

# EDUCATION 105: WORKSHOP IN STUDY SKILLS

## TUTORING-LEARNING CENTER

Section 1—completely online, asynchronous

**Instructor:** Megan Sippel, Academic Success Coordinator

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**Office Hours:** by appointment, Monday- Friday 9:00-4:00

Education 105 is a one-credit, graded, course offered the first eight weeks of the semester. The purpose of this course is to engage students in preparing for their college and professional careers through skill development in academic success and career preparation. This course will help students develop proficiency in time management, goal setting, study strategies and personal organization.

### **ATTENDANCE:**

Students must view class videos each week and post on discussion boards to show attendance.

### **LEARNING OUTCOMES:**

- Adopt the habits of academically successful students.
- Efficiently manage their time personally and professionally.
- Utilize on-campus resources to enhance academic success.
- Identify and set clear goals that aid in enhanced academic performance and progress to graduation.

### **TEXT AND MATERIALS:**

- There are no assigned textbooks for this course, but articles, videos, and websites for assigned reading will be shared with students by the instructor via email.

### **COURSE REQUIREMENTS:**

1. Attendance and Participation. Your participation in this course is important for you and other students in the class and is essential for a passing grade.
2. Assigned Readings. Engage with the readings as you read and respond in order to challenge and stimulate your thinking about learning.

### **GRADES:**

Your grade is based upon the degree to which you successfully complete all six requirements (above).

A: 90-100%    B: 80-89%    C: 70-79%    D: 60-69%    F: 59% and below

<b>Assignment</b>	<b>Point Value &amp; Due Date</b>
Class Participation/Discussion	30, <i>Ongoing throughout the semester</i>
Life 101 Assessment	30, <i>September 8<sup>th</sup>, 2020</i>
Learning Strengths Inventory	15, <i>September 22<sup>nd</sup>, 2020</i>
One Face to Face Meeting with Instructor	20, <i>Your Scheduled Time Chosen During First Week of Class</i>
Planner Check 1	15, <i>September 15<sup>th</sup> In Class</i>
Planner Check 2	15, <i>September 29<sup>th</sup> In Class</i>
Planner Check 3	15, <i>October 13<sup>th</sup>, 2020</i>
Goal Setting Sheet	30, <i>October 13<sup>th</sup>, 2020</i>
Final Presentation	30, <i>October 22<sup>nd</sup></i>
<b>TOTAL Points</b>	<b>200</b>

### **Rubrics**

A grading rubric is a list of specific and measurable criteria for evaluating course work. Grading rubrics will be provided for assignments as needed, such as your final presentation. Grading rubrics should be viewed prior to beginning work on a graded discussion or assignment, to help guide the successful completion of the task, and again after a grade has been posted to view instructor feedback. This rubric will serve as a framework for my feedback and your performance. Rubrics and more information will be provided for the Final Presentation.

### **Late and Make-up Work Policy**

Due to the nature of this course, arrangements for late assignments need to be made with instructors. Assignments will be deducted by 5% for each day it is late.


### **Grading and Feedback**

Graded assignments will be returned to you with feedback within a week after they are turned in.

### **CLASS CLIMATE & HONORING DIFFERENCE:**

The Tutoring-Learning Center strives to honor the uniqueness of all learners. I am dedicated to creating safe, inclusive, welcoming experiences in which all students can succeed.

I will not condone disrespectful or discriminatory language or behavior. I extend an open-door invitation to all students. If you feel unwelcome or unsafe in this course, or you have any concerns about your ability to succeed, please let me know. We can address the issue together, confidentially.



As a teacher, I align my policies and choices with this university's guidance, including the [UWSP Community Bill of Rights and Responsibilities](#) .

### **EXCEPTIONAL NEEDS POLICY:**

I am dedicated to accommodating the needs of my students. Equal treatment is not the same as equitable (fair) treatment. Therefore, a course requirement like a deadline may be unfair to you, based on a life event or a disability. If I agree that the requirement is unfair, then I am happy to make an accommodation. Here are some


exceptional needs I have accommodated in the past: learning disability, physical disability, chronic illness, death in the family, car accident, sick child.

When reporting a life event or other exceptional need, please suggest the specific accommodation(s) you want (e.g., turning in an assignment late without a penalty, taking an Incomplete in this course, etc.).

I align my policies and choices with the Americans with Disabilities Act (ADA), a federal law that requires educational institutions to provide reasonable accommodations for students with disabilities. [Here is more information about UWSP's relevant policies](#) . If you have a disability and want an accommodation, please register with the [Disability Services and Assistive Technology Office](#)  and then contact me. If you are unfamiliar or uneasy with this process, please contact me regardless and we'll work through it together.

### **INTEGRITY POLICY:**

I expect you to participate in the activities actively and fully. I expect you to treat me, your colleagues, and anyone else with respect and tolerance. I expect you to take responsibility for managing your life so that you complete all assignments on time. If you are unable to meet these expectations (e.g., attendance, assignments), I expect you to communicate with me and anyone else affected (e.g., colleagues) as soon as possible, and to suggest a clear, fair plan to address the problem.

I expect you to complete your assignments with integrity. I expect you to give proper credit for anything that is not your original work. I urge you to make intellectual integrity a central part of your professional identity. I align my policy on academic misconduct (e.g., cheating) with the [UWSP Community Bill of Rights and Responsibilities \("UWSP Chapter 14"\)](#) .

Lecture materials and recordings for EDUC 105 are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

<b>Date</b>	<b>Due</b>	<b>Class Activities</b>	<b>Upcoming (next class period)</b>
Week 1			
09/03/20	<b>Introduction Video</b>	Welcome, Syllabus Review Video, Sign Up for 1:1 Times, Choose Your Own Grade Plan Review	Get a planner! (download an ap, buy one, or print off planning sheets) <b>Life101 Assessment due Tuesday, 09/08 at 5 pm</b>
Week 2			
09/08/20	<b>Life101 Assessment due Tuesday, 09/08 at 5 pm</b>	Watch Time Management Video	<b>Discussion due Thursday</b>
09/10/20	<b>Bring All Course Syllabi to Class Discussion #1 due</b>	No Video Use this time to set up your planner for the semester	<b>Planner Check-In Class</b> ( <i>can be paper or electronic, but be prepared to share</i> ) <b>Quiz due Tuesday</b>
Week 3			
09/15/20	<b>Planner Check-In</b> ( <i>can be paper or electronic, but be prepared to share</i> )	Watch Online Learning, Academic Etiquette, Meeting with Faculty Video and take <b>Quiz</b>	<b>Discussion due Thursday</b>
09/17/20	<b>Discussion #2 due Quiz</b>	Watch Note-taking & Test Taking Video	
Week 4			
09/22/20	<b>Learning Strength Survey Due</b>	Watch Memory and Learning Video	<b>Discussion due Thursday</b>
09/24/20	<b>Discussion #3 due</b>	No Video– Use this time to start on your final presentations!	<b>Planner Check-In</b>
Week 5			
09/29/20	<b>Planner Check-In</b>	Watch Metacognition Video	<b>Discussion due Thursday</b>
10/01/20	<b>Discussion #4 due</b>	Watch Stress Management Video	
Week 6			
10/06/20		Watch Mindset Video	<b>Discussion due Thursday</b>

10/08/20	<b>Discussion #5 due</b>	Watch Motivation and Goal Setting Video	<b>Goal Sheet Due Tuesday, 10/13 at 5pm, via Canvas Planner Check-In</b>
Week 7			
10/13/20	<b>Goal Sheet Due Tuesday, 10/13 at 5pm, via Canvas Planner Check-In</b>	Watch Final Presentation Preparation Video	<b>Discussion due Thursday</b>
10/15/20	<b>Discussion #6 due</b>	No Class – Use this time to work on your final presentations!	
Week 8			
10/20/20		<b>Final Presentations</b>	
10/22/20		<b>Final Presentations</b>	