

CBM003 ADD/CHANGE FORM

Undergraduate Council  
 New Course  Course Change  
 Core Category: NONE Effective Fall 2008

or

Graduate/Professional Studies Council  
 New Course  Course Change  
 Effective Fall     

RECEIVED OCT 15 2007

1. Department: EPSY College: EDUC  
 2. Person Submitting Form: Dr. Shirley Yu; Dr. Adanna Johnson Telephone: 3-9822; 3-9816

APPROVED FEB 20 2008

3. Course Information on New/Revised course:  
 • Instructional Area / Course Number / Long Course Title:  
HDFS / 1311 / Development of Self-Regulated Learning  
 • Instructional Area / Course Number / Short Course Title (30 characters max.)  
HDFS / 1311 / DEV SELF-REGULATED LEARNING  
 • SCH: 3.00 Level: FR CIP Code: 19, 0701.00 Lect Hrs: 3 Lab Hrs: 0

4. Justification for adding/changing course: Successfully taught as a selected topics course  
 5. Was the proposed/revised course previously offered as a special topics course?  Yes  No  
 If Yes, please complete:

• Instructional Area / Course Number / Long Course Title:  
HDFS / 4397 / Development and Self-Regulated Learning  
 • Content ID: 024914 Start Date (yyyy3): 20073

6. Authorized Degree Program(s): B.S., HDFS  
 • Does this course affect major/minor requirements in the College/Department?  Yes  No  
 • Does this course affect major/minor requirements in other Colleges/Departments?  Yes  No  
 • Are special fees attached to this course?  Yes  No  
 • Can the course be repeated for credit?  Yes  No

7. Grade Option: Letter (A, B, C ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)

8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title  
     /      /       
 • Start Date (yyyy3):      Content I.D.:     

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)  
 Cr: 3. (3-0). Prerequisites: NONE Description (30 words max.): Theory and research on cognitive, motivational, and behavioral factors related to academic success; emphasis on application to students' development.

10. Dean's Signature: [Redacted Signature] Date: 10/12/7  
 Print/Type Name: J. HAWKINS, Assoc. Dean

University of Houston  College of Education**COLLABORATION**  
**FOR LEARNING & LEADING**

**HDFS 4397: Selected topics in Human Development and Family Studies**  
**Development and Self-Regulated Learning**  
**Fall 2007**  
**Tuesdays & Thursdays 10-11:30**  
**478 Farish Hall**

Instructor – Adanna J. Johnson, Ph.D.  
Office Hours - Tuesdays 2:00 - 4:00, or by appointment

**Contact Information:**

Office Number: 462 Farish Hall  
Email Address: [ajohnson@mail.coe.uh.edu](mailto:ajohnson@mail.coe.uh.edu)  
Mailbox: Department of Educational Psychology, 491 Farish Hall

**ADA Statement:**

*When possible, and in accordance with 504/ADA guidelines, we will attempt to provide reasonable academic accommodations to students who request and require them. Please call the Center for Students with DisABILITIES at ext. 3-5400 for more assistance.*

**Required Texts**

Dembo, M. H. (2004). *Motivation and learning strategies for college success* (2<sup>nd</sup> ed.). Mahwah, NJ: Lawrence Erlbaum.

**Additional Text Resources**

As the course progresses, additional supplemental readings will be assigned and provided to students through WEBCT. Information regarding how to access supplemental resources will be provided during class sessions. Students will be given adequate notice (1-2 weeks) of assigned supplemental readings.

**Description of Course:** Learning and motivational theories are presented and utilized to assist students in the exploration and integration of both the cognitive and the behavioral components which contribute to academic success. Declarative knowledge regarding the learning process is presented and skill building exercises in the practical components of academic success, such as time management, learning from texts, lectures and preparing for exams are included.

**Course Objectives:** Upon successful completion of this course, students in this class will be able to demonstrate their ability to integrate knowledge of both learning and motivational theories into their own academic practices. Learning theories include Information Processing, Social Learning and Socially Constructed Knowledge. Motivational components include goal theory, attribution theory, and self-efficacy. Students will be able to identify the personal

cognitive and behavioral components that promote and/or inhibit their effectiveness as students, as well as influence their ability to achieve their academic goals.

Additional Course Policies and Procedures:

*The following information is designed to help the class run smoothly. The instructor reserves the right to make additions and adjustments as necessary.*

**Statement on Course Materials:** *Some of the writings, lectures, films, or presentations in this course may include material that conflicts with the core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking. If you have a concern, please discuss it with me at your earliest convenience.*

**Standards:** This course is aligned with the following American Psychological Association Learner-Centered Psychological Principles:

Cognitive and Metacognitive Factors: 1) Nature of learning process, 2) Goals of the learning process, 3) Construction of knowledge, 4) Strategic thinking, 5) Thinking about thinking, and 6) Contextual learning.

Motivational and Affective Factors: 7) Motivational and emotional influences on learning, 8) Intrinsic motivation to learn, and 9) Effects of motivation on effort.

Developmental & Social Factors: 10) Developmental influences on learning and 11) Social influences on learning.

Individual Differences Factors: 12) Individual differences in learning and 13) Learning and diversity.

**Links to Conceptual Framework:**

*This course is linked to the College of Education's conceptual framework (Collaboration for Learning and Leading) in the following manner:*

Collaborate: Students will collaborate with the instructor and peers during class activities and discussions.

Learn: Upon successful completion of this course, students will have enhanced knowledge of the following:

- Learning theories and how knowledge of the learning process can be practically applied to enhance academic efforts and outcomes.
- Motivational theories and how individual beliefs, attitudes and habits influence academic efforts and outcomes.
- How to define personal values and goals, create plans to achieve personal goals, as well as identify and design interventions to address factors that disrupt progress in goal attainment.

Lead: Upon successful completion of this course, students will attain prerequisites for future leadership through the enhancement of their own ability to self-regulate and to take command of their own life course decisions.

**Course Requirements/Assessments and Evaluations:** The course is designed to expose you to knowledge and skills which can positively impact your academic efforts. Therefore, course credit is assigned based on the level of competence you display in the following activities:

#### Daily Tasks (26%)

The daily tasks are designed to assist you in identifying how your own attitudes, beliefs and habits influence academic outcomes. These activities require you to maintain rather consistent focus on this course. If you complete the activities, you will be able to more effectively contribute to small and large group discussions in class.

#### Mini-Projects (11%)

These projects are included as their own category since they are important but require less time and effort than the major projects assigned. These include a Calendar System, Double Outline and Graduate Student Interview.

#### Major Projects and Exams (62%)

The major projects allow you to demonstrate practical skill development, to reflect and communicate about how the course content has enhanced your ability to identify and understand the ways your own beliefs, attitudes and habits influence academic outcomes and to design a plan for addressing cognitive and/or behavioral components that inhibit academic success. These include Self-Reflection Papers, a Time Management Assessment, and a Final Exam.

Each reading assignment, task and project has been included in the course due to the contribution each will make to either your knowledge about learning and academic success and/or the development of skills and habits that, if applied, will help you to become a more efficient and effective student. While every effort has been made to pre-plan all the readings, projects and exams that will be assigned during the course, the instructor reserves the right to make additions and adjustments as necessary.

#### Final Notes

Students are expected to abide by the university's academic honesty policy in all matters concerning this course (<http://www.uh.edu/dos/hdbk/acad/achonpol.html>). In particular, plagiarism, "Representing as one's own work the work of another without acknowledging the source," whether intentional or unintentional, will result in disciplinary action.

There are no make-ups allowed for missing class when an in-class activity/assignment is collected. If you missed class, you were not able to participate. *It will be your responsibility to find out*

*what you missed from your classmates.* If there is a legitimate reason for repeated attendance problems, please see Dr. Johnson.

Incompletes will not be assigned for this class *except in rare situations* (illness, death in family, tragedy). If your semester is interrupted due to an exceptional event (weddings, vacations and poor planning excluded) which you believe warrants an incomplete, talk with me as soon as you are aware that the event is disrupting your ability to keep up with the course requirements. We will discuss the situation, identify required documentation of the event and define your options. *Please review the University of Houston catalog to review conditions under which an incomplete may be granted.*

*Please turn off your cell phone (or other portable electronic devices) and/or place them on silent mode/vibrate during class.* Use of lap tops is allowed for note taking during class. However, you will be asked to turn off your lap top if it is evident that you are surfing the web or engaged in other activities that limit your attention and participation during class.

University Sanctioned Activities: *Students who will miss class due to participation in university sanctioned activities must identify themselves to Dr. Johnson at the beginning of the semester (prior to the absence), provide a copy of their travel schedule/letter, and make arrangements to complete missed work.*

Information from the Provost: Important information about Academic Honesty, the Academic Calendar, etc. can be found at [http://www.uh.edu/provost/stu/stu\\_syllabsuppl.html](http://www.uh.edu/provost/stu/stu_syllabsuppl.html).

Schedule/Calendar		ASSIGNMENTS	
DATE	TOPICS	READINGS	ASSIGNMENTS
8/21/07	Introduction to Course		
8/23/07	What is Academic Self-Management	Chapter 1	
8/28/07	Academics and Identity		<ul style="list-style-type: none"> <li>▪ Complete LASSI &amp; Self-Assessment</li> </ul>
8/30/07	Time Management Where does the time go?	Chapter 6	<ul style="list-style-type: none"> <li>▪ SELF-ASSESSMENT COMPLETED</li> <li>▪ LASSI SCORES OBTAINED</li> </ul>
9/4/07	Time Management (Cont.) Scheduling for Success	Chapter 6	<ul style="list-style-type: none"> <li>• START KEEPING TRACK OF YOUR TIME FOR YOUR TIME MANAGEMENT REPORT</li> <li>• Post personal information on WebCt</li> <li>• Bring your selected calendar system</li> <li>• Bring syllabi from other courses for this semester</li> </ul>
9/6/07	Academics and Identity	Academic Identity Article	<ul style="list-style-type: none"> <li>▪ Select a peer partner</li> <li>▪ Select another course to use as a test course for experimenting with strategies discussed in this course</li> <li>▪ Bring the calendar system you have selected to keep yourself organized this semester</li> </ul>
9/11/07	Emotions and Academics	Chapter 4	Calendar system selected, set-up and ready for presentation to peer partner
9/13/07	Emotions and Academics	Chapter 5 Supplemental Reading Supplemental Reading	
9/18/07	Time Management Revisited Strengths and Weaknesses in Time Management Procrastination Energy Management		
9/20/07	What is motivated behavior? <ul style="list-style-type: none"> <li>▪ Peer partner activity - calendar review and goal setting</li> </ul>	Chapter 3	
9/25/07	Motivated behavior	Chapter 3 Supplemental Reading 1	TIME MANAGEMENT ASSESSMENT DUE AT BEGINNING OF CLASS
9/27/07	Motivated behavior	Chapter 3 Supplemental Reading 2	<ul style="list-style-type: none"> <li>▪ Complete Self-Efficacy Instrument</li> <li>▪ Complete Attribution Instrument</li> </ul>
10/2/07	Socially Constructed Knowledge	Chapter 7: pp. 176 - 183	Define Communities of Practice

10/4/07	Improving Communication - Learning from the words of others	Chapter 7: pp. 176- 183	Peer Review
10/9/07	Attention Vs. Comprehension	Chapter 7: pp. 165- 173  Note: As you read the assigned text for this course and other courses this week, pay attention to how often you are distracted and/or how well you are able to pay attention to the text	Self-Reflection paper 1
10/11/07	Information Processing	Chapter 2	Self-Reflection Project 1 Due at beginning of class
10/16/07	Information Processing	Chapter 2	
10/18/07	*Review graduate student interview assignment Learning from Texts	Chapter 8	Bring an assigned chapter (or other assigned reading) from the course you are using to transfer strategies from this course to next session
10/23/07	Learning from Texts	Chapter 8	
10/25/07	Learning from Texts	Chapter 8	
10/30/07	Learning from Texts	Chapter 8	Double Outline Due
11/1/07	Writing papers Presentation of final student reflection project 2		
11/6/06	Preparing for Exams	Chapter 10	
11/8/07	Preparing for Exams	Chapter 10	
11/13/07	Taking Exams	Chapter 11	
11/15/07	Learning from Lectures	Chapter 9	
11/20/07	Learning from Lectures	Chapter 9	
11/22/07	Thanksgiving Break		
11/29/07	Peer Review for Final Project		Graduate Student Interview Due
			<ul style="list-style-type: none"> <li>Peer Review for final Project</li> <li>Group Exam Questions submitted for final</li> </ul>
12/4/06	Final Exam- Time TBA		

COURSE TASKS AND POINT ASSIGNMENTS

**Daily Tasks (26%)**  
**(10 points each – Total 70 points – 15% of grade)**

- \_\_\_\_\_ Post personal information on WebCT
- \_\_\_\_\_ Select a peer partner for semester
- \_\_\_\_\_ Select another course to use as a test course for experimenting with strategies discussed in this course
- \_\_\_\_\_ Select a group with peer partner
- \_\_\_\_\_ Define Communities of Practice
- \_\_\_\_\_ Bring an assigned chapter (or other assigned reading) from the course you are using to transfer strategies from this course to next session
- \_\_\_\_\_ Values Clarification assignment

**Daily Tasks (Total 50 points = 11% of grade)**

- \_\_\_\_\_ 20 points: Complete LASSI & Self-Assessment
- \_\_\_\_\_ 15 points: Complete Self-Efficacy Instrument
- \_\_\_\_\_ 15 points: Complete Attribution Instrument

**Mini-Projects (Total 50 points – 11 % of grade)**

- \_\_\_\_\_ 20 points: Double Outline
- \_\_\_\_\_ 30 points: Graduate Student Interview

**Major Projects & Final Exam**  
**(Total 280 points – 62% of grade)**

- \_\_\_\_\_ 40 points: Calendar System
- \_\_\_\_\_ 80 points: Self-Reflection 1
- \_\_\_\_\_ 40 points: Time Management Assessment
- \_\_\_\_\_ 80 points: Self-Reflection 2
- \_\_\_\_\_ 40 points: Final Exam

Total Points for Course 450

A = 405 – 450

B = 360 – 404

C = 315 – 359