

Upper Iowa University
Independent Study Program
ID 120-09 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.

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.

REQUIRED MATERIALS:

1. Malcolm S. Knowles, Elwood F. Holton III, and Richard A. Swanson. *The Adult Learner*, 6th ed. Boston; Elsevier Butterworth Heinemann, 2005. ISBN 0-7506-7837-2
2. Janet Colvin. *Earn College Credit for What you Know*, 4th ed. Dubuque, IA: Kendall/Hunt Publishing Company, 2006. ISBN 0-7575-2750-7
3. Tim Scoggins. *Accelerated Paths to Degree Completion*. Ebook. This book is only available at the following website:
<http://www.collegecounselingcenter.org/eBook.htm>
4. Syllabus

You may purchase your textbook through MBS Direct by calling their toll free number at: 800-325-3252 or through the UIU homepage: www.uiu.edu. Click on the link for current students then select order textbooks from the options in the left hand column. Follow the links and when you get to the "Select Campus" screen, select "Independent Study" as your campus.

READINGS

Unit 1: Chapter 1 (Knowles), Chapter 1-2 (Scoggins), Intro and Chapter 1 (Colvin)

Unit 2: Chapter 2 (Knowles), Chapter 3-4 (Scoggins), Chapter 2, 3 & 6 (Colvin)

Unit 3: Chapter 3 (Knowles), Chapter 5-6 (Scoggins), Chapter 4 (Colvin)

Unit 4: Chapter 7, 8, 9, 10, and 11 (Colvin)

Unit 5 C: For Corporate Track Students

Chapter 4 & 17 (Knowles), Chapter 8 (Scoggins), Chapter 5 (Colvin)

Unit 5 M: For Military Track Students

Chapter 4 & 17 (Knowles), Chapter 7 (Scoggins), Chapter 5 (Colvin)

Unit 6: Chapter 5 (Knowles), Chapter 9-10 (Scoggins)

Unit 7: Chapter 6 (Knowles), Chapter 11-12 (Scoggins)

Unit 8: Chapter 10 (Knowles), Chapter 13-14 (Scoggins)

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 assignment, 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.

Unit	Unit Description
1	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 opportunities of PLA.
2	General Learning Theories: Defining theory, distinguishing learning from education, exploring the definitions of learning, identifying different instructional delivery methods, national credit-by-examination programs, evaluation and creation of educational goals.
3	Adult Learning Theory: Definition of standards, identification of the elements of humanistic psychology, part and whole models of development theories and experiential learning options, evaluate relationship to degree goals.
4	Learning Theory Application: Definition of key assumptions about adult learners, identification of experiential learning, portfolio assessment, using documentation, understanding delivery methods, and verification of information.
Midterm Exam Units 1-4	
5	Learning Styles: Identification of your learning style, military distance education initiatives, corporate education initiatives and self-evaluation of the Learning Style Inventory.
6	The Andragogical Process: models of learning, the history and growth of distance education, and the benefits of combining traditional and nontraditional educational opportunities, teaching principles and learning processes.
7	Process Model for Learning: Recognizing the process elements of andragogy, the difficulties of learning objective, program evaluation, financial adjustments, and criterion for certification and licensure.

- 8 Cognition and Learning: Identification of four levels of cognitive differences, differences between learning styles and cognitive styles, learning how to learn, introspective assessment of personal educational achievements, and self-assessment.

Final Exam Units 5-8

The best approach to this course is to do the multiple choice questions while reading the assigned chapters. 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 for the short answer questions. One to two pages will be sufficient for the narrative response.

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.

I do accept – and encourage – assignments sent to me via e-mail as an attachment(s). If you would like me to e-mail you a Word file that has all of the answer sheet forms so that you can highlight the specific box via a different color font – or fill it in with yellow – just send me an e-mail and I will e-mail you the file that has the answer sheet forms for all 4 units. If sending me your assignments via e-mail – please note the course number and unit number in the subject line of your e-mail - example: **ID 120-09 Unit 1**. I will accept – **but do not prefer** – PDF attachments (documents you scan in) as I cannot go in and make notations on a PDF file as to which problems you answered incorrectly.

EXAMINATION INFORMATION:

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

Upon nearing completion of the rest of the course, you should request that the final exam be mailed to your approved 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: In order to pass this course, you must get a passing grade (“D” or better), on at least one of the exams and have enough cumulative points to earn a passing grade.

COMPOSITION OF GRADE:

Each open book unit exam consists of 25 multiple choice questions based on required reading and five “short answer” written response questions, and an exercise taken from readings and/or personal experience. The multiple choice questions are worth 2 points **each**, the short answer 4 points **each**, and the exercise, 10 **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 material, participates in class in a way that benefits all learners, 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, class participation 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.
- obtaining and using texts intended for instructor use only.

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 Academic Extension, 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.

Cheating, academic dishonesty and plagiarism infractions are tracked by the Dean of the Extended University, and cumulative evidence collected from multiple incidents will be considered when making suspension or dismissal decisions.

Academic Extension Catalog 2009/10 page 96.

http://uiu.edu/catalogs/eu/2009_catalog_pdf_files/2009uiu_ExtCatalog.pdf

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, library resources (online journal databases, e-books, newspaper access, citation help, etc.) are available. If travel to the campus is not feasible, you can access the library through the University's website. Go to: www.uiu.edu/library. **To request usernames/passwords for remote library access contact the UIU Library either by phone (563)425-5270, (563)425-5356, or [(563)425-5261, library weekend hours] or, email library@uiu.edu** by clicking on the link. Please be sure to include your student ID number to help verify that you are an Upper Iowa University distance learner. (Hint: consider requesting accesses BEFORE you need the service.) Library help sheets can be found on myUIU.

WITHDRAWAL:

If you wish to withdraw prior to the last day of the enrollment period you must contact the Independent Study 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: Academic Advising Coordinator.

This syllabus is tentative and subject to change.