due (Step 3)</td>
</tr>
<tr>
<td><strong>Eleven</strong></td>
<td>Career Exploration</td>
<td>Assignments: M Reunion Bio, SCP Behavior Tracking Form for Week 1 of Treatment Due (Step 4)</td>
</tr>
<tr>
<td><strong>Twelve</strong></td>
<td>Career Exploration</td>
<td>Assignments: M SCP Behavior Tracking Form for Week 2 of Treatment Due (Step 4)</td>
</tr>
<tr>
<td><strong>Thirteen</strong></td>
<td>Career Exploration</td>
<td>Assignments: M SCP Behavior Tracking Form for Week 3 of Treatment Due (Step 4)</td>
</tr>
<tr>
<td><strong>Fourteen</strong></td>
<td>Career Exploration</td>
<td>Assignments: M SCP Behavior Tracking Form for Week 4 of Treatment Due (Step 4)</td>
</tr>
</tbody>
</table>

**Readings:**

- **Week Eight:** M Chapter 2, W, F
- **Week Nine:** M Handout, W, F
- **Week Ten:** M Chapter 12, W, F
- **Week Eleven:** M Chapter 4, W, F
- **Week Twelve:** M Get Real !Chart, W, F
- **Week Thirteen:** M Get Real !Chart, W, F
- **Week Fourteen:** M Chapter 12, W, F
Assignment (s):  
M
W
F SCP-Essay Due

<table>
<thead>
<tr>
<th>Week Fifteen:</th>
<th>Course Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>Description</td>
</tr>
</tbody>
</table>
| Readings:    | M
W
F |
| Assignment (s): | M Exit Interview
W
F SCP Documentary Due |

<table>
<thead>
<tr>
<th>Week Sixteen:</th>
<th>Final Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>Description</td>
</tr>
</tbody>
</table>
| Readings:    | M
W
F |
| Assignment (s): | M
W
F Course Evaluations: SCP Presentations |

**Student Support and Success**

**John B. Coleman Library**
The library and its partners have as their mission "to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service" and to support the University's core values of "access and quality, diversity, leadership, relevance, and social responsibility" through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty.

**Center for Academic Support**
The Center for Academic Support (CAS) offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Tutoring Center is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library

**COMPASS**
The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus-Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library

**Writing Center**
The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Location: Hilliard Hall 121

**University Rules and Procedures**

**Disability statement (See Student Handbook):**
Students with disabilities, including learning disabilities, who wish to request accommodations in class should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.
Academic misconduct (See Student Handbook):
You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of academic dishonesty:
1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.

2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.

3. Fabrication: use of invented information or falsified research.

4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else’s words, ideas, or data as one’s own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one’s own work also constitutes plagiarism.

Nonacademic misconduct (See Student Handbook)
The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor’s ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual misconduct (See Student Handbook):
Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Attendance Policy
Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student’s course grade being reduced or in assignment of a grade of “F”. Absences are accumulated beginning with the first day of class.

Student Academic Appeals Process
Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor’s assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Disability statement (See Student Handbook):
Students with disabilities, including learning disabilities, who wish to request accommodations in class should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

TECHNICAL CONSIDERATIONS

Minimum Recommended Hardware and Software:
- Intel PC or Laptop with Windows 7; Mac with OS X; Smartphone or iPad/Tablet with Wi-Fi
- High speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
• 15” monitor, 800x600, color or 16 bit
• Sound card w/speakers
• Microphone and recording software
• Keyboard & mouse
• Most current version of Google Chrome, Safari, Internet Explorer or Firefox

**Note:** Be sure to enable Java & pop-ups

**Participants should have a basic proficiency of the following computer skills:**
- Sending and receiving email
- A working knowledge of the Internet
- Proficiency in Microsoft Word (or a program convertible to Word)
- Proficiency in the Acrobat PDF Reader
- Basic knowledge of Windows or Mac O.S.

**Netiquette (online etiquette):**
Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussions boards. Foul or abusive language will not be tolerated.

**Technical Support:**
Students should go to [https://mypassword.pvamu.edu/](https://mypassword.pvamu.edu/) if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Office of Distance Learning at 936-261-3283

**Communication Expectations and Standards:**
Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

**Discussion Requirement:**
Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can take place in a seminar fashion. This will be accomplish by the use of the discussion board. The exact use of discussion will be determined by the instructor.

*It is strongly suggested* that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.