



School of Education
 College of Professional Studies
University of Wisconsin - Stevens Point

Education 105: Study Skills (Spring 2020)

Section 2: MW 10:00-10:50am 1/21/2020-3/13/2020, ALB 018F

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This is a tentative syllabus. The instructor reserves the right to make amendments to this syllabus. Lectures and course materials may not be distributed or posted in any format without express permission from the instructor.

Course description

Education 105 is an 8 week, one-credit, graded course. This course is designed to encourage students to improve skills and strategies to study effectively. Additionally, students will learn about university support services. This is an activity-based course where attendance is crucial; I expect students to participate in all class activities and be a collaborative member of the group. Students will be expected to think, reflect, write, and share their insights with classmates. This course offers students the opportunity to think about how they learn and then apply that knowledge to current and future coursework.

Intended learning outcomes

If students bring sufficient ability and apply reasonable effort to this course, students will be able to:

- Understand the importance of and be able to incorporate several study skills strategies into current and future university coursework
- Identify and be able to describe a variety of UWSP support services
- Develop confidence in creating an effective academic plan and working to continually expand their academic motivations.

Course requirements and expectations

The requirements for this course are reasonable, but vital to the success of the course. Students are expected to:

1. Attend class sessions (2 sessions each week for 8 weeks)
2. Actively participate in these sessions
3. Complete weekly assignments, both in class and outside of class
4. Complete a final project

Grading

Your grade will be based upon the degree to which you successfully complete all of the requirements listed above.

Attendance and participation:	40%
Assignments:	40%
Final project:	20%

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

Coursework

The course will utilize Canvas for most readings, assignment explanations, and assignment uploads.

Date	Topic	Class Plan/Activity	Reading(s)	Assignment	Assignment Due Date
Wednesday, 22 January (2.5 points)	Welcome, Logistics	Introduction of course, syllabus review	--	Writing 1: write a narrative that you'll use as your "script" for your five-minute "My Story" presentation. Include any background information you'd like. Make sure to include one thing you struggle with and one thing you are good at. (5 points) My Story Presentation (5 points)	27 January (varies)
Monday, 27 January (2.5 points)	Reading Strategies, Memory	Two My Story presentations, reading and memory strategies	Reading 1 - Watson (2001): Strategies for Reading Well, Ellis (1991): 20 Memory Techniques (read for 1/27)	In-class activity (2.5 points)	27 January
Wednesday, 29 January (2.5 points)	Note-taking, Listening	Two My Story presentations, note-taking	Reading 2 – Watson : Class Attendance, Note Taking, and Participation (read for 1/29)	In-class activity (2.5 points)	
Monday, 3 February (2.5 points)	Reading, Memory, Note-taking, Listening	Two My Story presentations, listening and memory	--	Writing 2: Consider readings 1 and 2 and the discussions we've had the last few sessions. If you were going to tell another student what you know about reading, memory, note-taking, and listening, what would you tell them? How do you envision incorporating these into your own work? (2.5 points)	5 February
Wednesday, 5 February (2.5 points)	Mindfulness (guest lecturer)	Presentation (Lara Olson)	--	In-class activity (2.5 points)	
Monday, 10 February (2.5 points)	Diversity and inclusivity	Two My Story presentations (in ALB 018F), Headwinds and Tailwinds activity (in ALB 650)	Reading 3 - Filipiak (2019): An Equitable English Education Begins with Dignity, Plank and Rohdieck (2007): Thriving in academe: The value of diversity (read for 2/10)	Writing 3: Consider Filipiak, Plank and Rohdieck, and the discussion we had in class on 2/10. Write at least one page (double-spaced) on your thoughts, questions, and lived experiences. (2.5 points)	12 February

Wednesday, 12 February (2.5 points)	Learning Differences	Two My Story presentations, learning differences	Videos: see Canvas (watch for 2/12)	Writing 4: Write one page (double-spaced) on your thoughts and questions on the videos that were assigned. What does “different but not less” mean to you? (2.5 points)	17 February
Monday, 17 February (2.5 points)	Time Management	Two My Story presentations, time management strategies	Reading 4 – Watson: Your Goals for Your Life (read for 2/17)	In-class activity (2.5 points)	
Wednesday, 19 February (2.5 points)	Time management	Two My Story presentations, time management	Reading 5 – Ellis: Time (read for 2/19)	Writing 5: write one page (double-spaced) on what your greatest challenges and strengths are related to time management. (2.5 points)	24 February
Monday, 24 February (2.5 points)	Advising and Career Services (guest lecturer)	Presentation (ACAC)	--	In-class activity (2.5 points)	
Wednesday, 26 February (2.5 points)	Campus resources	Two My Story presentations, campus resources	www.uwsp.edu	Writing 6: see Canvas (2.5 points)	2 March
Monday, 2 March (2.5 points)	Reading Strategies, Note-taking	Two My Story presentations, reading and note-taking	Reading 6 – Ellis: Taking Notes on Reading, Adams and Patterson (1997): Affective Comprehension(read for 3/2)		
Wednesday, 4 March (2.5 points)	Time Management, Exam Preparation	Two My Story presentations, exam preparation and time management	Reading 7 – Watson: Taking Action (read for 3/4)	In-class activity (2.5 points)	
Monday, 9 March (2.5 points)	Exam Preparation	Two My Story presentations, exam preparation	Reading 8 – Watson: Taking Tests (read for 3/9)	In-class activity (2.5 points) Final project: see Canvas (20 points)	12 March
Wednesday, 11 March (5 points)	Review of course	Two My Story presentations Review of course		--	--


Electronic Devices

Mobile phones and other electronic devices must be turned off and put away during classes and exams. No other communication or musical devices are allowed, unless you receive permission from the instructor. No audio or visual recording of lectures is permitted without prior written authorization from the instructor.



Class Climate & Honoring Difference

The School of Education strives to honor the uniqueness of all learners. I am dedicated to creating safe, inclusive, and welcoming experiences in which all students can succeed. I mindfully plan coursework in ways that promote pluralism: celebrating the coexistence of multiple identities, cultures, and belief systems.

This course is a Safe Zone for LGBTQ+ issues and more. I will not condone disrespectful or discriminatory language or behavior. I extend an open door invitation to all my 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 my 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. As an instructor, 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 anyways and we will work through it together.

Integrity Policy

I expect you to come to class promptly and regularly, prepared to actively and fully participate in the activities. 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., your peer facilitator, your colleagues) as soon as possible.

I expect you to complete your assignments with integrity. For most assignments, you will be free to use resources and people inside and outside of this course. Some assignments may even require this. However, I expect you to give proper credit for anything that is not your own original work. I urge you to make intellectual integrity a central part of your professional identity. Professionals in a variety of fields routinely use other people's work (e.g., lesson plans in education). But accidentally or deliberately leaving off credit is professionally and morally wrong. I use anti-plagiarism tools. I do not expect my students to plagiarize others' work; rather, you can be confident that no one is plagiarizing your work (e.g., in a future class). If you are unclear on how to give proper credit, please ask me before turning in the assignment.

As an instructor, I align my policy on academic misconduct (e.g., cheating) with the [UWSP Community Bill of Rights and Responsibilities \("UWSP Chapter 14"\)](#) .