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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-0-1l-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.

- 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.

- 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 one's own learning style(s), and

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. In-classroom/highlighting/semantic mapping/networking

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.

<u>Letter Grade</u>	<u>Percentages</u>	<u>Points</u>
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

(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

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), 6-10.

Hickson, J. L. (1999). *Adult Learning*. Boston, MA: Allyn & Bacon.

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

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

4. The Old Syllabus of Record.

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

PNC 160 Learning Strategies

1 Credit

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

to assist 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

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;

- 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

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

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

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.)

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,

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

BIBLIOGRAPHY

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.

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

McKeachie, W.J. et al. (1986). Teaching and Learning in the College Classroom: A Review

of the Research Literature. Ann Arbor, MI: National Center for Research to Improve Postsecondary Teaching and Learning.

Reynolds, J. And Werner, S. (1993) *An Alternative Paradigm for College Reading and Study Skills Courses*. Journal of Reading, 37 (4), 272-8.

Shepherd, J.F. (1994). College Study Skills (5th ed.) Boston: Houghton- Mifflin.

Stahl, N., Simpson, M. and Hayes, C. (1992) *Ten Recommendations for College Reading and*