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CURRICULUM PROPOSAL COVER SHEET Withdrawn 4/23/02

University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Carmy Carranza Phone 7-2729

Department Learning Center

II. PROPOSAL TYPE (Check All Appropriate Lines)

_____ **COURSE** Learning Strategies
Suggested 20 character title

___ New Course* _____
Course Number and Full Title

__X__ Course Revision LRNC 160 Learning Strategies
Course Number and Full Title

___ Liberal Studies Approval+ for new or existing course _____
Course Number and Full Title

___ Course Deletion _____
Course Number and Full Title

___ Number and/or Title Change _____
Old Number and/or Full Old Title

_____
New Number and/or Full New Title

__X__ Course or Catalog Description Change LRNC 160 Learning Strategies
Course Number and Full Title

_____ **PROGRAM:** _____ Major _____ Minor _____ Track

___ New Program* _____
Program Name

___ Program Revision* _____
Program Name

___ Program Deletion* _____
Program Name

___ Title Change _____
Old Program Name

_____
New Program Name

III. Approvals (signatures and date)

Department Curriculum Committee

Department Chair

College Curriculum Committee

College Dean

Part I. **Curriculum Proposal Cover Sheet** (Attached)

Part II. **Description of Curriculum Change: New Syllabus of Record including Catalog Description**

I. CATALOGUE DESCRIPTION

LRNC 160 Learning Strategies

1 class hours
0-1 lab hours
1 semester hours
(1c-0-ll-1sh)

Assists students to develop and use effective and efficient study strategies on a consistent basis. Students will examine their academic goals and implement study strategies to help achieve those goals. Includes the topics of goal-setting and self-monitoring, learning styles, test preparation and test-taking, lecture and textbook note taking, time management and concentration, and general strategies for learning. Students will be required to give evidence of application of the study strategies to other courses in which they are currently enrolled. Active participation in class meetings is expected. Note: Certain sections will be restricted to specific enrollment groups.

II. COURSE GOALS & OBJECTIVES

Goal 1: To develop and achieve learning goals.
Objectives: Upon successful completion of this course, participants should be able to:

a. write a realistic (attainable) academic goal statement for the term;
b. develop and implement specific strategies to achieve the goal;
c. evaluate progress toward achieving the goal;
d. evaluate positive and negative influences on goal attainment.

Goal 2: To develop effective time management and concentration strategies.
Objectives: Upon successful completion of this course, participants should be able to:

a. analyze use of available study time;
b. identify positive and negative influences on time use and concentration;
c. allocate time needed to achieve academic goals;
d. implement effective concentration techniques;
e. understand the relationship between learning principles, time management, and concentration.

Goal 3: To develop effective strategies for study.
Objectives: Upon successful completion of this course, participants should be able to:

a. analyze the effectiveness of strategies in reference to goals;
b. implement effective strategies for textbook reading and study;
c. implement effective strategies for note taking and use of notes;
d. implement effective strategies for exam preparation;
e. implement effective strategies for test-taking;

f. integrate use of the comprehension hierarchy into the study process;
g. make necessary modifications in their study environments.

Goal 4: To understand the reasons for application of specific strategies.
Objectives: Upon successful completion of this course, participants should be able to:

a. list and explain the principles of learning;
b. diagram and explain learning and forgetting curves;
c. integrate knowledge of different levels and types of learning into the study process;
d. describe a typology of learning styles, define ones own learning style(s), and present evidence of the application of learning style information to the process of studying.

III. TOPICAL OUTLINE

An outline of the primary course topics is presented below. Additional topics of interest and relevance to the class may be incorporated.

A. Semester Academic goals (1.5 hours)
Lab Application (1.5 hours)
1. Definition and characteristics of a goal
2. Assessment of semester and future academic goals
3. Self-assessment of study strategies needs
4. Process of goal planning, implementation, and evaluation

B. Strategies for Effective Time Management (2 hours)
Lab Application (2 hours)
1. Rationale for time management planning
2. Guidelines and principles of effective time management
3. Time management planning and analysis

C. Strategies for Concentration (1.5 hours)
Lab Application (1.5 hours)
1. Identification of internal and external distractors
2. Development of short-term goals and objectives
3. Time management strategies
4. Diet/exercise/health considerations
5. Reinforcement techniques
6. Stress & anxiety control strategies

D. Learning Styles & Strategies for Study (1.5 classes)
Lab Application (1.5 hours)
1. Definition and characteristics
2. Analysis of individual learning styles
3. Implications for study environment & strategies used

E. Strategies for Effective Textbook Studying/Reading (2 hours)
Lab Application (2 hours)
1. Textbook formats and learning aids
2. Textbook study strategies
3. Textbook note taking strategies
4. Reinforcement strategies for study/reading

F. Strategies for Effective Use of Learning Characteristics (1.5 hours)
Lab Application (1.5 hours)
1. Types of learning & applications to study
2. Curves of learning and forgetting and applications to study
3. Learning principles and applications to study

G. Strategies for Effective Note taking and Use of Notes (2 hours)
Lab Application (2 hours)
1. Types of classroom notes
2. Types of study notes
3. Underlining/highlighting/semantic mapping/networking
4. Reinforcement strategies

H. Strategies for Effective Exam Preparation and Test-Taking (2 hours)
Lab Application (2 hours)
1. Time management for exam preparation
2. Development and use of study notes
3. Use of comprehension hierarchy in studying
4. Use of study groups and other support services
5. Guidelines for taking objective tests
6. Guidelines for taking essay tests

I. Final Exam (2 hours)

LEARNING FORMATS

Lecture: Four types of learning formats will be used: self-study; large and small group problem solving discussions; written assignments involving application and analysis of class topics; and, small group or individual exploration and presentation of a course topic. Participants will identify a reading-oriented "target" course (in which they are currently enrolled) with which to apply class topics. Class attendance and class participation are integral to this course; therefore, class attendance and active participation are expected.

Lab: Students will use the lab hour to focus on the application of strategies to targeted course content. Activities will be individualized according to student need and may include participation in Supplemental Instruction sessions; tutorials; study groups; homework helpers; college success workshops; paired study; and/or conferencing with instructor, academic specialist, or peer advisor. Attendance at lab will be required and monitored by the instructor. The instructor will determine assignments for participation in specific lab interventions.

IV. EVALUATION METHODS

The final course grade will be based on the total number of points earned. The total number of points earned will be converted to a percentage of the total number of points available in the course. The letter grade corresponding to the points and percentages is given below.

Letter Grade	Percentages	Points
A	100 - 90%	190-171
B	89 - 80%	170-152
C	79 - 70%	151-133
D	69 - 60%	132-114
F	below 60%	below 114

Factors included in final grade:

A. Application Assignment (80 points). Eight (8) application assignments will be given, each of which carries a value of 10 points.

1. The application assignments will emerge from the lab activities and will often form the basis for class discussions; therefore, it is important that the assignments be completed thoroughly and thoughtfully, and that they be completed before class begins. The class discussions will require defense of the responses included on the assignments.

2. Except in unusual circumstances, assignments submitted late will not be accepted. Zero points (0) will be earned in such cases.

3. Assignments may be revised if the student wishes to try to improve his/her grade. If so, the revision is due in the class meeting following the one in which the assignment was returned. Students who intend to revise assignments should discuss the assignment with the instructor. (Please note that the option to revise is given only for assignments submitted by the original deadline date.)

B. Quizzes (30 points)
At the beginning of three (3) class meetings, 10-point quizzes on the reading material assigned for that class will be given. These quizzes will not be announced in advance, and they may not be made up if the student is not in attendance when the quizzes are given, unless a valid excuse is presented.

C. Participation (30 points)
Active and relevant small group participation, including completion of the in-class exercises and discussion of application assignments, will constitute 30 points of the final grade. (Group members will complete participation rating forms at the conclusion of each class discussion. These rating forms will form the basis for awarding participation points. The total number of participation points for each student will be pro-rated on the basis of 30 possible points.)

(Choice of D **or** E below):

D. Group Project (50 points)
If this option is selected, class participants will be expected to participate actively in a group research project. Each group will be comprised of 3-4 members. The group project involves exploration of a course topic and presentation of the findings to the class in one of the last two class meetings. Groups may choose to divide the responsibilities in any manner they wish; however, the major components of the project include the following: (1) a review of literature on the topic selected: (2) development of a questionnaire, based on the literature review and on information from the Strategies class, to be distributed to faculty members or students: (3) analysis of the findings of the survey: and (4) a paper and presentation. The paper (5+ typed pages + appendix) is to include a statement of the purpose of the project, a review of the literature read, the method(s) by which data were collected, a summary and analysis of the findings, and a discussion of the results of the findings in relation to the readings.

E. Individual Research Paper (50 points)
The purpose of the individual research paper is to examine one of the course topics in greater depth. Students will be expected to conduct a review of literature, consisting of at least 8 sources, and to explain how they have applied, and can better apply, the strategies and concepts presented in the literature. The expected paper length is 5 typed, double-spaced pages.

V. **REQUIRED TEXT**
Pauk, Walter (2001). How to Study in College. (7^{th}. ed.) Boston: Houghton Mifflin Co.

SPECIAL RESOURCE REQUIREMENTS
None

BIBLIOGRAPHY

Ellis, D. (1994). *Becoming a Master Student.* Boston, MA: Houghton-Mifflin.

Gebelt, J., Parilis, G., Kramer, D., & Wilson, P. (1996). Retention at a large university: Combining skills with course content. *Journal of Developmental Education, 20*(1), 2-4, 6, 8, 10.

Higbee, J. L. (1996). Ability, preparation, or motivation. *Research and Teaching in Developmental Education, 13*(1), 93-96.

Hodges, R. and White, W.G., Jr. (2001). Encouraging high-risk student participation in tutoring and supplemental instruction. *Journal of Developmental Education, 20*(1), 2-4, 6, 8, 10, 43.

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Reynolds, J. & Werner, S. (1993). An alternative paradigm for college reading and study skills courses. *Journal of Reading, 37*(4), 272-8.

Stahl, N., Simpson, M. & Hayes, C. (1992). Ten recommendations for college reading and study skills courses. *Journal of Developmental Education,16* (1), 2-10.

Stansbury, S. (2001). Accelerated learning groups enhance supplemental instruction for at-risk students. *Journal of Developmental Educatio,. 24* (3), 20-2, 24, 26, 28, 40.

Weimer, M. (1996). Steps toward becoming a self-directed learner. *The Teaching Professor, 10*(4), 1-2.

Young, D. B. & Ley, K. (1996, Spring). Five self-regulated learning processes: Key to academic success. In T. Adams (Ed.), *Learning and Study Skills Newsletter, 2*(1), 8-9. Central Missouri State University, Warrensburg, MI: National Association for Developmental Education.

2. **A Summary of the Proposed Revisions.**
   a. The number of lab hours changes from 0-lab hours to a variable 0-1 lab hours.
   b. The catalogue description changes to reflect the change in lab hours from none to variable.
   c. The course adds a lab hour for selected sections of the course. For those sections assigned a lab hour, the lab, or application session, will take the place of the currently required "lab" credits that students earn in order to satisfy the course requirements. Labs are defined as academic activities that students engage in outside the classroom depending on individual need. During this extra hour of classroom attendance, the student will be engaged in a variety of application activities, such as: tutorials, Supplemental Instruction Sessions (SI) or Accelerated SI, paired study, group study, homework helpers, advisement conferences, specialist conferences, or application seminars. The lab requirement will be applied to those students who are required to take the course because their academic profile suggests a need for additional support in order to make a successful transition to college (currently LC admits).
   d. This change will be accomplished through a reallocation of existing resources. No additional resources will be needed.

3. **Justification/Rationale for the Revision.**
   The literature confirms the faculty experience regarding (1) the need for intensive application of strategies for developmental students (time-on-task); and (2) the lack of sufficient student follow-through for receiving needed academic services. For example, a recent study in the *Journal of Developmental Education* describes the problems developmental students have with attendance at Supplemental Instruction Sessions (SI). In spite of the knowledge that attendance at such sessions can make a major difference in grades, some students shy away from the experience because they are intimidated by what they don't know and afraid of being exposed. This study demonstrated that an "accelerated SI (essentially, an extra, smaller SI session) was effective in raising students' level of performance, enabling them to compete with their peers and succeed (Stansbury, 2001).

   Traditionally, too many students (especially those with the most need) avoid taking advantage (or enough advantage) of support services, do so when it is too late, or simply do not transfer application of learned strategies to their content courses. The proposed change attempts to mitigate these problems as well as to capitalize on other known aspects of college success, such as (1) the importance of early intervention; (2) the need for a more successful transition from summer program to fall for those students required to matriculate early; (3) the value of structure in creating and nurturing effective learning strategies and in developing commitment. This change will (1) require the student to engage in active learning; (2) bring academic support and other application strategies directly to the student; (3) force the necessary interaction with program personnel (e.g., the faculty instructor/advisor/educational counselor); (4) provide the needed time-on-task to develop an understanding and appreciation of effort and commitment—the frameworks of success.

4. The Old Syllabus of Record.

I. CATALOG DESCRIPTION -- (Revised 6/2000)

LRNC 160 Learning Strategies

1 Credit
1 Lecture hour
0 Lab hours
(1c-01-1sh)

Assists students to develop and use effective and efficient study strategies on a consistent basis. Students will examine their academic goals and implement study strategies to help achieve those goals. Includes the topics of goal-setting and self-monitoring, learning styles, test preparation and test-taking, lecture and textbook note taking, time management and concentration, and general strategies for learning. Students will be required to give evidence of application of the study strategies to other courses in which they are currently enrolled. Active participation in class meetings is expected.

Note: Certain sections of this course will be restricted to specific enrollment groups.

II. COURSE GOALS & OBJECTIVES

Goal 1: To develop and achieve learning goals.
Objectives: Upon successful completion of this course, participants should be able to:

a. write a realistic (attainable) academic goal statement for the term;
b. develop and implement specific strategies to achieve the goal;
c. evaluate progress toward achieving the goal;
d. evaluate positive and negative influences on goal attainment.

Goal 2: To develop effective time management and concentration strategies.
Objectives: Upon successful completion of this course, participants should be able to:

a. analyze use of available study time;
b. identify positive and negative influences on time use and concentration;
c. allocate time needed to achieve academic goals;
d. implement effective concentration techniques;
e. understand the relationship between learning principles, time management, and concentration.

Goal 3: To develop effective strategies for study.
Objectives: Upon successful completion of this course, participants should be able to:

a. analyze the effectiveness of strategies in reference to goals;
b. implement effective strategies for textbook reading and study;
c. implement effective strategies for note taking and use of notes;
d. implement effective strategies for exam preparation;
e. implement effective strategies for test-taking;
f. integrate use of the comprehension hierarchy into the study process;
g. make necessary modifications in their study environments.

Goal 4: To understand the reasons for application of specific strategies.
Objectives: Upon successful completion of this course, participants should be able to:

a. list and explain the principles of learning;
b. diagram and explain learning and forgetting curves;
c. integrate knowledge of different levels and types of learning into the study process;
d. describe a typology of learning styles, define ones own learning style(s), and present evidence of the application of learning style information to the process of studying.

III. TOPICAL OUTLINE

An outline of the primary course topics is presented below. Additional topics of interest and relevance to the class may be incorporated.

A. Semester Academic goals (1.5+ classes)
   1. Definition and characteristics of a goal
   2. Assessment of semester and future academic goals
   3. Self-assessment of study strategies needs
   4. Process of goal-planning, implementation, and evaluation

B. Strategies for Effective Time Management (1.5+ classes)
   1. Rationale for time management planning
   2. Guidelines and principles of effective time management
   3. Time management planning and analysis

C. Strategies for Concentration (1+ class)
   1. Identification of internal and external distractors
   2. Development of short-term goals and objectives
   3. Time management strategies
   4. Diet/exercise/health considerations
   5. Reinforcement techniques
   6. Stress & anxiety control strategies

D. Learning Styles & Strategies for Study (1+ class)
   1. Definition and characteristics
   2. Analysis of individual learning styles
   3. Implications for study environment & strategies used

E. Strategies for Effective Textbook Studying/Reading (1+classes)
   1. Textbook formats and learning aids
   2. Textbook study strategies
   3. Textbook note taking strategies
   4. Reinforcement strategies for study/reading

F. Strategies for Effective Use of Learning Characteristics (2+ classes)
   1. Types of learning & applications to study
   2. Curves of learning and forgetting and applications to study
   3. Learning principles and applications to study

G. Strategies for Effective Note taking and Use of Notes (2+ classes)
   1. Types of classroom notes
   2. Types of study notes
   3. Underlining/highlighting/semantic mapping/networking
   4. Reinforcement strategies

H. Strategies for Effective Exam Preparation and Test-Taking (2+ classes)
   1. Time management for exam preparation
   2. Development and use of study notes
   3. Use of comprehension hierarchy in studying
   4. Use of study groups and other support services
   5. Guidelines for taking objective tests
   6. Guidelines for taking essay tests

LEARNING FORMATS

Four types of learning formats will be used: self-study; large and small group problem solving discussions; written assignments involving application and analysis of class topics; and, small group or individual exploration and presentation of a course topic. It is expected that participants will identify a reading-oriented "target" course (in which they are currently enrolled) with which to apply class topics. Class attendance and class participation are integral to this course; therefore, class attendance and active participation are expected.

IV. EVALUATION METHODS

The final course grade will be based on the total number of points earned. The total number of points earned will be converted to a percentage of the total number of points available in the course. The letter grade corresponding to the points and percentages is given below.

Letter Grade	Percentages	Points
A	100 - 90%	190-171
B	89 - 80%	170-152
C	79 - 70%	151-133
D	69 - 60%	132-114
F	below 60%	below 114

Factors included in final grade:

A. Application Assignment (80 points)
   1. Eight (8) application assignments will be given, each of which carries a value of 10 points.
   2. The application assignments will often form the basis for class discussions; therefore, it is important that the assignments be completed thoroughly and thoughtfully, and that they

be completed before class begins. The class discussions will require defense of the responses included on the assignments.

3. Except in unusual circumstances, assignments submitted late will not be accepted. Zero points (0) will be earned in such cases.
4. Assignments may be revised if the student wishes to try to improve his/her grade. If so, the revision is due in the class meeting following the one in which the assignment was returned. Students who intend to revise assignments are encouraged to discuss the assignment with the instructor. (Please note that the option to revise is given only for assignments submitted by the original deadline date.)

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(Choice of D **or** E below):

D. Group Project (50 points)
If this option is selected, class participants will be expected to participate actively in a group research project. Each group will be comprised of 3-4 members. The group project involves exploration of a course topic and presentation of the findings to the class in one of the last two class meetings. Groups may choose to divide the responsibilities in any manner they wish; however, the major components of the project include the following: (1) a review of literature on the topic selected: (2) development of a questionnaire, based on the literature review and on information from the Strategies class, to be distributed to faculty members or students: (3) analysis of the findings of the survey: and (4) a paper and presentation. The paper (5+ typed pages + appendix) is to include a statement of the purpose of the project, a review of the literature read, the method(s) by which data were collected, a summary and analysis of the findings, and a discussion of the results of the findings in relation to the readings.

E. Individual Research Paper (50 points)
The purpose of the individual research paper is to examine one of the course topics in greater depth. Students will be expected to conduct a review of literature, consisting of at least 8 sources, and to explain how they have applied, and can better apply, the strategies and concepts presented in the literature. The expected paper length is 5 typed, double-spaced pages.

V. REQUIRED TEXT

McWhorter, K. T. (2000). Study & Critical Thinking Skills in College. (4th. ed.) New York: Addison Wesley Longman, Inc.

SPECIAL RESOURCE REQUIREMENTS

None

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Dansereau, D.F. (1985). Learning Strategy Research. In J.W. Segal, S. F. Chipman, & R. Glaser (Eds.). Thinking and Learning Skills, Vol. I, Hillsdale, NJ: Lawrence Erlbaum Associates.

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