

Learning to Learn (EPSY 1003.003)
Oklahoma State University
Spring 2006
T/R: 12:30-1:45 p.m.
330 HES

* This syllabus is subject to change. This syllabus surpasses any syllabus that is on Blackboard. *

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OSU Professional Education Council Mission and Conceptual Framework

The Professional Education Unit (PEU) prepares and develops professional educators who facilitate life long learning and enrich quality of life for people in public schools and other educational settings. OSU's Professional Education programs are based upon the L.E.A.D.S. conceptual framework: **L**eadership; **E**thics and Professionalism; **A**cademics and Professional Roles, including Content Knowledge, Integration, Human Growth and Development, Learning Environment, Technology, Teaching/Professional Practice and Assessment; **D**iversity; and **S**ervice Orientation/Community Outreach. These core values are an expansion of the earlier conceptual framework based upon Professionalism, Integration and Diversity.

School Mission

The mission of the School of Applied Health and Educational Psychology is to foster the development, integration, and application of empirical knowledge, theory, skills and experiences to promote social, physical, psychological, educational, and environmental health. Consistent with the stated goals and core concepts of the Professional Educational Council of Oklahoma State University, the faculty strives to demonstrate and perpetuate teaching based on theory and research-driven educational practices.

Educational Psychology Mission

The Educational Psychology area emphasizes the application of psychological theory and research to the provision of educational and psychological services to children, youth, and adults. Principles of psychology and education are integrated to enhance learning, development, adjustment, and to facilitate success for diverse learners of all ages.

Catalogue Description

This course assists students in self-understanding using in and out of class activities that aid in individualized assessment, positive attitude development, habit change, and development of self-efficacy and self-regulation skills. Learning tools include goal setting, developing information skills, questioning, transformational learning, presentation skills and information use skills. Practical applications include analyzing class materials, developing problem-solving skills, using creativity, using teacher analysis, using personal reflection, developing classroom motivation and developing appropriate classroom behaviors leading to classroom success.

Course Outline / Description

This is a process-based course, which will ask you to apply what you learn in authentic situations. This means that we want you to use or apply the information, which you choose to learn, in the ways that are useful to you. If you are asked to analyze a syllabus, for example, we would hope that you would use a syllabus for a class in which you are enrolled. In this way the information you gather will be immediately applicable to what you are doing. Students will also gain experience using the internet and becoming part of an internet community.

Course Materials

The readings for this course and other necessary documents can be accessed via Blackboard at <http://blackboard.okstate.edu>. It is important that you read the text before class and become familiar with the material in order to facilitate effective and meaningful class discussions.

Blackboard

You will be required to log on to <http://blackboard.okstate.edu> regularly to access the course materials. You can find help for logging on and navigating blackboard by clicking on the information button or going to <http://fp.okstate.edu/bbstudents/>. It is expected that you know how to use this feature because a large percent of your grade will come from blackboard.

Assignments

- There will be 15 in-class assignments throughout the semester. You must be present to complete these assignments. You will not have an opportunity to make up these assignments thus your attendance and participation is expected.
- Starting with the second week of class, a discussion question will be posted on Blackboard at the beginning of each week that new material is covered, for a total of twelve questions. You will be expected to respond to seven of the twelve questions. The question will ask you to respond regarding information or material covered in class the previous week. The question will be posted on the Discussion Board on Blackboard by Wednesday and you must post your response on Blackboard by the following Tuesday at 11:59 p.m. It is expected you put thought into your answers and do the best you can. **Answers must be at least 3-4 paragraphs long to receive credit. The responses to discussion questions are worth 25 points each. Due to calculation of six-week grades, at least the first two discussion question responses must be submitted by Friday, February 17th.**
- In addition to the discussion questions, you will be required to write summaries over seven of the chapters throughout the semester. You must read the material and compile a summary of each chapter you choose. Each summary is due no later than Friday at 11:59 p.m. of the week after the reading is assigned. The summary will be graded for meaningfulness of information extracted, fluency, and correct grammar and spelling. **The summary must be two pages typed, double-spaced, and with 12-point font. The summaries are worth 25 points each. Due to calculation of six-week grades, at least the first three summaries must be submitted no later than Friday, February 17th.**
- All assignments are due on the date listed in the syllabus. Late work will be accepted with a deduction of 10% from the assignment's original value per class period it is late. **No assignments will be accepted that are more than two weeks late.**
- Note: If you complete all seven discussion questions or all seven chapter summaries by Friday, March 10th, you will receive 25 bonus points added to your final grade.

Exams

The exams will consist of multiple choice, short answer, matching, and fill in the blank. The goal of these exams is to ensure you understand the course material discussed in class. It is expected that you study effectively to be successful in taking the exams. **There will be three individual exams (i.e., the final is not cumulative) worth 100 points each.**

Semester Project

The semester project will be a submitted in the form of a presentation. You will be required to give a presentation on a topic related to the course material. The presentation will be 8-10 minutes in length and you will be required to have a visual aid (PowerPoint slide show, handouts, demonstration materials, etc). The presentation and rubric will be discussed in detail further into the semester.

Students should visit with the instructor prior to making a decision on their semester project. To receive credit, this must occur no later than **Friday, March 31st**. Sign-up for presentation times will occur in class on **Tuesday, April 4th**. **The semester project is worth 100 points (consulting with the instructor is worth 10 points).**

Attendance Policy

Attendance will be taken every class meeting and it is expected you be present. You will be allowed two unexcused absences, and then fifteen points will be deducted from your attendance points for each subsequent absence. If you attend all class meetings, you will receive 50 extra points on your final grade.

If there are cases in which an absence can be considered excused, the following policy applies: **An excused absence is an absence that is *documented*. Excused absences are also instances in which the absence is brought to the instructor's notice before they occur to be approved.** University activities are excused, but MUST be documented. If you have any questions regarding excused absences, it is pertinent you see me AS SOON AS POSSIBLE! Do not wait until you have missed a good portion of the class meetings to let me know what is going on.

Course Grading

In Class Assignments:	150 pts (@ 10 pts each)	Grading Scale:
Discussion Questions:	175 pts (@25 pts each)	A: 900 – 1000 pts.
Chapter Summaries:	175 pts (@25 pts each)	B: 800 – 899 pts.
Exams:	300 points (3 @ 100 pts each)	C: 700 – 799 pts.
Semester Project:	100 points	D: 600 – 699 pts.
<u>Attendance:</u>	<u>100 points</u>	F: 599 pts. and below
Total: 1000 pts		

Academic Integrity

“All members of the Oklahoma State University Committee are committed to academic integrity, which encompasses the fundamental values of honesty, trust, respect, fairness, and responsibility” (OSU Statement on Academic Integrity). For a complete list of academic dishonesty or misconduct violations, see: Student Rights and Responsibilities Governing Student Behavior, Section IV or http://www.okstate.edu/osu_policies/2-0822.html.

University Policies and Procedures

Please review the syllabus attachment located at the end of this syllabus and at <http://www.okstate.edu/acadaffr/facultystaff/> and http://www.okstate.edu/osu_policies/2-0207.html for additional information concerning academic policies.

**EPSY 1003.003 – Learning to Learn
Course Schedule
Spring 2006**

Date	Topic
Tuesday, January 10 th	Introduction and Review of Syllabus
Thursday, January 12 th	Chapter 2-Gaining Learning to Learn Skills
	Chapter 35-Creating a Positive Attitude Toward Learning
Tuesday, January 17 th	Chapter 21-Learning Styles: Understanding the Theory
	Chapter 31-Matching Techniques For Your Learning Style
Thursday, January 19 th	Chapter 41-Ethics and Academic Policies
	Chapter 6-Assessing Teacher Expectations
Tuesday, January 24 th	Chapter 7-Interacting with the Teacher
	Chapter 8-How Not to Irritate Your Teacher
Thursday, January 26 th	Chapter 5-Process for Analyzing Class Materials
	Chapter 9-Techniques for Getting Good Grades
Tuesday, January 31 st	Chapter 17-Developing Personal Motivation
	Chapter 30-The Role of Planning and Goal Setting
Thursday, February 2 nd	Chapter 22-Strategies for Reviewing Class Materials
	Chapter 24-Strategies for Reviewing for a Test
Tuesday, February 7 th	Chapter 26-Strategies for Taking Objective Tests
	Chapter 27-Strategies for Taking Subjective Tests
Thursday, February 9 th	Review for Exam 1
Tuesday, February 14 th	Exam 1
Thursday, February 16 th	Chapter 19-Processes for Participating
	Chapter 36-Techniques for Writing and Asking Questions in Class
Tuesday, February 21 st	Chapter 4-Identifying Allies and Advocates
	Chapter 32-Finding Your Culture in the School
Thursday, February 23 rd	Chapter 25-Developing Self Understanding
	Chapter 11-When Others Don't Understand You
Tuesday, February 28 th	Chapter 42-Studying Science
	Chapter 23-Participation in Laboratory Courses
Thursday, March 2 nd	Chapter 43-Studying Mathematics
	Chapter 20-Identifying Authenticity in Courses
Tuesday, March 7 th	Chapter 12-Developing Skills in Reflection
	Chapter 18-Making the Abstract Concrete
Thursday, March 9 th	Chapter 16-Becoming a Collaborative Learner
	Chapter 39-Learning as Transformation

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Tuesday, March 14 th	<i>Spring Break – No Class</i>
Thursday, March 16 th	<i>Spring Break – No Class</i>
Tuesday, March 21 st	Review for Exam 2
Thursday, March 23 rd	Exam 2
Tuesday, March 28 th	Chapter 33-Deconstructing the System
	Chapter 13-Developing Skills in Metacognition
Thursday, March 30 th	Chapter 37-Critical Thinking Practices and Strategies
	Chapter 38-Bases of Critical Thinking and Examples from Different Disciplines
Tuesday, April 4 th	Chapter 34-Reasoning and Characteristics of Critical Thinkers
	Chapter 28-Critical Reading
Thursday, April 6 th	Chapter 15-Creativity and Innovation
	Chapter 14-Problem Solving
Tuesday, April 11 th	Chapter 40-Presentations: Characteristics for Presentations and Their Creation
	Chapter 29-Presentations: Behavior and Tool Skills
Thursday, April 13 th	Presentations
Tuesday, April 18 th	Presentations
Thursday, April 20 th	Presentations
Tuesday, April 25 th	Presentations
Thursday, April 27 th	Review for Final Exam
Tuesday, May 2 nd	Final Exam (10:00 – 11:50 a.m.)

EXTRA CREDIT OPPORTUNITIES FOR EPSY 1003

There will be opportunities to earn extra credit by participating as subjects in research, attending research colloquia, and/or writing a short paper. You may earn up to **50** extra-credit points using any combination of these opportunities.

Research Participation

First, you may volunteer as a participant in an on-going research project. Each hour (or part of an hour) of participation is worth **10** extra-credit points. These participation opportunities are posted on Experimentrix (see below). The research projects have been reviewed by an independent ethical committee (University Institutional Review Board) whose members are drawn from across the entire academic community, and they are supervised by a faculty member from the Department of Psychology. Instructions for signing up for an experiment are as follows:

Students must register at <http://experimentrix.com/okstate>

- Click on **New User Registration** link
- Enter your name, student ID number, email address and phone number.
- A log-in and password will be sent to the email address entered.
- **After registration, you will have three days in which to log on to your account. If you do not logon your membership will be deleted.** If this occurs, you can re-register or e-mail the operator at benjamin.a.sigel@okstate.edu and he can give you your log in and password. **When you log into your account choose which class you would like to be affiliated with.**
- Once you have your log-in and password, go to the same website and click on "Sign up for experiment."
- You would also go to this site to cancel.
- An email confirmation will be sent to you whenever an appointment is established or cancelled.
- An email reminder will be sent to you in the early evening prior to each appointment.
- **After you complete an experiment, you again need to log into your account and click on the apply credit button. There, you will be able to apply your credit to the class that you would like. If you do not do this step and apply your credit that you have earned you will not receive credit.**

When you register for an experiment, the time and place for your appearance are designated. **Make sure you write down this information and then appear! It is your responsibility to appear at the designated time and place if you sign up as a participant.** Failure to appear creates substantial hardship for the researcher and denies a classmate an opportunity to sign up in the designated slot that you filled with your name.

- **After you have completed an experiment, you need to log on once again and apply the credit that you have earned to the class that you would like the credit to go towards. If you do not do this step you will not receive credit.**

Undergraduate Research Colloquia

A second means of earning Research Experience extra credit is to attend Undergraduate Research Colloquia. You are required to bring a SCANTRON SHEET, which will be the instrument by which attendance and participation are recorded. I will announce the time, place, and topics of discussion to be presented later in the semester. **10 points**

Research Papers

You may earn extra-credit points by reading articles that are posted on Blackboard. To earn 10 points, you will read the designated article and write a *letter* (**1 page**, single spaced, 1-inch margins, 12-point font) to a friend or relative that describes that article. These article numbers and their due-dates are listed on Blackboard. **10 points.**