Instructor: Nannette Commander, Ph.D.
(use iCollege email)
Office Hours: by appointment and after class

Course Description and Goals: This course explores how applications of learning theories/research can help students develop the learning and study strategies necessary for academic and life-long learning success. Topics include, but are not limited to, strategies for improvement of attention, memory, comprehension, critical thinking, and the test readiness skills needed to excel in colleges. Learning strategies addressed in this course can be used in any discipline to improve performance. In particular, EPY 2040 will focus on:

- **Learning Theory:** The best way to understand learning is by examining research. Consistent research findings explain why certain learning techniques are more effective. You will learn the fundamental principles of successful learning.

- **Application of Theory to Real World Settings:** What are the conditions under which successful learning is likely to occur? How can we facilitate learning for ourselves and others? You will learn how to design environments that maximize learning success.

- **Opportunities to Practice Learning Techniques:** Learn how you learn best. Learn how to refine your individual approach to academic challenges. You will learn how to practice the techniques from class and make them your own.

**TEXTBOOK:**


**ADDITIONAL REQUIRED READINGS:**

- Additional reading materials will be provided throughout the semester.

**LEARNING OBJECTIVES:**

Upon completing this course, you should be able to demonstrate:

1. knowledge of theories and research findings on cognitive and self-regulation processes.
2. an understanding of the role of certain individual difference variables on cognitive and self-regulation processes.
3. knowledge of how learning theories and research findings translate into practice in educational contexts.
These objectives and learning outcomes will be assessed through discussion, written assignments, and case study analysis.

TECHNOLOGY:
All students enrolled at GSU use email for official correspondence. Students enrolled in this course may use iCollege to engage in critical dialogue and to access supplemental materials, such as the lecture notes, instructional videos or additional readings.

COURSE CONTENT:
You may be asked to check iCollege for (1) details for the week’s assignments, (2) any additional (beyond the textbook) required reading/viewing, (3) a link to the case studies/discussions (if applicable), and (4) links to any other assignments/exams due.

At the beginning of each module, students will be provided with a list of requirements with detailed instructions, with specifications about which assignments will be completed in class and which will be completed as homework/out of class time.

Correspondence for Class:
Check your email daily for news and updates. Communication about the course and information about assignments will be posted via email. It is your responsibility to check your email daily for critical information.

I will respond to email typically within 24 hours during the week.

ASSIGNMENTS & COURSE GRADE

I. Case Studies (200 pts.)
There will be a minimum of four case studies presented throughout the semester in which you will evaluate a situation and apply what you learned to come up with a solution. These case studies will require prior readings to engage in substantial discussion. Case studies presented in class will be followed by a response paper reflecting on the case. Specific instructions will be presented in weekly folders. Discussions are to represent engaged, informed perspectives, and each case study is worth 50 points. The purpose of these assignments is three-fold:

(1) To reflect on previous readings, viewings, and assignments,
(2) To communicate with classmates and the instructor in order to create a class community.
(3) To provide a point of assessment for your effort and your understanding of covered material. In cases when feedback is provided, reading and thinking about the feedback most likely will benefit your performance on future assignments.

II. Participation (200 Points)
Throughout the semester there will be various weekly assignments and exercises in the classroom. Assignments and exercises may be posted in advance on iCollege in the weekly folders. Participation is crucial to success in this course. These assignments together will be worth 200 points.

III. Learning Challenge/Solution Project (100 Points)
This project requires identification of an area of learning that may be of interest or particularly challenging for you. The possible areas you might select include:
Part I (75 Points):
First, define your selected learning challenge and then research possible solutions (use our text, other texts, research articles, interviews, internet, etc.). You must document your research solutions with a minimum of three credible references in addition to the text.
Second, write a description of the solutions and address how you applied at least three of the solutions to a personal situation. Your project documentation should be 3-4 pages and include how you selected this particular challenge and why it is important or of interest to you.
Your explanation and illustration of the solutions should describe:
- how you investigated this challenge and the sources you used
- the advantages and disadvantages of your identified solutions
- what you learned from this exercise
- your recommendations for others

Part II (25 Points):
Upload your project to the discussion board. Respond to one of your classmates by reading their project and addressing:
- any additional resources or techniques that address the learning challenge
- what you have learned from their project
- how the information may be helpful

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<th>Breakdown of total points</th>
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<td>Case Studies</td>
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<td>Participation</td>
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<td>Learning Challenge/Solution</td>
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<th>GRADING SCALE BASED ON POINTS</th>
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**College of Education**  
Georgia State University  
**Course Calendar**

*Please Note:* Start up dates for new topics are approximate. The course calendar provides a general plan for the course; deviations may be necessary.

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<th>Dates</th>
<th>Topics</th>
<th>Activities/Assignments</th>
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| 7/5     | Introductions and Expectations              | Syllabus review  
Learning Inventory – part 1 |
| 7/6     | Self-Regulated Learning                    | Learning Inventory – part 2  
Locus of Control – self test |
| 7/7     | Motivation                                  | Motivation reflection  
Ralph Case study |
| 7/10    | Goals & Time Management                     | SMART goals  
Goal Setting Schedule |
| 7/11    | Self-Regulation of Emotions                | Self-Regulation Reflection |
| 7/12    | Learning, Attention & Memory               | Memory activity  
Recitation exercise |
| 7/13    | Self-Regulation of External Resources      | Library scavenger hunt  
Study group practice |
| 7/14    | Research and Resources                     | GSU Writing studio  
Writing Day |
| 7/17    | Note-Taking                                 | Cornell note practice  
Laura Case Study |
| 7/18    | Academic Reading                           | MARSI packet  
Reading strategy reflection |
| 7/19    | Academic Writing                           | Peer editing practice  
Felicia Case Study |
| 7/20    | Test Prep & test taking                    | Test practice activity  
Stress management |
| 7/21    | Critical Thinking                          | National Geographic activity  
Goal-setting reflection |
| 7/24    | Cognition and Metacognition                | Metacognition self-practice |
| 7/25    | Problem Solving                            | Mark Case Study |
| 7/26 – 7/28 | Individual and group work (peer reviews on Learning Challenge Project) | (Presentations: 7/27) |
COURSE POLICIES

Attendance
Attendance is required each day unless there is a compelling reason for absence as described in the GSU Policy on Class Attendance in the College of Education Graduate Bulletin. All activities that take place are important to successful completion of course requirements. You should email me before each assignment deadline to let me know the reason for your absence in class.

Etiquette
- Please participate in all discussions with constructive comments and engaged listening.
- Please be professional and courteous.
- When possible, remain on the overall topic of the discussion/case study.
- Begin by clearly sharing your ideas and main topic.

FROM THE UNDERGRADUATE CATALOG:

Cheating on Examinations:
Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, computer-based resources, texts, or "crib sheets" during an examination (unless specifically approved by the faculty member), or sharing information with another student during an examination (unless specifically approved by the faculty member). Other examples include intentionally allowing another student to view one's own examination and collaboration before or after an examination if such collaboration is specifically forbidden by the faculty member.

Unauthorized Collaboration:
Submission for academic credit of a work product, or a part thereof, represented as its being one's own effort, which has been developed in substantial collaboration with another person or source or with a computer-based resource is a violation of academic honesty. It is also a violation of academic honesty knowingly to provide such assistance. Collaborative work specifically authorized by a faculty member is allowed.

*Please Note:
All assignments are expected to be your own, original work. While I hope the material we cover in this class will be interesting and exciting enough to discuss with your peers (including peers in our class), your work should be a unique reflection of your ideas and effort. Be sure to always cite any source of information—this includes information from assigned readings, viewings, and peers’ discussion posts. A first offense of unauthorized collaboration or cheating on examinations will result in an F for the assignment/test and possible disciplinary action.

Professional Behavior: Professional behavior is expected of all students and includes issues of conduct and academic honesty as described in the College of Education Bulletin. Students are required to follow the policies stated in the Bulletin including those related to cheating, academic honesty, unauthorized collaboration, multiple submissions and plagiarism. Violations of academic honesty are taken seriously. Professional behavior also includes appropriately interacting with instructors and other students. According to GSU policy, “Disruptive student behavior is student behavior in a classroom or other learning environment (to include both on campus and off-campus locations), which disrupts the educational process. Disruptive class* behavior for this purpose is defined by the instructor. Such behavior includes, but is not limited
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to, verbal or physical threats, repeated obscenities, unreasonable interference with class discussion, making/receiving personal phone calls, text messages, or pages during class, leaving and entering class frequently in the absence of notice to instructor of illness or other extenuation circumstances, excessive tardiness and absences, and persisting in disruptive personal conversations with other class members. For purposes of this policy, it may also be considered disruptive behavior for a student to exhibit threatening, intimidating, or other inappropriate behavior toward the instructor or classmates outside of class. * For purposes of this document, the word “class” is defined as one specific meeting of students and professor while the word “course” refers to the entire section.”

**Students with disabilities** requiring accommodations must be registered with the Office of Disability Services at Georgia State before an instructor can modify instruction or expectations. The Office of Disability Services may be contacted at 404-463-9044. Any student with a disability who may require special accommodations is requested to make an appointment with the instructor at the beginning of the class session. Students must self-identify so that arrangements can be made according to the University’s policies and guidelines provided by the Office of Disability Services.

**Evaluations:** Your constructive assessments of this course play an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation.

**Note:** The course syllabus provides a general plan for the course; deviations may be necessary. Any changes will be announced in advance as an iCollege announcement or via email. You are responsible for knowing about these announcements.