

**Upper Iowa University**  
**External Degree Program**  
**ID 120-05 Strategies for Success in College**

**COURSE DESCRIPTION:**

This course provides an in-depth exploration of adult learning theory. Students will examine techniques for successful course navigation, choice of a major, and degree completion. Study will also focus on various teaching and learning models, delivery methods and how those relate to individual learning styles. Three semester credits.

**OBJECTIVES:**

1. Recognize different learning theories.
2. Define and apply adult learning theory to daily learning efforts.
3. Identify the various learning styles and their impact on successful course completion.
4. Interpret the impact of teaching methods on learning styles.
5. Recognize the techniques for successful course navigation, choice of major, and degree completion.

**REQUIRED MATERIALS:**

1. Malcolm S. Knowles, Elwood F. Holton III, and Richard A. Swanson. *The Adult Learner*, 6<sup>th</sup> ed. Boston; Elsevier Butterworth Heinemann, 2005. ISBN 0-7506-7837-2
2. Lois Lamdin. *Earn College Credit for What you Know*, 3<sup>rd</sup> ed. Dubuque, IA: Kendall/Hunt Publishing Company, 1997. ISBN 0-7872-3573-3
3. Tim Scoggins. *Accelerated Paths to Degree Completion*. ebook

You may purchase your textbook through MBS Direct by calling their toll free number: 1-800-325-3252 or through the UIU homepage; [www.uiu.edu](http://www.uiu.edu). Click on Distance Learning and then on the bookstore tab located at the top of the page. Follow the link and select External Degree for your location.

**READINGS**

Unit 1: Chapter 1 (Knowles), Chapter 1-2 (Scoggins), Introduction and Chapter 1 (Lamdin)

Unit 2: Chapter 2 (Knowles), Chapters 3-4 (Scoggins), Chapters 2 and 6 (Lamdin)

Unit 3: Chapter 3 (Knowles), Chapters 5-6 (Scoggins), Chapter 7 and Appendix A (Lamdin)

Unit 4: Chapter 4 (Knowles), Chapters 7-8 (Scoggins), Chapter 5 (Lamdin)

Unit 5 M: **For Military Track Students** Chapter 17 (Knowles), Chapter 9 -10 (Scoggins)

Unit 5 C: **For Corporate Track Students** Chapter 17 (Knowles), Chapter 9, Alternate Chapter 10 Alternate (Scoggins)

Unit 6: Chapter 5 (Knowles), Chapters 11-12 (Scoggins), Chapter 4 (Lamdin)

Unit 7: Chapter 6 (Knowles), Chapter 13-14 (Scoggins), Chapter 3 (Lamdin)

Unit 8: Chapter 10 (Knowles), Chapter 15-16 (Scoggins), Chapter 8, Appendix 1 (Lamdin)

## **EXAMS**

Midterm: Units 1-4

Final: Units 5-8

## **ASSIGNMENTS:**

The Strategies for Success in College Course consists of eight study units, a proctored midterm exam covering the first four units, and a final exam covering the remaining four units. Each of the units will include chapter reading assignments and an open-book exam consisting of multiple choice questions, five discussion type questions, and an exercise requiring an understanding of the material and the ability to succinctly summarize the primary points covered. **Note: There are two unit fives in this syllabus. You will do only one; Unit 5 M if you are a military student and Unit 5 C if you are in the corporate track.**

<b>Unit</b>	<b>Unit Description</b>
<b>1</b>	Introduction to Adult Learning: Considers the andragogical model of adult learners, the intrinsic and extrinsic value of a college degree, differences in accreditation, and the phenomena of the diploma mill.
<b>2</b>	General Learning Theories: Defining theory, distinguishing learning from education, exploring the definitions of learning, identifying different instructional delivery methods, national credit-by-examination programs, and test taking strategies.
<b>3</b>	Adult Learning Theory: Definition of andragogy, identification of the elements of humanistic psychology, part and whole models of

development theories and experiential learning options and portfolio assessment opportunities.

- 4 Adult Development and Learning: Definition of key assumptions about adult learners, identification of contributions of clinical psychology, development of adult education

#### **Midterm Exam Units 1-4**

- 5 Learning Styles: Identification of your learning style, military distance education initiatives, and Servicemembers Opportunity College programs and the SOC Network Colleges.
- 6 Theories of Teaching: differences between theories of teaching and theories of learning, the history and growth of distance education, and the benefits of combining traditional and nontraditional educational opportunities.
- 7 The Andragological Process: Recognizing the process elements of andragogy, the difficulties of evaluating adult education and training, and identification of graduate degree programs at a distance.
- 8 Cognition and Learning: Identification of four levels of cognitive differences, differences between learning styles and cognitive styles, learning how to learn, professional certifications and licensure, introspective assessment of personal educational achievements, and choosing a major.

#### **Final Exam Units 5-8**

The best approach to this course is to do the multiple choice questions while reading the assigned chapters from Scoggins' E-book. Notice that some of the questions are very detailed. This is to get you into the material. The proctored exam questions will be more broadly based. Then read the assignments in the other two texts then jot down "bullet" points next to each of the discussion questions. Then go back and formulate your answer in a succinct but thorough way. Responses to the questions should be typed. Emphasis should be placed on the quality of the answers and not on the length. Be concise, yet complete in your response. Generally, one or two paragraphs will be sufficient.

In all your written work, it is important to remember that you will be evaluated on the extent to which the answers adhere to the accepted principles of proper English expression (i.e. grammar, word usage, spelling and punctuation) as well as the clear organization of ideas.

## **SKILLS:**

This course will increase your ability to

1. Read critically and write clearly.
2. Define problems, distinguish between fact and opinion and propose and evaluate solutions.
3. Understand learning theory and how to determine one's own learning style.
4. Evaluate the many ways that various types of training and formal and informal educational experiences can be applied towards the obtaining of a college degree.
5. Logically determine a college major and course of study for one's own use.

## **EXAMINATION INFORMATION:**

You should begin studying for the examinations as you complete each unit. Upon nearing completion of the first four units, you should request that the midterm exam be mailed to your proctor (be sure to request it three weeks in advance). The midterm exam will contain 25 multiple choice questions and 4 "short answer" written response questions. There will not be any exercises in the proctored exams.

Upon nearing completion of the rest of the course, you should request that the final exam be mailed to the proctor. It will be similar to the midterm but will cover only the second half of the course. **No notes, books, or other materials are allowed when taking the proctored exams.** The exams are not easy but if you have properly prepared the previous assignments and have studied the material in a timely and efficient manner, you should not suffer undue stress or hardship.

**NOTE: Students will need to pass at least one of the two proctored exams to pass this course.**

## **COMPOSITION OF GRADE:**

Each open book unit exam consists of 25 multiple choice questions based on the Scoggins ebook, 5 "short answer" written response questions, and an exercise taken from the other two texts. The multiple choice questions are worth 2 points each, the short answer 3 points each, and the exercise, 15 points for a total of 80 points.

Each of two proctored exams consists of 25 multiple choice questions similar to those in the unit exams and 4 short answer questions which require a written response. The multiple choice are worth 4 points each and the written response questions 20 points each for a total of 180 points.

The percentage of points received out of a possible 1000 will determine the final grade:

Unit 1	80 points
Unit 2	80
Unit 3	80
Unit 4	80
Midterm Exam, Units 1-4	180
Unit 5	80
Unit 6	80
Unit 7	80
Unit 8	80
Final Exam, Units 5-8	<u>180</u>

**TOTAL POINTS FOR COURSE 1000 points**

The letter grade can be determined by adding your total points and applying the result to the following table:

900-1000	A	90-100%
800-899	B	80-89%
700-799	C	70-79%
600-699	D	60-69%
Below 600	F	59% or less

**Upper Iowa University uses a standard grading system:**

**A** = All work is excellent, shows exceptional understanding of materials; logical, clear, and insightful written and oral work, incorporates knowledge from other sources and moves easily to the next level of understanding, works well beyond minimum requirements.

**B** = Understanding material is good to very good, demonstrates good grasp of material, good oral and written skills, produces more than the minimum requirements, quality of all work is high.

**C** = Satisfactory understanding of the material, submits only the minimum requirements, communicates adequately in oral and written formats, displays an adequate understanding of all basic concepts.

**D** = Quality and quantity written and oral work is below average and barely acceptable.

**F** = Quality and quantity written and oral work is unacceptable.

**CHEATING, ACADEMIC DISHONESTY AND PLAGIARISM:**

Because cheating, academic dishonesty and plagiarism are affronts to the University community as a whole and a denial of the offender's own integrity, they will not be tolerated. Cheating includes but is not limited to:

- the use of unauthorized books, notes or other sources in the giving or securing of help in an examination or other course assignments,
- the copying of other students' work or allowing others to copy your work,

- the submission of work that is not your own or allowing others to submit your work as theirs,
- the submission of the same work for two or more classes without the approval of any instructors involved.

Academic dishonesty includes, but is not limited to:

- sharing academic materials knowing they will be used inappropriately,
- having access to another person's work without permission,
- providing false or incomplete information on an academic document,
- changing student records without approval.

Plagiarism includes, but is not limited to:

- the presentation of another's published or unpublished work as one's own,
- taking words or ideas of another and either copying them or paraphrasing them without proper citation of the source,
- using charts, graphs, statistics or tables without proper citation.

Detected cheating, academic dishonesty, or plagiarism will result in consequences that may, at the instructor's discretion, include course failure. In addition, an offender may be reported to the Senior Vice President for the Extended University, the Dean of the Extended University, or designee for possible disciplinary action, which may include suspension or dismissal from the University. Upper Iowa University may make use of various plagiarism detection services. Individuals, by enrolling in courses offered by the University, consent to submission by the University of course-related assignments to such services and the retention of a copy of such assignments by the service. Extended University Catalog 2005/06 page 87.

[http://www.uiu.edu/catalogs/eu/html/univ\\_policies.html#cheating](http://www.uiu.edu/catalogs/eu/html/univ_policies.html#cheating)

### **ATTENDANCE:**

Even though a student does not attend a regular classroom in the traditional sense and keep up with a set schedule of assignments, it should be pointed out how important it is to keep yourself on a regular timely schedule if possible to complete and send in units. It is too easy to set work aside and decide to do it later. Suddenly, the need to complete assignments and get them in by deadlines can become stressful and, at times, impossible. The key would be to set time aside on a regular basis and submit work in a timely manner.

### **LIBRARY RESOURCES:**

As a student of Upper Iowa University, you have access to the resources of the Henderson-Wilder Library on the Fayette campus. If travel to the campus is not feasible, you can access the library through the University's website. For InfoTrac access information, please contact the library at [library@uiu.edu](mailto:library@uiu.edu).

**WITHDRAWAL:**

If you wish to withdraw prior to the last day of the enrollment period you must contact the External Degree office by phone or in writing. After your original six month enrollment period you no longer have the option to withdraw from the course. You must finish the course or have a final grade assigned based on the coursework submitted.

**SPECIAL NEEDS:**

If you require accommodation for special needs, please provide documentation to: Director of External Degree.

**This syllabus is tentative and subject to change.**