Welcome to UNIV 1301!

This course is designed to help you “learn about learning” based on the latest research in the psychology of learning, cognition and motivation. It focuses on how adult students learn, how they think and make judgments, what motivates them, and how they can apply different methods of learning and motivation to their university experience. It may be the most important class you take at UTRGV!

Student Learning Outcomes

By the end of this course, you will be able to:

1. Construct a personal learning system incorporating research-based theories in the psychology of learning and cognition.

2. Demonstrate the knowledge and skills a strategic learner needs to monitor and regulate oneself.

3. Develop reflexive praxis that demonstrates an increased understanding of one's motivation.

Recommended Textbook:
Additional reading material will be provided in course.
# Projects, Student Engagement and Grades

## Grading Scale

89.5 to 100 = A  
89.4 to 79.5 = B  
79.4 to 69.5 = C  
69.4 to 59.5 = D  
59.4 and below = F

Grades will be posted in a timely basis via Blackboard. Check BB on an ongoing basis.

## Projects 
(65% of your grade)

<table>
<thead>
<tr>
<th>Projects</th>
<th>Educational Autobiography</th>
<th>Advising &amp; Career Portfolio</th>
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<tbody>
<tr>
<td>More detail on each project will be provided throughout the semester. Due dates are on the course calendar.</td>
<td>This project is an opportunity for you to identify your important educational influences and how your educational future is tied to those influences.</td>
<td>This project is an exploration of your educational path including your strengths, your interests, and the steps you need to take to reach your goals.</td>
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<tr>
<th>Projects</th>
<th>Service Learning Project</th>
<th>Self-Regulation Project</th>
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<tbody>
<tr>
<td></td>
<td>This project links you to our broader community by giving you the opportunity to provide service and learn at the same time.</td>
<td>This project is your chance to make positive changes right now in your life and learn the skills to continue to do so in the future.</td>
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## Student Engagement
(35% of your grade)

- **In-Class Assignments**: Writing and other work completed in class is counted as assignment credit.
- **Homework**: Homework is due at the beginning of class, no late assignments will be accepted.
- **Quizzes**: Stay current with your assigned readings, videos, articles, etc. so you are ready for a scheduled or pop quiz.
- **Attendance Required**: Each time you attend class you earn points towards your overall grade. If you miss class, you bear the responsibility of getting the missed class information from the instructor/BB or another student. You also risk accumulating “excessive absences,” and being dropped from the course without notification. *(For this class, “excessive” is defined as more than five absences.)*
Service Learning Guidelines

A. Purpose.
Service Learning links students to the broader community by giving them the opportunity to provide service and learn and the same time. The National Youth Leadership Council defines service learning as "a philosophy, pedagogy, and model for community development that is used as an instructional strategy to meet learning goals and/or content standards.

B. Student benefits.
The Service Learning Project Theme is connected to the Student Career Project. Students learn to set goals, investigate their career interests, their character strengths and values. Based on this information, students will select a community partner that can contribute to their area of career interest. Students will encounter social problems and issues and may have their eyes open to new perspective of the world.

C. Community Benefits.
Community partners are identified from a list provided by the university and students will choose from the list. Students will volunteer and serve using their time and passion for their chosen field. Partners can benefit from additional ideas and solutions along with being able to serve more clients.

D. Reflection.
Student learning can be more productive through the process of action and reflection. This provides more critical thinking and an opportunity for cooperative learning when working with a team.

E. Outcome.
Student Teams will present their experiences by sharing with the class through various types of products.

Finding Success in UNIV

1. Come to class every day. There is a strong correlation between class attendance and college success.
2. Participate actively in every class.
3. Be respectful and demonstrate professional behaviors so the classroom can be an effective learning environment for everyone.
4. Take notes so you can remember the important things we talk about.
5. Turn in each assignment when it is due to stay on track.
6. Read the assigned articles and book chapters before class.

Cooperative Learning

This class uses cooperative learning every day, a research-based strategy to maximize student learning. In cooperative learning, students work together to enhance everyone’s learning experience by encouraging participation and creating a sense of community through shared learning goals.

Unlike typical “group work”, cooperative learning has built-in accountability to ensure every student is appropriately awarded for his/her contribution.
STUDENTS WITH DISABILITIES:
If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time.

Brownsville Campus: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu.

Edinburg Campus: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.

MANDATORY COURSE EVALUATION PERIOD:
Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available:

Oct 5 – Oct 12 for Module 1 courses
Dec 1 – Dec 7 for Module 2 courses
Nov 18 – Dec 8 for full fall semester courses

ATTENDANCE:
Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

SCHOLASTIC INTEGRITY:
As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.
SEXUAL HARASSMENT, DISCRIMINATION, and VIOLENCE:
In accordance with UT System regulations, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

COURSE DROPS:
According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.
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<th>WEEK</th>
<th>DATE</th>
<th>TASKS</th>
<th>DEADLINES</th>
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| 1    | Aug. 29 – Sept. 2 | - Introduction to UNIV 1301  
- Networking/ Glasser’s Choice Theory | |
| 2    | Sept. 5 – 9 | - Sep. 5th Labor day Holiday – No classes  
- Sep. 6th UTRGV Collegiate Recovery Program Presentation (Edinburg)  
- Textbook Ch. 1: Academic Self-Regulation | |
|      | **NOTE:** Sep. 14 | Census Day – Last Day to Drop before it appears on Transcript | |
| 3    | Sept. 12 - 16 | - Sep.12th UTRGV Collegiate Recovery Program Presentation (Brownsville)  
- *Introduction to Self-Regulation Project: 15 day Challenge*  
- Textbook Ch. 1: Academic Self-Regulation | |
| 4    | Sept. 19 - 23 | - Textbook Ch. 6 Time Management & Textbook Ch. 7: Self – Regulation of the Physical and Social Environment | |
| 5    | Sept. 26 – 30 | - ATC Didactic: Knowing your “why” | |
| 6    | Oct. 3 - 7 | - *Introduction to Advising & Career Portfolio*  
- Advising 101 | Self-Regulation Project Due |
| 7    | Oct. 10 - 14 | - Introduction to Service Learning Project | |
| 8    | Oct. 17-21 | - *Ganas : A Qualitative Study Examining Mexican Heritage Students Motivation to Succeed in Higher Education* | |
| 9    | Oct. 24 - 28 | - Textbook Ch. 2: Motivation | |
| 10   | Oct. 31 – Nov. 4 | - Identifying Values and Leveraging Character | |
**NOTICE**  Mandatory Course Evaluation Period (Nov. 18 – Dec. 8, 2016): Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (https://my.utrgv.edu); you will be contacted through email with further instructions on the evaluation process. The evaluation window closes at 11:59 pm on Dec. 8th, the last day of classes for the fall semester. Students who complete their evaluations will have priority access to their grades.

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<tr>
<th>NOTE</th>
<th>Nov. 16</th>
<th>Drop/Withdrawal deadline</th>
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| 12   | Nov. 14-18 | • *Introduction to Educational Autobiography*  
|      |          | • Textbook Ch. 4: Goal Setting |
| 13   | Nov. 21-23 | • Textbook Ch. 3: Understanding Learning and Memory |
|      |          | Advising & Career Portfolio Due |
| NOTE: | Nov. 24-25 | Thanksgiving Break |
| 14   | Nov. 28 – Dec. 2 | • Active Learning |
| 15   | Dec. 5-7 | • Ending the Course: Connecting the Projects, Articles, Textbook |
|      |          | Educational Autobiography Due |
| Study Day | Dec. 8 | Study Day -- NO CLASS |
| Final Exam Week | Dec. 9-15 | FINAL EXAM WEEK  
(Consult the University's Final Exam schedule) |