

**CLS 105 COLLEGE LEARNING STRATEGIES**

**SYRACUSE UNIVERSITY**

**SEPTEMBER 2009**

**I. Course Description:**

This course is the study and application of strategic approaches to learning. Strategies are presented and practiced in order for you to maximize your learning in the context of lectures, readings, recitations, and independent learning situations. The course content is based on the application of strategies to the learning requirements of the AP or college level courses you are enrolled in concurrently. Class sessions are a series of lectures, discussions, and one on one conferences. Students are required to participate in the classes and apply the strategies in your other classes.

**II. Required Materials:**

1. *It's All About Choices 5<sup>th</sup> Ed.* by Marlene F. Blumin.
2. A planner, agenda or calendar of your choice (Originally one will be provided and this may be the one you choose).
3. Notebook
4. Syllabi and samples of class work from SUPA, AP, and Shop classes

**III. Course Objectives:**

The goals of the course are for you to maximize student learning in college-level courses. An awareness of how students learn is examined through the development of a variety of learning strategies. Students will explore strategies in the following ways: (1) what they are, (2) how to use them, (3) when to use them (4) why they are effective and (5) how to adapt them. Students will create their own strategies by defining your goals, selecting strategies, implementing them and evaluating their effectiveness in your courses.

**New Jersey Core Curriculum Content Standards**

**3.1 Reading**

- A. Concepts About Print
- B. Phonological Awareness
- C. Decoding Word Recognition
- D. Fluency

- E. Reading Strategies
- F. Vocabulary and Concept Development
- G. Comprehension Skills and Response to Text
- H. Inquiry and Research

### **3.2 Writing**

- A. Writing as a Process
- B. Writing as a Product
- C. Mechanics
- D. Audience, Purpose and Form

### **3.3 Speaking**

- A. Discussion
- B. Question and Answer
- C. Word Choice
- D. Oral Presentation

### **3.4 Listening**

- A. Active Listening
- B. Listening Comprehension

### **3.5 Viewing**

- A. Constructing Meaning
- B. Visual and Verbal Messages
- C. Living With Media

## **Objectives:**

### **Student will be able:**

1. To distinguish, evaluate, apply, and self assess Learning Preferences (3.1.E, F, G, 3.2.A., 3.4.A, B 3.5.A, B)
2. To distinguish, evaluate, self assess different Course Structures (3.1.E,G)
3. To distinguish, evaluate, apply, and self assess based on individual learning preferences while Breaking Down Syllabi (3.1.E,G)
4. To distinguish, evaluate, apply, and self assess Time Management with the ability to readjust based on strategies (3.1.G,H, 3.2.B)
5. To distinguish, evaluate, apply, and self assess Task Management with the ability to readjust based on strategies (3.1.G.H, 3.2.B)

6. To distinguish, evaluate, apply, and self assess Study Environment with the ability to readjust based on strategies (3.1.G.H,3.2.B)
7. To distinguish, evaluate, apply, and self assess Procrastination with the ability to minimize based on strategies (3.1.G.H,3.2.B, 3.4.B, 3.5.C)
8. To distinguish, evaluate, apply, and reassess different Graphic Organizers (3.2.A,B,C,D, 3.1.E.F.G, 3.5.A)
9. To distinguish, evaluate, apply, and self assess Exam Preparation for success in different types of learning situations (3.2.A,B,C,D, 3.1.E.F.G, 3.5.A)
10. To distinguish, evaluate, apply, and self assess Exam Taking for success in different types of learning situations (3.2.A,B,C,D, 3.1.E.F.G, 3.5.A)
11. To distinguish, evaluate, apply, and reassess different Note Taking techniques (3.2.A,B,C,D, 3.1.E.F.G, 3.5.A)
12. To compare and contrast the strategies and application of different Text Aids (3.2.A,B,C,D, 3.1.E.F.G, 3.5.A)
13. To incorporate, personalize, and self assess different Reading Strategies (3.1.E, F, G, H)
14. To distinguish, evaluate, apply, and reassess Application of Strategies after using them in the courses (3.1.H, 3.2.D, 3.3.D, 3.4.A,B, 3.5.A,B)
15. To apply and self assess different Memory strategies (3.1.G, 3.2.B, 3.3.D, 3.4.B, 3.5.B)
16. To distinguish and apply different Collaborative Learning strategies (3.1.G,H, 3.2.D, 3.3.D, 3.4.B)
17. To apply different Problem Solving strategies with evaluation (3.1.H, 3.2,D, 3.3.B,C, 3.4.A,B, 3.5.A,B)
18. To distinguish between different types of Academic Dishonesty (3.2.A,B,D)
19. To apply Citing of (APA), as in accordance with Academic Dishonest policies (3.1.H,3.2.A,B,D)
20. To apply Citing of (MLA), as in accordance with Academic Dishonest policies (3.1.H, 3.2.A,B,D)

21. To distinguish, evaluate, apply, and reassess Motivation strategies (3.1.G,H, 3.2.B)
22. To distinguish, evaluate, apply, and reassess Stress Management strategies (3.1.G,H, 3.2.B)
23. To Evaluate Self-Assessment of the College Learning Strategies that were used throughout the course (3.1.H, 3.2.D, 3.3.D, 3.4.A,B, 3.5.A,B)

#### **IV. Instructional Strategies**

In order to meet the individual needs of our students, differentiated instruction is utilized in every class. This involves lectures, readings, discussions, individual and group projects, collaborative groups, role-playing, oral and written reports, simulations, multimedia presentations, Internet presentations and one on one conferences.

#### **V. Evaluation**

**Students will be evaluated in accordance with Passaic County Technical Institute Polices and using the following guidelines:**

- Tests
- Document Based Questions
- Quizzes
- Research Projects oral and written
- Reports - Oral/Written
- Web based activities and presentations
- Charts and Graphs
- Debate/ Simulations
- Daily Notebook - to be checked periodically
- Class Participation
- Role Playing activities
- Behavior and Attitude during lectures, presentations of related information and other activities will also be used to evaluate students
- Journal
- Use of Primary Source Documents
- Portfolio

- Faculty Interviews
- Exam Experiment
- Major/Career Exploration Project

The grade for Syracuse University credits will be evaluated in accordance with Syracuse University Guidelines and policies using the following:

- All Students

You	<ul style="list-style-type: none"> <li>• Attend on time and be prepared to participate!</li> <li>• Apply the strategies covered in the class to your other classes.</li> </ul>
<b>Assignments</b>  <i>Directions on requirements found in textbook</i>	<p><b><i>See the specific directions for each assignment on Class Board posted in the classroom.</i></b></p> <p><b>Category A assignments are a total of 150 points. Required:</b></p> <ul style="list-style-type: none"> <li>• Academic Diary &amp; Journal (40 points)</li> <li>• Portfolio (80 points)</li> <li>• Faculty interviews (30 points)</li> </ul> <p><b>Category B assignment is a total of 30 points.</b></p> <ul style="list-style-type: none"> <li>• Exam experiment <i>requiring a systematic way to study for an exam</i></li> </ul> <p><b>Category C assignments are a total of 20 points.</b></p> <ul style="list-style-type: none"> <li>• Major/Career Exploration</li> </ul>

### Grading Policy

Your final grade is based on the following:

ASSIGNMENTS	% OF GRADE	POSSIBLE POINTS
Category A	75%	150 pts.
Category B	15%	30 pts.
Category C	10%	20 pts.
Attendance and Participation		(refer to policy)
<b>TOTAL</b>	<b>100%</b>	<b>200 pts.</b>

## POINT SYSTEM

GRADE	POINTS	GRADE	POINTS
A	186 to 200	C+	153 to 159
A-	180 to 185	C	146 to 152
B+	173 to 179	C-	140 to 145
B	166 to 172	D	110 to 139
B-	160 to 165	F	0 to 109

### Syracuse University Academic Dishonesty Policy

The following is an excerpt from the University's Rules and Regulations.

#### 1.0.1 ACADEMIC INTEGRITY EXPECTATIONS

Academic integrity is violated by any dishonest act which is committed in an academic context including, but not limited to the following:

**1.0.1.1 *Use of Sources*** Plagiarism is the use of someone else's language, ideas, information, or original material without acknowledging the source. Examples of plagiarism:

(1) Paper is downloaded from an Internet source and/or obtained from a paper mill;

(2) paper contains part or all of the writings of another person (including another student), copied without citation;

(3) paper contains passages that were cut and pasted from an Internet source, without citation.

While students are responsible for knowing how to quote from, paraphrase, and cite sources correctly, the ability to apply that information in all writing situations is an advanced literacy skill acquired over time through repeated practice. When a student has attempted to acknowledge sources but has not done

so fully or completely, the instructor may determine that the issue is misuse of sources or bad writing, rather than plagiarism. Factors that may be relevant to the determination between misuse of sources and plagiarism include prior academic integrity education at Syracuse University, and the program level of the student.

#### **1.0.1.2 *Course Work and Research***

(1) The use or attempted use of unauthorized aids in examinations or other academic exercises submitted for evaluation;

(2) fabrication, falsification, or misrepresentation of data, results, sources for papers or reports; in clinical practice, as in reporting experiments, measurements, statistical analyses, tests, or other studies never performed; manipulating or altering data or other manifestations of research to achieve a desired result; selective reporting, including the deliberate suppression of conflicting or unwanted data;

(3) copying from another student's work;

(4) actions that destroy or alter the work of another student;

(5) unauthorized cooperation in completing assignments or examinations;

(6) submission of the same written work in more than one course without prior written approval from both instructors.....

#### **1.0.1.4 *Representations and Materials Misuse***

(1) Falsification of records, reports, or documents associated with the educational process;

(2) misrepresentation of one's own or another's identity for academic purposes;

(3) misrepresentation of material facts or circumstances in relation to examinations, papers, or other academic activities;

(4) sale of papers, essays, or research for fraudulent use;

(5) alteration or falsification of university records;

(6) unauthorized use of University academic facilities or equipment, including computer accounts and files;

(7) unauthorized recording, sale, purchase, or use of academic lectures, academic computer software, or other instructional materials;

(8) expropriation or abuse of ideas and preliminary data obtained during the process of editorial or peer review of work submitted to journals, or in proposals for funding by agency panels or by internal University committees;

(9) expropriation and/or inappropriate dissemination of personally-identifying human subject data;

(10) unauthorized removal, mutilation, or deliberate concealment of materials in University libraries, media, laboratories, or academic resource centers.

### **1.0.2 COURSE-SPECIFIC EXPECTATIONS**

The instructor of record is responsible for determining and communicating course-specific academic integrity expectations. Instructors of record are responsible for stating, in writing, course-specific expectations, particularly those regarding use of sources and collaboration. Students are responsible for consulting their instructors for any clarification needed on



academic integrity standards, including those set forth in this policy and those that are course specific. Collusion is assisting or attempting to assist another in an act of academic dishonesty. Collusion is distinct from collaborative learning, which may be a valuable component of scholarly development. Acceptable levels of collaboration vary in different courses, and students are expected to consult with their instructor if they are uncertain whether their cooperative activities are acceptable.

The penalty in this class for academic dishonesty in most cases is an F grade for the course and a letter describing the incident is placed in the student's permanent file in the Dean's Office of their college or school. Passaic County Technical Institute will abide by Syracuse University's code. Appeal procedures are available to the student and will be discussed on a case-by-case basis.

## **VI. Proficiencies**

### **College Learning Strategies Proficiencies**

**Upon successful completion of the course the student will be able:**

1. To apply, and self assess Learning Preferences
2. To evaluate different Course Structures
3. To apply, and self assess Time Management strategies
4. To apply, and self assess Task Management strategies
5. To apply, and self assess Study Environment strategies
6. To apply Procrastination minimizing strategies
7. To apply different Graphic Organizers
8. To apply different types of Exam Preparation
9. To assess and apply different Exam Taking strategies

10. To apply different Note Taking techniques
11. To compare and contrast the application of different Text Aids
12. To apply different Reading Strategies
13. To apply different Memory strategies
14. To apply different Collaborative Learning strategies
15. To apply different Problem Solving strategies
16. To apply Citing of (APA), as in accordance with Academic Dishonest policies
17. To apply Citing of (MLA), as in accordance with Academic Dishonest policies
18. To apply Motivation strategies
19. To apply Stress Management strategies
20. To evaluate Self-Assessment of all College Learning Strategies

## **College Learning Strategies**

### **Student Handout**

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### ***College Learning Strategies Proficiencies***

**Upon successful completion of the course the student will be able:**

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