

EDUC330 Section 002
The Science of Learning
Fall 2016
Tuesdays and Thursdays, 11:00am-12:15pm
Peabody Hall Room 311

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Office Hours: Tuesdays, 12:30-1:30pm or by appointment. Please contact me (Jeff) if you cannot meet during office hours, as I am happy to arrange a different time.
Date Syllabus Revised: August 23, 2016

CONCEPTUAL FRAMEWORK

Preparing Leaders in Education

The School of Education is committed to the preparation of candidates who can assume leadership roles in the field of education. Such preparation is accomplished through the coherent integration of the abilities and predispositions of candidates, the knowledge and abilities of faculty, and the contextual elements of academic and field settings. Candidates accept their professional responsibilities and focus their expertise and energy on supporting Birth-12 student development and learning. They must work to maintain a meaningful involvement in activities within schools and in partnership with parents and the community.

The growth and development of candidates is promoted through curriculum, instruction, research, field experiences, clinical practice, assessments, evaluations, and interactions with faculty and peers. All of these elements work together to build a solid foundation for exemplary practice in education, creating educational practitioners who are prepared to better serve children, families and schools, as well as business and agencies of government within North Carolina, across the nation and throughout the world.

For Equity and Excellence

Preparation of educational leaders for today's society is based in values of equity and excellence that assure our candidates' and their students' future success. Attending to the challenge of promoting both equity and excellence is imperative. To address only one of these goals would, on the one hand, sacrifice those put at risk by social and cultural hierarchies in society or would, on the other hand, fail to press for the highest possible levels of accomplishment. Equity and excellence must be pursued concurrently to assure that all students are well served and that all are encouraged to perform at their highest level.

Within the School of Education, equity is seen as the state, quality, or ideal of social justice and fairness. It begins with the recognition that there is individual and cultural achievement among all social groups and that this achievement benefits all students and educators. Equity acknowledges that ignorance of the richness of diversity limits human potential. A perspective of equity also acknowledges the unequal treatment of those who have been historically discriminated against based on their ability, parents' income, race, gender, ethnicity, culture, neighborhood, sexuality, or home language, and supports the closure of gaps in academic achievement. Decisions grounded in equity must establish that a wide range of learners have access to high

quality education in order to release the excellence of culture and character which can be utilized by all citizens of a democratic society.

Within the School of Education, excellence is seen as striving for optimal development, high levels of achievement and performance for all and in all that is done. In preparatory programs across grade levels, curriculum and instruction furthers excellence when it moves a learner as effectively as possible toward expertise as a thinker, problem solver and creator of knowledge. Excellence entails a commitment to fully developing candidates, not only academically but also in moral and political senses.

In a Democratic Society

The preparation of exemplary practitioners in education to meet the challenges of equity and excellence is best accomplished through preparation for a democratic society. Democracy around the globe is an ideal, one with the potential to meet the needs, recognize the interests and establish the rights of all citizens. Education is a necessary foundation for this ideal, and both must be subscribed to and participated in by all.

School of Education Conceptual Framework Principles

The School of Education is committed to diverse, equitable, democratic learning communities. As a result, candidates are expected to acquire and apply the knowledge, skills and dispositions that prepare them to support the development and education of all students.

The School of Education uses the following unit principles, applicable at all program levels, to identify the knowledge and skills that are central to preparation of candidates. It is the School of Education's goal that candidates will become leaders supporting and promoting the development, teaching and learning of all students in multiple contexts.

1. Candidates possess the necessary content knowledge to support and enhance student development and learning.
2. Candidates possess the necessary professional knowledge to support and enhance student development and learning, including meeting student needs across physical, social, psychological, and intellectual contexts. Candidates incorporate a variety of strategies, such as technology, to enhance student learning.
3. Candidates possess the necessary knowledge and skills to conduct and interpret appropriate assessments.
4. Candidates view and conduct themselves as professionals, providing leadership in their chosen field, including effective communication and collaboration with students and stakeholders.

SOE Conceptual Framework Dispositions

Certain dispositions are essential to prepare leaders who support equity and excellence in education within a democratic society. Dispositions are beliefs that foster commitments, leading to actions within educational environments with students, colleagues, families, and communities. Candidates strengthen these dispositions as they think deeply, reflect critically and act responsibly in their professional practice. These dispositions are interconnected with knowledge and skills; specific dispositions connect to and exemplify unit principles, facilitating their enactment in particular programs.

1. Candidates will exhibit behavior that demonstrates a belief that all individuals can develop, learn, and make positive contributions to society.
2. Candidates will exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.

COURSE DESCRIPTION

The modern world has changed how learning happens; this is a trivial statement. The more important issues are how does learning differ, why does it differ, and what can we do to ensure that today's students take advantage of the opportunities available to them, while avoiding the potential pitfalls that are also ever more present? Today's students must be able to self-regulate themselves, their environment, and their learning if they are to be successful. In this course, we will study several facets of learning in the modern world, and investigate what scholarship in cognitive psychology, educational psychology, and the learning sciences can do to help us maximize that learning. This course is appropriate for students who want to know how people learn, and how to leverage that understanding to improve their own and others' learning.

In this course, students will be expected to gain an understanding of the conceptual and empirical foundations of the science of learning, and they will also be asked to apply this understanding to coursework, exams, and their own education. By the end of this course, students should be able to critically consume learning and education claims in the scholarly literature and media, as well as be knowledgeable on how student motivation, learning strategies, and self-regulation relate to academic success.

This course can count toward one of your Social Science General Education requirements.

STUDENT RESPONSIBILITIES

Students in this course will be expected to:

1. be respectful of the instructor, fellow students, and the educational mission of this course;
2. complete all assigned reading prior to the beginning of class;
3. complete all in-class and out-of-class assignments by the date specified;
4. participate actively and substantively in class discussions and activities; and
5. be familiar with the UNC Honor Code and follow it accordingly.

CONTACTING YOUR INSTRUCTORS

You are encouraged to stop by office hours (Tuesdays, 12:30-1:30pm in Peabody 113). You are not bothering me during this time; I look forward to talking with you! ☺ Also, I encourage you to contact me using the email address on the first page of this syllabus. Expect to receive a response within 1-2 business days (i.e., Monday through Friday). If you do not receive a response in 1-2 business days, check the email address you used and send again.

Courteous email etiquette, appropriate for all courses at UNC, includes using people's full names (i.e., my full names, your full name), putting the issue in the subject line (e.g., "Need to meet to review quiz"), avoiding jargon or lingo [e.g., "IIRC you said you'd BRB :)"], using full sentences, and being concise.

COURSE ASSESSMENT

Grading Policy	
Quizzes	150 points
Midterm Exam	200 points
Homework Paper Assignments	250 points
Final Exam	400 points
Total	1000 points

Grades: Students should be familiar with UNC's grading policy as listed in the Undergraduate Bulletin:

A (A = 1000-930 points, A- = 929-900): Mastery of course content at the highest level of attainment that can reasonably be expected of students at a given stage of development. The A grade states clearly that the student has shown such outstanding promise in the aspect of the discipline under study that he/she may be strongly encouraged to continue.

B (B+ = 899-870, B = 869-830, B- = 829-800): Strong performance demonstrating a high level of attainment for a student at a given stage of development. The B grade states that the student has shown solid promise in the aspect of the discipline under study.

C (C+ = 799-770, C = 769-730, C- = 729-700): A totally acceptable performance demonstrating an adequate level of attainment for a student at a given stage of development. The C grade states that while not yet showing any unusual promise, the student may continue to study in the discipline with reasonable hope of intellectual development.

D (D+ = 699-650, D = 649-600): A marginal performance in the required exercises demonstrating a minimal passing level of attainment for a student at a given stage of development. The D grade states that the student has given no evidence of prospective growth in the discipline; an accumulation of D grades should be taken to mean that the student would be well advised not to continue in the academic field.

F (F = 599 points or lower): For whatever reasons, an unacceptable performance. The F grade indicates that the student's performance in the required exercises has revealed almost no

understanding of the course content. A grade of F should warrant questioning whether the student may suitably register for further study in the discipline before remedial work is undertaken.

Quizzes: There will be 13 quizzes over the course of the semester, each taken at the beginning of class on Tuesdays. These quizzes will be short (i.e., 10 minutes, 15 total possible points) and primarily cover material reviewed in the previous week's class, while also referencing previous material as well. I strongly encourage you to use these quizzes as opportunities to monitor your performance in class, and make adjustments to your study habits as needed. The points from your top 10 quiz scores will be used as your final "Quizzes" grade. Students who miss a quiz due to absence or other reasons will not be allowed to take it at another time, and they will receive a zero for that quiz grade. This is the purpose of having 13 quizzes, but only counting the top 10. Finally, students are expected to stay for the entire class period after taking a quiz. Students who leave class early after a quiz, without prior permission, will receive a zero for that quiz.

Midterm Exam: An in-class midterm exam will be administered on Tuesday, October 18th, 2016. This exam will include multiple-choice, short answer, and essay questions covering all course material prior to 10/18/16. While many items will touch upon material similar to what was covered on the Quizzes, additional material from the course readings and class discussions will be covered as well. Roughly 70% of the midterm exam points will involve items that will test your ability to recognize, recall, and understand material from the course (e.g., multiple-choice and short answer items). The remaining roughly 30% of the midterm exam points will require you to apply and analyze material from this course (e.g., essay items). No notes or texts may be used on this exam.

Homework Paper Assignments: Throughout the course, there will be 5 homework paper assignments, totaling 10-15 pages of original student writing. Each assignment will account for 50 points toward your total grade. These assignments will ask you to demonstrate your understanding of course topics, and your ability to apply course material to your own life. More information about each assignment can be found at the end of this syllabus.

THESE ASSIGNMENTS SHOULD BE HANDED IN WITH YOUR UNC PID NUMBER ONLY. DO NOT PUT YOUR NAME ON YOUR PAPERS. THIS IS TO ENSURE FAIR GRADING.

Paper assignments are due by 1:59pm on the day listed in the syllabus. Papers should be uploaded to the class Sakai site, under "Assignments" and then within the folder for the Assignment number. Be sure that you upload your assignment to the correct folder. Papers must be in Microsoft Word (i.e., .doc or .docx) or Apple Pages (i.e., .pages) format. I do not accept emailed paper assignments.

Unexcused late paper assignments will be penalized 5% for each weekday beyond the deadline. Computer problems, errors, etc do not count as a legitimate excuse for failing to turn in your assignment on time. If other issues arise, please contact the instructor prior to the due date.

Final Grades: Final grades will be changed only if there was a calculation error. No work, except for the Final Exam, will be accepted after 4:00pm on December 6th, 2016.

Final Exam: A final exam will be administered on Thursday, December 15th, 2016 at 12:00pm in Peabody 311. This exam will include multiple-choice, short answer, and essay questions covering all material from the course. Roughly 70% of the final exam points will involve items that will test your ability to recognize, recall, and understand material from the course (e.g., multiple-choice and short answer items). The remaining roughly

30% of the final exam points will require you to apply and analyze material from this course (e.g., essay items). No notes or texts may be used on this exam. Note that the final exam is worth twice as many points as the midterm. The final exam will be designed to take you between 2-3 hours to complete, per the Undergraduate Bulletin: "Final examinations for a full course should ordinarily cover a minimum of two hours and should not exceed a period of three hours. Only examinations requiring an exceptional portion of practical work should be longer than three hours."

It is university policy that an instructor cannot change the final exam time. An Official Examination excuse from Academic Advising or from Student Health is needed in order for you to take the final exam on the alternative date. Academic Advising only grants these excuses under very specific circumstances (i.e., having two finals at the exact same time or having three finals within a 24-hour period).

COURSE REQUIREMENTS

Attendance: Students are expected to attend all class sessions. I believe it is a student's responsibility to self-regulate his or her attendance in this course. I do not take roll and I do not count your attendance, or lack thereof, toward your grade. However, I consider it highly unlikely that a student could succeed in this class without consistent attendance. In addition, your absence deprives your fellow students, and me, of your thoughts and insights about the material. Please keep absences to an absolute minimum. It is up to the individual student to obtain class notes and information from other class members when class is missed. Finally, per the Undergraduate Bulletin: "If a student misses three consecutive class meetings, or misses more classes than the course instructor deems advisable, the course instructor may report the facts to the student's academic dean."

Class Preparation: It is my expectation that students read all assigned materials BEFORE class and be prepared to discuss them in a knowledgeable manner.

Laptop computers, tablets, cell phones, and other electronic devices: During class all cell phones must be turned off or set to vibrate. If you need to talk or text, please step outside of class without disturbing others. If you need to step out more than once, please take your belongings with you and leave class for the day. Other electronic devices must be used only for course-relevant activities. Students who use their electronic devices for activities not related to class will be asked to power down the device for the rest of class. I will be asking you to close laptops, tablets, etc. during class discussions and activities.

Assistance: I encourage you to seek assistance with your learning. The Learning Center offers resources for all students, including resources for students who are struggling as well as those students who are doing well but want to do better: <http://learningcenter.unc.edu>

In addition, here is a list of all university resources: <http://studentsuccess.unc.edu/resources-carolina/>

Students with Disabilities: If you have a medical condition/disability that may require reasonable accommodation to ensure equal access to this course, please contact Accessibility Resources at 962.8300, or on the Internet at <https://accessibility.unc.edu>

I am happy to make accommodations as needed. However, no accommodations will be made without documentation from Accessibility Resources.

Religious Observances: Revised UNC-Chapel Hill Class Attendance Policy: 8-18-2010

Regular class attendance is a student obligation, and a student is responsible for all the work, including tests and written work, of all class meetings. No right or privilege exists that permits a student to be absent from any class meetings except for excused absences for authorized University activities or religious observances required by the student's faith.

Students are authorized up to two excused absences each academic year for religious observances required by their faith. Students who wish to request more than two excused absences in an academic year for religious observances required by their faith will need to contact their course instructors and request the additional absence, which will only be granted with the course instructor's permission. Primary holy days for religious observance are noted on a web-based interfaith calendar site at www.interfaithcalendar.org.

Students are responsible for providing a written notice for an excused absence for a religious observance two weeks in-advance of the date requested or as soon as possible if the date occurs within the first two weeks of the semester. If religious observances during the semester will conflict with class attendance or assignment completion, please contact Jeff by **Thursday, January 21, 2016** so that we can make the necessary arrangements.

Academic Integrity: The University of North Carolina at Chapel Hill has had a student-administered honor system and judicial system for over 100 years. The system is the responsibility of students and is regulated and governed by them, but faculty share the responsibility. If you have questions about your responsibility under the honor code, please bring them to your instructor or consult with the office of the Dean of Students or the Instrument of Student Judicial Governance. This document, adopted by the Chancellor, the Faculty Council, and the Student Congress, contains all policies and procedures pertaining to the student honor system. Your full participation and observance of the honor code is expected. If you require further information on the definition of plagiarism, authorized vs. unauthorized collaboration, unauthorized materials, consequences of violations, or additional information on the Honor Code at UNC, please visit <http://honor.unc.edu>. In particular, I recommend that you view the Plagiarism Tutorial here: <http://www.lib.unc.edu/instruct/plagiarism/>

Policy on Prohibited Harassment and Discrimination: The University's Policy on Prohibited Harassment and Discrimination (<http://www.unc.edu/campus/policies/harassanddiscrim.pdf>) prohibits discrimination or harassment on the basis of an individual's race, color, gender, national origin, age, religion, creed, disability, veteran's status, sexual orientation, gender identity or gender expression. Appendix B of this Policy provides specific information for students who believe that they have been discriminated against or harassed on the basis of one or more of these protected classifications. Students who want additional information regarding the University's process for investigating allegations of discrimination or harassment should contact the Equal Opportunity /ADA Office for assistance at 919.966.3576 or via email at equalopportunity@unc.edu or through U.S. Mail at:

Equal Opportunity/ADA Office
The University of North Carolina at Chapel Hill
100 East Franklin Street, Unit 110
Campus Box 9160
Campus Box 9160 Chapel Hill, NC 27599

SCHEDULE AND TOPICS

****This schedule may be adjusted if we find we need more/less time for certain topics, but you should assume all assignments and readings are due on the days indicated unless I explicitly tell you otherwise. I strongly recommend that you read the Readings in the order in which they are listed.**

Date	Topic	Readings (I suggest you review the readings in the order they are listed on the syllabus)	Quiz/Assignments Due
Tuesday, August 23, 2016	Introduction		
August 25	Academic Self-Regulation and Successful Performance	Dembo & Seli Chapter 1	
August 30	More on Self-Regulation	Zimmerman (2002); Willingham (2011)	Quiz 1
September 1	Understanding Motivation: External Factors	Dembo & Seli Chapter 2, pages 28-43 (up to but not including Internal Factors)	Homework Paper Assignment 1
September 6	Environmental Influences on Motivation	Meece et al. (2006)	Quiz 2
September 8	Understanding Motivation: Internal Factors	Dembo & Seli Chapter 2, pages 43-73 (starting with Internal Factors on p. 43)	
September 13	Mindsets	Yeager & Dweck (2012) only pages 302-306	Quiz 3
September 15	Understanding Learning and Memory	Dembo & Seli Chapter 3	
September 20	Memory and Knowledge	Willingham (2009) Chapters 1-3	Quiz 4
September 22	Attention and Memory	A Mind for Numbers Chapters 2-4	Homework Paper Assignment 2
September 27	Developing Knowledge and Expertise	Willingham (2009) Chapters 4-6	Quiz 5
September 29	Learning Styles	Willingham (2009) Chapter 7	
October 4	Intelligence and Cultural Context	Willingham (2009) Chapter 8; Sternberg (2007)	Quiz 6
October 6	Goal Setting	Dembo & Seli Chapter 4	
October 11	Effective Learning Strategies	Dunlosky et al. (2013)	Quiz 7
October 13	<i>University Day no class</i>		
October 18	Midterm Exam	The midterm exam covers all topics, readings, materials, and discussion up to this point in the class.	
October 20	<i>Fall Break no class</i>		
October 25	Self-Regulation of Emotions	Dembo & Seli Chapter 5	
October 27	Emotions and Cognition	Immordino-Yang & Damasio (2007)	
November 1	Time Management	Dembo & Seli Chapter 6	Quiz 8
November 3	Technology, Multitasking, Procrastination	Willingham (2010); Schraw et al. (2007)	Homework Paper Assignment 3
November 8	Self-Regulation of the Physical and Social Environment	Dembo & Seli Chapter 7	Quiz 9
November 10	Sleep and Exercise	Rupp et al. (2009); Ratey (2008)	
November 15	Learning from Textbooks & e-Textbooks	Dembo & Seli Chapter 8; Daniel & Woody (2013)	Quiz 10
November 17	Learning from Lectures & Note-taking	Dembo & Seli Chapter 9; Mueller & Oppenheimer (2014); Ragan et al. (2014)	Homework Paper Assignment 4
November 22	Preparing for Exams & Spaced v. Massed Practice	Dembo & Seli Chapter 10; Kornell et al. (2010)	Quiz 11
November 24	<i>Thanksgiving break no class</i>		
November 29	Taking Exams & (Revised) Bloom's Taxonomy	Dembo & Seli Chapter 11; Krathwohl (2002)	Quiz 12
December 1	Self-Regulated Learning Off- and Online	Dembo & Seli Afterward; Greene et al. (2011)	Homework Paper Assignment 5
December 6	Course Wrap-up and Review	None	Quiz 13

Thursday, December 15 th , 2016 from 12:00- 3:00pm	Final exam	Final exam will include all class topics, readings, materials, and discussions, including those covered on the midterm.	
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REQUIRED READINGS

ALL REQUIRED READINGS, EXCEPT FOR THE MAIN TEXTBOOK, ARE AVAILABLE ON THIS COURSE'S SAKAI WEBSITE UNDER "RESOURCES." To access sakai, go to <https://sakai.unc.edu> click "onyen login" then enter your onyen and password. Select EDUC330-002 to access this class's materials.

Dembo, M. H. & Seli, H. (2013). *Motivation and learning strategies for college success (4th Edition)*. Routledge: New York. [REQUIRED TEXT]

Willingham, D. T. (2009). *Why don't students like school?* San Francisco, CA: Jossey-Bass. [REQUIRED TEXT]

Daniel, D. B., & Woody, W. D. (2013). E-textbooks at what cost? Performance and use of electronic v. print texts. *Computers & Education*, 72, 18-23.

Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T., (2013). Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology. *Psychological Science in the Public Interest*, 14(1), 4-58.

Greene, J. A., Moos, D. C., & Azevedo, R. (2011). Self-regulation of learning with computer-based learning environments. *New Directions for Teaching and Learning*, 126, 107-115.

Immordino-Yang, M. H., & Damasio, A. (2007). We feel, therefore we learn: the relevance of affective and social neuroscience to education. *Mind, Brain, and Education*, 1, 3-10.

Kornell, N., Castel, A. D., Eich, T. S., & Bjork, R. A. (2010). Spacing as the friend of both memory and induction in young and older adults. *Psychology & Aging*, 25(2), 498-503.

Krathwohl, D. R. (2002). A revision of Bloom's taxonomy: An overview. *Theory Into Practice*, 41(4), 212-218.

Meece, J. L., Anderman, E. M., & Anderman, L. H. (2006). Classroom goal structures, student motivation, and academic achievement. *Annual Review of Psychology*, 57, 487-504.

Mueller, P. A., & Oppenheimer, D. M. (2014). The pen is mightier than the keyboard: Advantages of longhand over laptop note taking. *Psychological Science*, 25(6), 1159-1168.

Oakley, B. (2014). *A Mind for Numbers*. New York, NY: Penguin Group. [Chapters 2-4 only]

Ragan, E. D., Jennings, S. R., Massey, J. D., & Doolittle, P. E. (2014). Unregulated use of laptops over time in large lecture classes. *Computers & Education*, 78, 78-86.

Ratey, J. (2008). *Spark*. New York, NY: Little, Brown, and Company. [Pages 9-33 only]

- Rupp, T., Wesensten, N., Bliese, P. Balkin, T. (2009). Banking Sleep: Realization of Benefits During Subsequent Sleep Restriction and Recovery. *Sleep*, 32(3), 311-321.
- Schraw, G., Wadkins, T., & Olafson, L. (2007). Doing the things we do: A grounded theory of academic procrastination. *Journal of Educational Psychology*, 99(1), 12-25.
- Sternberg, R. J. (2007). Who are the bright children? The cultural context of being and acting intelligent. *Educational Researcher*, 36(3), 148-155.
- Willingham, D. T. (2010, Summer). Have technology and multitasking rewired how students learn? *American Educator*, 23-28.
- Willingham, D. T. (2011, Summer). Can teachers increase students' self-control? *American Educator*, 22-27.
- Yeager, D. S., & Dweck, D. S. (2012). Mindsets that promote resilience: When students believe that personal characteristics can be developed. *Educational Psychologist*, 47(4), 302-314.
- Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory Into Practice*, 41, 64-70.

Homework Paper Assignment 1: Exercise 1.1

Due September 1, 2016

Complete Exercise 1.1 starting on page 17 of your Dembo & Seli textbook. Insert the table with your ratings (i.e., Always, Sometimes, Never) into your paper. Include a “comments” column where you write 1-3 sentences explaining each rating. Then write a 2-3 page reflection paper (1 inch margins, 12pt Times New Roman font, double-spaced) that answers the following questions using terms, concepts, ideas, and evidence from our class readings:

- 1) What is your overall assessment of your self-regulatory skills at this time? Support your assessment with evidence from the table and any other relevant material you wish to add (e.g., examples of self-regulation, or lack thereof, from your academic life).
- 2) What are your area(s) of strength and area(s) of improvement? Include at least one area of strength and one area of improvement. Explain why you chose those areas. Cite additional class readings beyond the Dembo & Seli textbook (e.g., Zimmerman, 2002) and use APA style for in-text citation and your reference page.

The key criteria for grading this assignment include:

- Completing the rating table
- Completely answering both questions with reasons and evidence for each
- Citing 1-2 relevant readings in APA style with an APA reference page
- Writing a high-quality paper (e.g., no spelling or grammatical errors, clear organization, etc.)

Homework Paper Assignment 2: Exercise 3.1

Due September 22, 2016

Complete Exercise 3.1 starting on page 78 of your Dembo & Seli textbook. Insert the four statements with your ratings (i.e., 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree) into your paper. Then write a 2-3 page reflection paper (1 inch margins, 12pt Times New Roman font, double-spaced) that includes the following points, using terms, concepts, ideas, and evidence from our class readings:

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- 1) In your own words, define the concept of mindsets, including the fixed and growth mindsets.
- 2) Which mindset do you feel best represents how you think about intelligence at the moment? Explain why using both your ratings of the four statements as well as other relevant information (e.g., material from the textbook, examples from your life, etc.).
- 3) Describe how mindsets can influence how people self-regulate their learning. Cite additional class readings beyond the Dembo & Seli textbook (e.g., Zimmerman, 2002) and use APA style for in-text citation and your reference page.

The key criteria for grading this assignment include:

- Inserting the four statements with your ratings clearly indicated
- Completely answering all questions with reasons and evidence for each
- Citing 1-2 relevant readings in APA style with an APA reference page
- Writing a high-quality paper (e.g., no spelling or grammatical errors, clear organization, etc.)

Homework Paper Assignment 3: Exercise 5.1

Due November 3, 2016

Complete Exercise 5.1 starting on page 120 of your Dembo & Seli textbook. Insert the table with your ratings (i.e., Always, Sometimes, Never) into your paper. Include a “comments” column where you write 1-3 sentences explaining each rating. Then write a 2-3 page reflection paper (1 inch margins, 12pt Times New Roman font, double-spaced) that answers the following questions using terms, concepts, ideas, and evidence from our class readings:

- 1) What is your overall assessment of your emotions at this time? Would you describe them as positive, negative, or mixed? Support your assessment with evidence from the table and any other relevant material you wish to add.
- 2) What are your area(s) of strength and area(s) of improvement? Include at least one area of strength and one area of improvement. Explain why you chose those areas.
- 3) List at least three ways your emotions help and/or hinder your academic self-regulation and performance.
- 4) Dembo and Seli listed eight irrational thinking patterns that can lead to stress. Which of these irrational patterns do you experience, and for each, explain how they relate to your academic emotions. List at least two patterns.
- 5) Identify cognitive and/or behavior coping strategies you can use to address your irrational thinking patterns.

The key criteria for grading this assignment include:

- Inserting the table with your ratings and 1-3 sentences explaining each.
- Completely answering all questions with reasons and evidence for each.
- Citing relevant readings in APA style with an APA reference page
- Writing a high-quality paper (e.g., no spelling or grammatical errors, clear organization, etc.)

Homework Paper Assignment 4: Exercise 6.2

Due November 17, 2016

Complete Exercise 6.2 starting on page 150 of your Dembo & Seli textbook. Insert the My Use of Time and Time Analysis Tables, as well as the list of three activities into your paper. Then write a 2-3 page reflection paper (1 inch margins, 12pt Times New Roman font, double-spaced) that includes the following points, using terms, concepts, ideas, and evidence from our class readings:

- 1) List your personal and academic goals, and how much time each week you think you need to devote to them, and also what you think you need to do, to be successful.
- 2) Provide a summary of your personal time-use habits. Be specific and critique how you spend your time (e.g., Are you using your time effectively? How well does your time-use align with your personal and academic goals?).
- 3) Describe how you can change your time-use to better meet your personal and academic goals. Try to use what we've learned in class to develop specific plans to change your time-use. Cite additional class readings beyond the Dembo & Seli textbook (e.g., Zimmerman, 2002) and use APA style for in-text citation and your reference page.

The key criteria for grading this assignment include:

- Inserting and completing both tables
- Including the list of three activities
- Completely answering all questions with reasons and evidence for each
- Citing 3-4 relevant readings in APA style with an APA reference page
- Writing a high-quality paper (e.g., no spelling or grammatical errors, clear organization, etc.)

Homework Paper Assignment 5: Exercise 9.2
Due December 1, 2016

Complete Exercise 9.2 starting on page 234 of your Dembo & Seli textbook. The first part of your paper should be your lecture notes, using the indenting format described in Chapter 9. Be sure to include TWO mirror questions and ONE summary question. Then write a 2-3 page reflection paper (1 inch margins, 12pt Times New Roman font, double-spaced) that answers the following question using terms, concepts, ideas, and evidence from our class readings:

- 1) In what ways does this method of taking and making notes relate to, and/or support, self-regulated learning? Be sure to provide 3 or more examples, with support from your course readings and discussions. Cite additional class readings beyond the Dembo & Seli textbook (e.g., Zimmerman, 2002) and use APA style for in-text citation and your reference page.

The key criteria for grading this assignment include:

- Including your lecture notes using the indenting format from Chapter 9
- Including 2 mirror questions and 1 summary question.
- Completely answering the question with reasons and evidence for each
- Citing 3-4 relevant readings in APA style with an APA reference page
- Writing a high-quality paper (e.g., no spelling or grammatical errors, clear organization, etc.)