

UC 110, Learning Strategies, Spring 2009

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Office Hours: 1-3 pm MW and by appointment

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BlackBoard Course URL: <https://bb7pilot.ohio.edu/webapps/login/>

Please note that the course web page is an excellent resource for this class. Announcements, assignment due dates, the syllabus plus course handouts can be accessed through our UC 110 web page.

Note: In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to “reasonable accommodations.” **If you have a documented disability that requires an accommodation, please notify me within the first two weeks of the quarter.**

Textbook: Orientation to College Learning, 5th edition, Dianna L. VanBlerkom

Course Objectives and Instructor Expectations:

UC 110 is a class in which you will be expected to experiment with and apply new strategies to your current coursework. Consequently, students will be required to complete frequent planning and self-monitoring assignments. All activities and assignments are designed to provide opportunities for students to apply learning strategies to their real-life course experiences. To achieve this objective, there will be several out-of-class reflection exercises. All out-of-class assignments must meet a college level writing standard. See the guidelines for written assignments posted on Blackboard for additional information.

Since UC 110 is a participation class, students are expected to attend all classes. The first two absences will not be penalized. However, the 3rd absence will result in a loss of 50 points (which is equivalent to a one-half letter grade drop). The 4th absence will result in another 50 point loss. The 5th absence will result in an F for the course. On the other hand students with perfect attendance will earn 20 extra credit points. Repeated tardiness will also affect your overall final grade. Note that you are responsible for any information given in class during your absence; exchange contact information with a classmate whom you can email for information that you may have missed. Out-of-class assignments are due on the dates indicated; points will be deducted for late submission of assignments at an accelerating rate. Assignments delinquent for more than ten days will not be accepted.

Textbook reading should be completed by the date indicated since there will be frequent in-class assignments, discussions, and quizzes based on the text.

Grade Distribution:

Exams 40% (4 exams @ 100 pts each)
 Misc. Out-of-Class Assignments 30% (projects/essays of varying point value)
 Misc. In-Class Assignments, Quizzes & Participation 20%
 Attendance 10%

In order to participate fully (and earn the maximum participation points), cell phones must be turned off during class. Use of cell phones during class, including text messaging, will affect your total participation points negatively. Participation comes in many forms and will be defined as “being actively engaged during class.” On one level this means that you attended all classes. The other level of participation will be based on whether or not you submitted in-class assignments that were not graded. Quizzes or in-class assignments missed due to absence cannot be made up. Participation does not mean that you must raise your hand for every question or turn cartwheels. However, if you are overtly disengaged, never answered a question, or did not submit some in-class assignments, your total points will reflect those behaviors.

Course Grading Scale:

	89-87% = B+	79-77% = C+	69-67% = D+	59-0% = F
100-95% = A	86-83% = B	76-73% = C	66-63% = D	
94-90% = A-	82-80% = B-	72-70% = C-	62-60% = D-	

Academic Integrity:

“As an academic community, Ohio University holds the intellectual and personal growth of the individual to be a central purpose. Its programs are designed to broaden perspectives, enrich awareness, deepen understanding, establish disciplined habit of thought, prepare for meaningful careers, and thus to help develop individuals who are informed, responsible, and productive citizens” (Ohio University Mission Statement). Part of this process includes the expectation that students will be honest and forthright in their academic endeavors. All forms of academic misconduct are prohibited by the Student Code of Conduct, and will be dealt with accordingly and with the utmost seriousness.

Academic Misconduct is a Code A violation of the Ohio University Student Code of Conduct. Academic Misconduct refers to dishonesty in examinations (cheating), presenting the ideas or the writing of someone else as your own (plagiarism), or knowingly furnishing false information to the university.

If you are found to be involved in academic misconduct, you will receive an “F” grade on the project or for the class and a referral to the Director of Judiciaries with the possible sanctions of suspension or expulsion. If you would like additional information about Academic Misconduct or the Ohio University Student Code of Conduct, consult <http://www.ohio.edu/judiciaries/academic-misconduct.cfm#students>

Assignment Schedule Any changes in due dates will be announced in class & posted to the course web page.

Week 1, March 31 & April 2 Course Overview & Learning Strategies Pre-test
Read Chapter 1: Getting Ready; computer lab activity

Week 2, April 7 & 9 Read Chapters 2 & 10: Goals & Preparing for Exams
Bring syllabi for all classes to UC 110. Exam Analysis Projects contract (in-class).
Turn in edited & typed **Learning Styles Assignment on April 9.**

Week 3, April 14 & 16
Learning Styles & Exam Preparation continued.
Exam #1, CH 1, 2, 10 & class discussions, **April 16.**

Week 4, April 21 & 23 Read CH 5: Taking Lecture Notes.
Begin Time Monitor for One Week on Tuesday, April 21.
Bring some of your lecture notes from a current course.
Turn in edited & typed Professor Essay April 23.

Week 5, April 28 & 30. Read Chapter 3: Managing Your Time.
Turn in Time Management Project April 30.
Read Chapter 6: Improving Concentration

Week 6, May 5 & 7, Read Chapters 7, 8, 9: Reading/Marking/Org Your Textbook
Bring a textbook from one of your other classes.
May 7 last day for Exam Analysis Project #1 submission, incl. essay.

Week 7, May 12 & 14,
Exam #2, CH 3, 5-9 & class discussions **May 12.**
Library Exercise (in-class)

Week 8, May 19 & 21,
Read Chapter 4: Improving Your Memory.

Week 9, May 26 & 28
Read Chapters 11, 14: Taking Objective & Final Exams.
Bring syllabi/planner to class.
May 28 last day for Exam Analysis #2 submission & meeting.

Week 10, June 2 & 4
Read Chapters 12, 13: Taking Essay Exams
Course Evaluation. **Exam #3 (CH 4, 11-14) June 2.**

Finals Week, Exam # 4, LSI Post Test will be given according to the schedule below.
Please note that OU policy mandates students must take their final exam at the designated time. Please do not request exceptions to this rule.

Final Exam Dates:

1:10 class Final, TH 6/11 @ 2:30 PM

4:10 class Final, T 6/09 @ 2:30 PM

Kousaleos' Guidelines for

out-of-class essays.

A (100-90) Essay is directed toward imagined readers who are not familiar with the topic. Gives readers a clear overview of the subject. **Comprehensive, specific and as detailed** as possible. Main points are proportionally developed. Reads smoothly, has good transitions. In other words, it has **accurate content, detail and balance, clarity, readability, and appropriate use of standard mechanics and grammar.**

B (89-80) Still good but weaker than A in some area. **Good use of detail**, generally well written, but has **occasional** problems with grammar or sentence structure. **Minor misunderstanding** of the assignment or lack of comprehensiveness and elaboration.

C (79-70) Good but not excellent. Provides few supporting details or only partially elaborates the topic but is **noticeably weaker in writing**. Or may be well written but **only covers part** of the assignment.

D (69-60) Shows that student understood the assignment but is **not well written** enough to convey this understanding. **Has poor sentence structure and grammar. Lacks supporting details.**

F (below 60) **Weak in all areas**; Is so poorly written and organized that someone who is not familiar with the topic cannot understand the content of the paper.