

Term Information

Effective Term Autumn 2022
[Previous Value](#) Summer 2021

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Lauren Hensley would like to change the course number from ESEPSY 1259 to ESEPSY 2259. She would also like this course to be considered for a new General Education course as part of the Health and Well-being theme. Please see attached documentation for additional information.

What is the rationale for the proposed change(s)?

As the level of intellectual engagement in the course aligns with expectations of a 2000-level course, we are proposing to renumber the course as ESEPSY 2259.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Educ Sts: Education Psychology
Fiscal Unit/Academic Org	EHE Educational Studies - D1280
College/Academic Group	Education & Human Ecology
Level/Career	Undergraduate
Course Number/Catalog	2259
Previous Value	1259
Course Title	Learning and Motivation Strategies for College Success
Transcript Abbreviation	Learn & Motivation
Course Description	Teaches learning and motivation strategies to help students manage time, improve grades, and achieve college success. Students will explore and apply the science of learning to develop personal and academic effectiveness. Topics include boosting motivation, overcoming procrastination, increasing organization and concentration, applying effective study strategies, and enhancing wellbeing.
Previous Value	<i>Teaches learning and motivation strategies to help students manage time, improve grades, and achieve college success. Students will develop practical skills for personal and academic effectiveness, while also understanding the related research. Topics include boosting motivation, overcoming procrastination, enhancing organization and concentration, and applying effective study strategies.</i>
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Previous Value	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance Greater or equal to 50% at a distance Less than 50% at a distance

COURSE CHANGE REQUEST
2259 - Status: PENDING

Last Updated: Brown, Danielle Marie
06/16/2021

Previous Value	<i>Yes, 100% at a distance, Less than 50% at a distance</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 42.2806
Subsidy Level General Studies Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Health and Well-being

The course is an elective (for this or other units) or is a service course for other units

Previous Value

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- ESEPSY 2259 is part of the General Education (GE) Health and Wellbeing Theme. We will take an in-depth look at how key concepts and research related to learning and motivation can help you to flourish as a college student by developing your health,
- wellbeing, and resiliency. The course learning objectives below reflect the connections between ESEPSY 2259 and the GE requirements. By completing the course activities and assignments, you will be able to do the following:
 - Course Goal 1 (aligned with GE Goal 1): Analyze learning and motivation strategies for college success at an advanced and in-depth level.
 - Course Objective 1.1 (aligned with GE ELO 1.1): Engage in critical and logical thinking about theories of learning and motivation and their implications for resilience, wellbeing, and reaching academic goals.
 - Course Objective 1.2 (aligned with GE ELO 1.2): Engage in an advanced, in-depth, scholarly exploration of core concepts and research pertaining to learning and motivation.
- Course Goal 2 (aligned with GE Goal 2): Integrate approaches to health and wellbeing by making connections to out-of-classroom experiences with academic knowledge and to work you have done in previous classes and that you anticipate doing in future
 - Course Objective 2.1 (aligned with GE ELO 2.1): Identify, describe, and synthesize learning- and motivation-related theories and strategies as they apply to physical, mental, emotional, and intellectual health and wellbeing.
 - Course Objective 2.2 (aligned with GE ELO 2.2): Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- Course Goal 3 (aligned with Health & Wellbeing (H&W) Specific Goal): Explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing, such as physical, mental, emotional, career, environmental, spiritual,
- intellectual, creative, or financial.
 - Course Objective 3.1 (aligned with H&W ELO 1.1): Explore and analyze health and wellbeing from theoretical, scientific, and personal perspectives.
 - Course Objective 3.2 (aligned with H&W ELO 1.2): Identify, reflect on, and apply the skills needed for resiliency and wellbeing.
- *Distinguish between active and passive learning, and engage in your courses as an active learner. Understand the theory of self-regulated learning and examine its role in college success.*
- *Become a strategic learner in the college environment by developing insights into how, when, and why to use different types of learning and motivation strategies.*
- *Understand and apply strategies for: increasing motivation, setting effective goals, managing your time and study environment, taking notes, reading academic texts, preparing for exams, taking tests skillfully and confidently, and acting with resilience.*

Previous Value

Content Topic List

- Course Overview & Preview of Learning and Motivation
 - Self-Regulated Learning (Motivation, Affect, Behavior & Context)
 - Goal Setting & Motivation
- Procrastination & Time Management
 - Studying, Preparing for Exams & Learning with Peers
 - Improving Concentration
- Learning & Memory
 - Learning & Memory (continued)
 - Active Listening & Note Taking
- Reading Strategies & Systems
 - Organizing What You Read
 - Course Project Rough Drafts
- Taking Exams & Managing Test Anxiety
 - Course Projects & Reflecting on the Semester
 - Preparing for Finals, Well-Being & Stress Management

Previous Value

- *Course Overview & Preview of Learning and Motivation*
 - Self-Regulated Learning (Motivation, Affect, Behavior & Context)*
 - Goal Setting & Motivation*
- *Procrastination & Time Management*
 - Studying, Preparing for Exams & Learning with Peers*
 - Improving Concentration*
- *Learning & Memory*
 - Learning & Memory (continued)*
 - Active Listening & Note Taking*
- *Reading Strategies & Systems*
 - Organizing What You Read*
 - Course Project Rough Drafts*
- *Taking Exams*
 - Course Projects & Reflecting on the Semester*
 - Preparing for Finals, Well-Being & Stress Management*

Sought Concurrence

No

COURSE CHANGE REQUEST
2259 - Status: PENDING

Last Updated: Brown,Danielle Marie
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Attachments

- ESEPSY 2259 GE Syllabus - 2021-04-23.docx
(Syllabus. Owner: McDonald,Carrie)
- ESEPSY 2259 Rationale for Revised Level - 2021-04-23.docx
(Other Supporting Documentation. Owner: McDonald,Carrie)
- ESEPSY 2259 submission-health-well-being - 2021-04-23.pdf
(Other Supporting Documentation. Owner: McDonald,Carrie)
- Distance Approval Cover Sheet - ESEPSY 2259.docx
(Other Supporting Documentation. Owner: McDonald,Carrie)
- ESEPSY 2259 GE Syllabus - Online 2021-06-07.docx
(Syllabus. Owner: McDonald,Carrie)

Comments

- - Please upload DL cover sheet. (See my email.)
-Effective term should be AU22 for the new GE. *(by Vankeerbergen,Bernadette Chantal on 06/05/2021 03:35 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	McDonald,Carrie	05/06/2021 09:43 AM	Submitted for Approval
Approved	Dollarhide,Colette Theresa	05/06/2021 11:45 AM	Unit Approval
Approved	Brown,Danielle Marie	05/24/2021 12:17 PM	College Approval
Approved	Reed,Kathryn Marie	05/24/2021 03:57 PM	OAA Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	06/05/2021 03:35 PM	Ad-Hoc Approval
Submitted	McDonald,Carrie	06/08/2021 12:09 PM	Submitted for Approval
Approved	Dollarhide,Colette Theresa	06/08/2021 12:47 PM	Unit Approval
Approved	Brown,Danielle Marie	06/16/2021 07:28 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal	06/16/2021 07:28 AM	ASCCAO Approval

Distance Approval Cover Sheet

For Permanent DL/DH Approval

Course Number and Title: **ESEPSY 2259: Learning and Motivation Strategies for College Success**

Faculty Preparer Name and Email: Lauren Hensley hensley.121@osu.edu / Christopher Wolters wolters.21@osu.edu

Carmen Use

For more on use of Carmen: <https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices>

A Carmen site will be created for the course, including a syllabus and gradebook at minimum. **Yes**

If no: Enter additional details if you responded no...

Syllabus

Proposed syllabus uses the ODEE distance learning syllabus template (or own college distance learning syllabus template based on ODEE model), includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them. **Yes**

Syllabus is consistent and is easy to understand from the student perspective. **Yes**

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module. **Yes**

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them. **Yes** (n/a – syllabus indicates that course is asynchronous with no required meetings)

Additional comments (optional):

Enter any additional comments about syllabus...

Instructor Presence

For more on instructor presence: <https://teaching.resources.osu.edu/teaching-topics/online-instructor-presence>

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

Regular instructor communications with the class via announcements or weekly check-ins



- Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor
- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions
- Regular opportunities for students to receive personal instructor feedback on assignments

Please comment on this dimension of the proposed course (or select/explain methods above):
 Instructor communicates with the class via announcements 2x/week. Each Carmen module begins with an overview and web-based slides. Students participate in 6 class discussions. The instructor regularly provides personalized feedback on assignments.

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: <https://teaching.resources.osu.edu/toolsets>

The tools used in the course support the learning outcomes and competencies. **Yes**

Course tools promote learner engagement and active learning. **Yes**

Technologies required in the course are current and readily obtainable. **Yes**

Links are provided to privacy policies for all external tools required in the course. **Yes**

Additional technology comments:

Self-assessment, application, reflection, discussion, and course project assignments (submitted via Carmen) are used to engage students in engaging active learning activities that accomplish course learning outcomes. Required technologies include Carmen LMS, CarmenBooks, and Office 365.

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

All course components are planned for asynchronous delivery.

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

Course activities have been adjusted for distance learning by providing detailed course announcements, module overviews, module lessons (web-based slides), and discussions that occur online to guide learner instruction and engagement.

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#)

Course credit hours align with estimated average weekly time to complete the course successfully. **Yes**

Course includes direct (equivalent of "in-class") and indirect (equivalent of "out-of-class") instruction at a ratio of about 1:2. **Yes**

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

Beginning-of-week course announcement/instruction w/ strategies, resources, and embedded videos (30-60 minutes)

Module overview (outline of topics, assignments, and learning outcomes; 5 minutes)

Module lesson (web-based, interactive slides; 30 minutes)

Readings – textbook and self-directed course project book reading (2 hours)

Mid-week course announcement/reminder (10 minutes)

Discussion, Reflection, Application, and/or Course Project Assignments (3-4 hours)

In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes. Not applicable

Accessibility

For tools and training on accessibility: [Digital Accessibility Services](#)

Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate. Yes

Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included. Yes

Description of any anticipated accommodation requests and how they have been/will be addressed. Yes

Additional comments:

Syllabus includes statement about accessibility accommodations, including SLDS contact information and link to Carmen (Canvas) accessibility documentation.

Academic Integrity

For more information: <https://go.osu.edu/teaching-resources-academic-integrity>

The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment: Yes

Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating: Yes

Additional comments:

A bulleted list of academic integrity expectations is provided. The assignments are designed for students' personal growth in order to promote a mastery-based approach to learning that discourages cheating and plagiarism.

Frequent, Varied Assignments/Assessments

For more information: <https://teaching.resources.osu.edu/teaching-topics/designing-assessments-student>

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:



- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation
- Variety of assignment formats to provide students with multiple means of demonstrating learning
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Course information is provided through announcements (including written text, web links, and videos), lessons (web-based slides), textbook readings, and self-guided course project book reading. Students demonstrate learning through a variety of assignment formats: application assignments, reflection assignments, self-assessment assignments, discussion assignments, and course project assignments. The topic-based application and reflection assignments (e.g., motivation experiment, study plan assignment) as well as the course project assignments are focused on students' identifying and working to address authentic problems and tasks in their own lives (e.g., building self-efficacy, managing time more effectively).

Community Building

For more information: <https://teaching.resources.osu.edu/teaching-topics/student-interaction-online>

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution)

Please comment on this dimension of the proposed course (or select methods above):

There is one class discussion ("Introduce Yourself") that encourages students to interact socially and five class discussions that encourage students to interact academically. Transactional distance is reduced by framing assignments and feedback in terms of growth, using the words "you" and "I" (as opposed to "[the] student[s]" and "the instructor") where feasible, and emphasizing the value of accessing OSU student resources.

Transparency and Metacognitive Explanations

For more information: <https://teaching.resources.osu.edu/teaching-topics/supporting-student-learning-your>

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course

- Context or rationale to explain the purpose and relevance of major tasks and assignments
- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress
- Opportunities for students to provide feedback on the course

Please comment on this dimension of the proposed course (or select methods above):

The syllabus and weekly overviews provide information about the learning goals and organization of the course, and the syllabus and instructions explain the purpose and relevance of the assignments. The course project instructions provide resources to help students in the use of technology tools. Students take ownership of their learning by selecting a book and goal for the course project, and self-assessment and reflection assignments guide students in thoughtfully considering their goals, strategies, and growth. Student provide feedback on the course through an in-depth course evaluation and optional mid-semester feedback survey.

Additional Considerations

Comment on any other aspects of the online delivery not addressed above:
Enter any additional considerations...

ESEPSY 2259: Learning and Motivation Strategies for College Success | Syllabus

Course Specifics

The Ohio State University | College of Education and Human Ecology | Department of Educational Studies: Educational Psychology

ESEPSY 2259: Learning and Motivation Strategies for College Success

Credit hours: 3 | Prerequisites: None | Level: Undergraduate | Mode of delivery: **Distance learning**

Course times and locations: This asynchronous course is 100% online. You will find a sequence of materials and activities for each week in Carmen.

Relationship to other courses: ESEPSY 2259 counts toward the *Health and Wellbeing Theme* in the General Education (GE) curriculum. ESEPSY 2259 course is one of several courses available through the [Dennis Learning Center](#).

Instructor Information

Name:

Email:

Meeting with me: If I may be of assistance to you in this course, please email me to schedule a time to meet.

My communication preferences: Please contact me using your OSU email account. For assignments, I will aim to provide feedback within 7 days of the due date. I will reply to emails within 48 hours on school days. (Remember that you can call **614-688-HELP** or use 8help@osu.edu at any time if you have a technical problem.)

Course Overview

Description

Teaches learning and motivation strategies to help students manage time, improve grades, and achieve college success. Students will explore and apply the science of learning to develop personal and academic effectiveness. Topics include boosting motivation, overcoming procrastination,

increasing organization and concentration, applying effective study strategies, and enhancing wellbeing.

Learning Objectives: What You'll Learn

ESEPSY 2259 is part of the General Education (GE) *Health and Wellbeing Theme*. We will take an in-depth look at **how key concepts and research related to learning and motivation can help you to flourish as a college student by developing your health, wellbeing, and resiliency**. The course learning objectives below reflect the connections between ESEPSY 2259 and the GE requirements.

By completing the course activities and assignments, you will be able to do the following:

- **Course Goal 1 (aligned with GE Goal 1):** Analyze learning and motivation strategies for college success at an advanced and in-depth level.
 - **Course Objective 1.1 (aligned with GE ELO 1.1):** Engage in critical and logical thinking about theories of learning and motivation and their implications for resilience, wellbeing, and reaching academic goals.
 - **Course Objective 1.2 (aligned with GE ELO 1.2):** Engage in an advanced, in-depth, scholarly exploration of core concepts and research pertaining to learning and motivation.

- **Course Goal 2 (aligned with GE Goal 2):** Integrate approaches to health and wellbeing by making connections to out-of-classroom experiences with academic knowledge and to work you have done in previous classes and that you anticipate doing in future.
 - **Course Objective 2.1 (aligned with GE ELO 2.1):** Identify, describe, and synthesize learning- and motivation-related theories and strategies as they apply to physical, mental, emotional, and intellectual health and wellbeing.
 - **Course Objective 2.2 (aligned with GE ELO 2.2):** Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

- **Course Goal 3 (aligned with Health & Wellbeing (H&W) Specific Goal):** Explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing, such as physical, mental, emotional, career, environmental, spiritual, intellectual, creative, or financial.
 - **Course Objective 3.1 (aligned with H&W ELO 1.1):** Explore and analyze health and wellbeing from theoretical, scientific, and personal perspectives.
 - **Course Objective 3.2 (aligned with H&W ELO 1.2):** Identify, reflect on, and apply the skills needed for resiliency and wellbeing.

Achieving these goals will help you to become a strategic learner in the college environment by developing insights into how, when, and why to use different types of learning and motivation strategies. You will gain a deep understanding of – as well as the ability to analyze and thoughtfully apply – strategies for increasing motivation, engaging in active and self-regulated learning, setting effective goals, managing your time and study environment, taking notes, reading academic texts, preparing for exams, optimizing memory and concentration, taking tests skillfully and confidently, and acting with resilience. As a result, you will have a well-rounded approach to wellbeing and be

able to make healthy choices that support your success both in college and in personal and professional life.

Course Schedule (two pages)

You can find the details of topics, readings, and assignments for each class in Carmen [Modules](#).

WEEK/ UNIT	DATE(S)	TOPIC(S)	COURSE OBJECTIVE(S)	READING(S) & ACTIVITIES	ASSIGNMENTS & ASSESSMENTS (Due Sunday at 11:59 pm)
1	Tues Aug 23 – Sun Aug 28	Course Overview & Preview of Learning and Motivation	CO 2.2	- Syllabus - Q1-Q10 (Quick Start)	- Discussion: Introduce Yourself - Student Background Sheet
2	Mon Aug 29 – Sun Sept 4	Self-Regulated Learning (Motivation, Affect, Behavior & Context)	CO 2.2 CO 3.2	- Chapter 1: pp. 14-21 - Chapter 1: pp. 1-14	- Beginning of Semester Self-Assessment - Course Project: Book Selection
3	Tues* Sept 6 – Sun Sept 11 (Mon Sept 5 = OSU holiday)	Goal Setting & Motivation	CO 1.1 CO 2.2 CO 3.2	- Course Project Book (read it every week!) - Chapter 2: pp. 31-60	- Motivation Experiment - Discussion: Motivation
4	Mon Sept 12 – Sun Sept 18	Procrastination & Time Management	CO 1.1 CO 2.2 CO 3.2	- Chapter 3: pp. 90-95 - Chapter 3: pp. 61-90, 95-96	- Time Management Experiment - Discussion: Procrastination
5	Mon Sept 19 – Sun Sept 25	Studying, Preparing for Exams & Learning with Peers	CO 2.1 CO 2.2 CO 3.2	- Course Project Book (you should be about 1/3 through it by now) - Chapter 10: pp. 263-275	- Course Project: Check-In #1 Assignment - Consent Form
6	Mon Sept 26 – Sun Oct 2	Improving Concentration	CO 1.1 CO 2.2 CO 3.2	- Chapter 10: pp. 275-292 - Chapter 6: pp. 155-176	- Study Plan Assignment
7	Mon Oct 3 – Sun Oct 9	Learning & Memory	CO 1.1 CO 2.2 CO 3.2	- Chapter 4: pp. 97-103	- Concentration Experiment
8	Mon Oct 10 – Sun Oct 16 (No OSU classes Oct 13 or 14)	Learning & Memory (continued)	CO 1.1 CO 2.2 CO 3.2	- Chapter 4: pp. 103-123 - Course Project Book (read it every week!)	- Memory Assignment - Discussion: Course Project Reflections
9	Mon Oct 17 – Sun Oct 23	Active Listening & Note Taking, Presentation & Writing Skills	CO 2.1 CO 2.2 CO 3.2	- Course Project Book (you should be about 2/3 through it by now) Chapter 5: 125-144	- Course Project: Check-in #2 Assignment
10	Mon Oct 24 – Sun Oct 30	Reading Strategies & Systems	CO 1.1 CO 2.2 CO 3.2	- Chapter 5: 145-154 - Chapter 7: pp 177-192 - <i>skim</i> Chapter 8: pp. 209-232	- Note-Taking Assignment - Discussion: Reading in College
11	Mon Oct 31 – Sun Nov 6	Organizing What You Read		- Chapter 9: pp. 235-262 - Finish your Course Project Book (if you haven't already)	

Please see next page for weeks 12 – 15.

WEEK/ UNIT	DATE(S)	TOPIC(S)	COURSE OBJECTIVE(S)	READING(S) & ACTIVITIES	ASSIGNMENTS & ASSESSMENTS (Due Sunday at 11:59 pm)
12	Mon Nov 7 – Sun Nov 13	Course Project Rough Drafts	CO 1.2 CO 2.1 CO 2.2 CO 3.1	- Finish your Course Project Book (if you haven't already)	- Course Project: Rough Draft
13	Mon Nov 14 – Sun Nov 20	Taking Exams & Managing Test Anxiety Preparing for Finals, Well-Being & Stress Management		- Chapter 11: pp. 293-322 (skim) - Chapter 12: pp. 323-352 (skim) - Chapter 13: pp. 353-376	- Discussion: Strategies for Finals and Beyond
14 & 15	Mon Nov 21 – Sun Dec 4 (Two-week period because no OSU classes Nov 23 – 25)	Course Projects & Reflecting on the Semester	CO 1.2 CO 2.1 CO 2.2 CO 3.1		- Course Project: Final Product - End-of-Semester Self- Assessment - Course Evaluation

The schedule is subject to change based on course and student needs. Any changes will be posted in Carmen.

Textbook and Additional Readings

Textbook

Van Blerkom, D. (2011). College study skills: Becoming a strategic learner (7th ed.). Cengage Learning.

You do not need to purchase the book on your own, as the ebook is included in your tuition and provided via CarmenBooks. Through CarmenBooks, students obtain publisher materials electronically through Carmen, saving them up to 80% per title. The fee for this material is included as part of tuition and is listed as CarmenBooks fee on your Statement of Account. In addition to cost-savings, materials provided through CarmenBooks are available immediately on or before the first day of class. There is no need to wait for financial aid or scholarship money to purchase your textbook. ***You can access the course textbook through the CarmenBooks reader link in the course navigation panel.*** Unless you choose to opt-out of the program, you do not need to purchase the textbook for this course. For more information on the program or information on how to opt out, [please visit the CarmenBooks website.](#)

Course Project Book

Everyone comes into this course with different areas they are most interested in exploring and developing. To maximize your experience in this course, you will select a second book to read and apply to your life throughout the semester. Whether you are interested in boosting the effectiveness of your learning strategies, becoming more productive, enhancing motivation and well-being, or preparing for life beyond college, there is an option on the list of recommended

books for you. You can find the book options in the [Course Project: Book Selection](#) assignment. **You will need to purchase your course project book or [borrow a copy from the library](#). More information will be provided in class regarding the book selection process.**

Course Requirements and Evaluation

Types of Assignments

Your assignments will include a variety of opportunities to engage with the material you are learning. The grade you earn in this class will be based on your effort, thoroughness, and timeliness in completing self-assessments, a multi-part course project, and various discussions and assignments based on the readings.

Checking Your Grades and Feedback

I recommend you review the [Grades](#) section of Carmen regularly to check your course progress and personalized feedback. Dashes or blank spaces represent work that has not yet been graded. If you are concerned that you did not receive credit for an assignment you submitted, please feel free to check with me.

Late Work Policy

This course is dedicated to initiating a lasting change in your academic strategies and habits. My hope is that everyone will plan ahead and get started early on assignments. In most situations, only work submitted by the deadline will be eligible for full credit. ***Please reach out to me as soon as possible if special circumstances interfere with your ability to submit work before the deadline.*** Please also consider contacting the Student Advocacy Center (614-292-1111, advocacy@osu.edu) if you are experiencing a challenge that is affecting your ability to be successful in your classes this semester.

Grading Scale

Grades are based on the percentage of points accumulated out of the points available.

Grade	Percentage
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69

D	60-66
E	below 60
EN	below 60 and stopped attending class

Everything you do in this course matters. Because the course is graded out of 100 points, every point is equivalent to a percentage point of your final grade. For example, a 4-point assignment is worth 4% of your total grade. Therefore, missing just a few assignments can significantly impact your grade. See the table below for a breakdown of how each category contributes to your overall course grade.

Category	Points (out of 100)	Contribution to Grade
Assignments: Self-Assessment, Application, Reflection	44	44%
Discussions	18	18%
Course Project	38	38%

Extra Credit

Throughout the semester, there will be several opportunities for you to earn a few extra credit points, such as through posting additional discussion replies. That said, you should not expect extra credit to be a significant boost to your grade.

Assignment Descriptions

Self-Assessment Assignments

You will complete a background sheet as well as two self-assessments that serve as bookends for the course. In general, these self-assessments will ask you to critically evaluate the insights gained from engaging in self-assessment, demonstrate a growing understanding of yourself as a learner, and analyze specific approaches that might support or hinder your wellbeing and ability to succeed in college. In addition, the end of semester self-assessment will ask you to draw from the various theories learned during the course and consider their implications for your resilience, wellbeing, and academic goals.

(Specific Assignments: Student Background Sheet, Beginning of Semester Self-Assessment, End of Semester Self-Assessment)

Remember to view the specific assignment instructions in Carmen Modules for further details and templates to guide your work.

Application & Reflection Assignments (Assignments & Experiments for Each Topic)

You will complete 6 written assignments in which you select and apply approaches from the readings and lectures to promote academic success, personal effectiveness, and wellbeing. Through these assignments, you will develop your skills for resiliency and wellbeing, while also engaging in critical thinking about theories of learning and motivation. In general, the application and reflection assignments will ask you to describe the tasks/context selected and strategies to be used, clearly identify which strategies you tried, and write a detailed reflection (including at least two connections to the text) about how the strategies affected a specific aspect of your learning, motivation, or wellbeing.

(Specific Assignments: Motivation Experiment, Time Management Experiment, Study Plan Assignment, Concentration Experiment, Memory Assignment, Note-Taking Assignment)

Remember to view the specific assignment instructions in Carmen Modules for further details and templates to guide your work.

Discussions

Discussions will provide an opportunity to reflect on the content together while sharing our ideas and strategies. We can obtain valuable insights by exchanging perspectives with others. You will gain credit for the discussion by posting a thorough written, audio, or video (preferred) response to the discussion board.

(Specific Assignments: Introduce Yourself, Motivation, Procrastination, Course Project Reflections, Reading in College, Strategies for Finals and Beyond)

Remember to view the specific discussion instructions in Carmen Modules for further details.

Course Project

The course project is an in-depth, personalized experience in which you will pursue self-selected goals that enhance your resiliency and wellbeing. As part of this experience, you will engage in scholarly exploration by undertaking additional readings that enable you to explore and analyze health and wellbeing from theoretical, scientific, and personal perspectives. This project also provides a chance to engage in creative work, respond to new and challenging contexts, and apply skills to your own life and learning. The course assignments will walk you through the process of selecting goals and resources, identifying specific strategies and approaches, tracking your engagement and progress, and sharing your experiences in a creative way.

(Specific Assignments: Book Selection, Check-In #1, Check-In #2, Rough Draft, Final Product)

Remember to view the specific assignment instructions in Carmen Modules for further details and template to guide your work.

Details About This Online Course

How This Online Class Works

Mode of delivery: This course is 100% online. It is delivered asynchronously with no required meetings. You will access and submit course materials via OSU's online learning management system, Carmen. I will send 1-2 announcements each week to cover key content, share additional resources, and provide reminders.

Pace of online activities: This course is divided into **weekly modules**, due each Sunday at 11:59 pm Eastern. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Participation requirements: I expect students to regularly (and thoughtfully) engage with the online learning materials, discussions, and assignments. Plan to log in to the course in Carmen every week. During most weeks you will probably log in many times. If you have a situation that might cause you to miss an entire week of class, discuss it with me as soon as possible.

Required Equipment and Software

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection
- **Webcam:** built-in or external webcam (on a phone, computer, or tablet), fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication
- **Microsoft Office 365:** All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365 \(go.osu.edu/office365help\)](https://go.osu.edu/office365help) help article for full instructions.

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at go.osu.edu/student-tech-access.

You can contact student tech tutoring for individualized assistance at <https://digitalflagship.osu.edu/tech-tutoring-student-mentors>.

CarmenCanvas Access

You will need to use [BuckeyePass \(buckeyepass.osu.edu\)](https://buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. For step-by-step instructions, visit the [BuckeyePass - Adding a Device \(go.osu.edu/add-device\)](https://go.osu.edu/add-device) help article.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.

- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)
- [Recording a slide presentation with audio narration and recording, editing and uploading video](https://go.osu.edu/video-assignment-guide) (go.osu.edu/video-assignment-guide)

Support for Students

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the **IT Service Desk**, which offers 24-hour support, seven days a week.

- Self-Service and Chat: go.osu.edu/it
- Phone: 614-688-4357 (HELP)
- Email: servicedesk@osu.edu

Other technology support includes:

- Computing help and support from the [Buckeye Bar](#)
- [Tech tutoring](#) from a Digital Flagship student mentor
- CarmenCanvas [student guide](#) (tutorials)

Mental Health and Student Resources

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting csc.osu.edu or calling (614) 292- 5766. CCS is located on the 4th Floor of the Younkin

Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org.

- Students experiencing personal problems or situational crises during the semester can benefit from appointments, workshops, and groups facilitated by Ohio State's **Counseling and Consultation Service** (<http://ccs.osu.edu/>).
- Wellness coaching through the **Student Wellness Center** (<http://swc.osu.edu/wellness-initiatives/wellness-coaching/>) can also help you with concerns such as relationship difficulties, adjustment to college, loss and grief, stress management, and personal wellness.
- The Buckeye **Peer Access Line (PAL)** (<https://swc.osu.edu/services/buckeye-peer-access-line/>) is a non-emergency talk line that provides a space for students to engage in brief phone conversations in order to gain support and learn about campus resources.
- Academic coaching through the **Dennis Learning Center** (<http://go.osu.edu/coachinginfo>) connects you with a trained peer who will provide individualized support as you develop new study strategies. These services are free to students and are confidential.

View the [Support for Students at OSU](#) page in the Modules section for information about the many resources available to help students succeed at Ohio State.

Course Policies

Communication and Netiquette

As a member of a community of learners, it is your responsibility to exhibit professional behavior and decorum in all modes of communication. Following the rules of etiquette on the Internet (netiquette) helps improve the readability of your messages, keeps conversations focused, increases trust, and creates a more positive experience for all participants. Netiquette includes, but is not limited to, the following guidelines:

- Honor people’s rights to their opinions; respect the right for people to disagree.
- Be professional; use language that is not considered foul or abusive.
- Respond to peers honestly but thoughtfully, respectfully, and constructively.
- Avoid writing in all caps – it conveys shouting and anger.
- Avoid font styles, colors like yellow and green, and sizes that are difficult to read for accessibility reasons.
- Address the ideas, not the person, when responding to messages or discussions.
- Be careful when using sarcasm or humor – without social cues like facial expressions or body language, a remark meant to be humorous could come across as offensive or hurtful.

How and Why to Maintain Academic Integrity

This course is designed for you and your personal growth. We take academic integrity seriously in this course. ***Do not submit work that copies material that you previously wrote in another course or that is copied from another student, the Internet, or any other source (e.g., a book or article).*** Start assignments early and double-check your work. Forgetting to quote, paraphrase, or cite is not an acceptable excuse for plagiarism. It is okay to read outside resources when working on our course’s assignments—but remember that the goal of academic writing is to engage in scholarly conversations. This means that you need to integrate the outside source effectively. You can do so by (1) citing it as someone else’s work and (2) including your own interpretation of that person’s work. Make sure to use quotation marks or block quotes when using verbatim text and to always cite the other resource, even if you have paraphrased what it said. It is okay to talk with other students about assignments in this course; however, any work you submit must reflect your own thoughts, efforts, and contributions.

More information about academic misconduct and how to maintain academic integrity are available through the links below.

- compare and contrast examples of academic misconduct and academic integrity [here](#)
- read helpful tips about maintaining academic integrity [here](#) and [here](#)
- learn about citation formatting through the [Online Writing Lab](#)
- read about Ohio State’s definition of academic misconduct and other COAM [frequently asked questions](#)
- ask me any questions you may have (please reach out before the deadline)

The following expectations about academic integrity apply to all assignments in this course:

- getting help on the assignment (e.g., visiting the writing center, requesting feedback) **is** permitted; however, all ideas must be your own and stated in your own words
 - completing the assignment with others is **not** permitted
 - copying or reusing previous work is **not** permitted
 - open-book research **is** permitted and encouraged
-

Institutional Policies

OSU Policy on Academic Integrity

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University, or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. See **How and Why to Maintain Academic Integrity**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

Accessibility Accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish

reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

If you have not previously registered with Disability Services, please read the information provided at <http://slds.osu.edu/how-to-register/>.

Accessibility of course technology: This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor. Please also see [Carmen \(Canvas\) accessibility documentation](#).

Student Rights: Grievances and Solving Problems

According to University policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

For help with financial aid matters, tuition and fee payments, registration challenges, managing your Student Center or other issues, contact Buckeye Link (<http://contactbuckeyelink.osu.edu/>). For additional assistance resolving issues encountered at Ohio State, contact the Student Advocacy Center (<https://advocacy.osu.edu/health-personal-crisis/>).

Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. **You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.**

Diversity Statement

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and

curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit:

- <https://odi.osu.edu/>
- <https://odi.osu.edu/racial-justice-resources>
- <https://odi.osu.edu/focus-on-racial-justice>
- <http://mcc.osu.edu/>

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email equity@osu.edu

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

- Course Audio and Video Recording: Video or audio recording of classes without the explicit written permission of the instructor/professor is a violation of the Code of Student Conduct. Students who wish to record their classes must first obtain written permission of the instructor/professor.
- Student-Generated Materials: Any materials generated by a student(s) is copyrighted. Permission must be obtained to use these materials other than the intended purpose inside the course.
- Course Materials: These materials are copyrighted and are owned by the author. Copyrights have been secured or they are considered fair use inside/for the course but this does not apply to uses outside of the course.

ESEPSY 2259: Learning and Motivation Strategies for College Success | Syllabus

Course Specifics

The Ohio State University | College of Education and Human Ecology | Department of Educational Studies: Educational Psychology

ESEPSY 2259: Learning and Motivation Strategies for College Success

Credit hours: 3 | Prerequisites: None | Level: Undergraduate

Relationship to other courses: ESEPSY 2259 counts toward the *Health and Wellbeing Theme* in the General Education (GE) curriculum. ESEPSY 2259 course is one of several courses available through the [Dennis Learning Center](#).

Instructor information

Name:

Email:

Meeting with me: If I may be of assistance to you in this course, please email me to schedule a time to meet.

My communication preferences: Please contact me using your OSU email account. For assignments, I will aim to provide feedback within 7 days of the due date. I will reply to emails within 48 hours on school days. (Remember that you can call **614-688-HELP** or use 8help@osu.edu at any time if you have a technical problem.)

Course Overview

Description

Teaches learning and motivation strategies to help students manage time, improve grades, and achieve college success. Students will explore and apply the science of learning to develop personal and academic effectiveness. Topics include boosting motivation, overcoming procrastination, increasing organization and concentration, applying effective study strategies, and enhancing wellbeing.

Learning Objectives: What You'll Learn

ESEPSY 2259 is part of the General Education (GE) *Health and Wellbeing Theme*. We will take an in-depth look at **how key concepts and research related to learning and motivation can help you to flourish as a college student by developing your health, wellbeing, and resiliency**. The course learning objectives below reflect the connections between ESEPSY 2259 and the GE requirements.

By completing the course activities and assignments, you will be able to do the following:

- **Course Goal 1 (aligned with GE Goal 1)**: Analyze learning and motivation strategies for college success at an advanced and in-depth level.
 - **Course Objective 1.1 (aligned with GE ELO 1.1)**: Engage in critical and logical thinking about theories of learning and motivation and their implications for resilience, wellbeing, and reaching academic goals.
 - **Course Objective 1.2 (aligned with GE ELO 1.2)**: Engage in an advanced, in-depth, scholarly exploration of core concepts and research pertaining to learning and motivation.

- **Course Goal 2 (aligned with GE Goal 2)**: Integrate approaches to health and wellbeing by making connections to out-of-classroom experiences with academic knowledge and to work you have done in previous classes and that you anticipate doing in future.
 - **Course Objective 2.1 (aligned with GE ELO 2.1)**: Identify, describe, and synthesize learning- and motivation-related theories and strategies as they apply to physical, mental, emotional, and intellectual health and wellbeing.
 - **Course Objective 2.2 (aligned with GE ELO 2.2)**: Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

- **Course Goal 3 (aligned with Health & Wellbeing (H&W) Specific Goal)**: Explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing, such as physical, mental, emotional, career, environmental, spiritual, intellectual, creative, or financial.
 - **Course Objective 3.1 (aligned with H&W ELO 1.1)**: Explore and analyze health and wellbeing from theoretical, scientific, and personal perspectives.
 - **Course Objective 3.2 (aligned with H&W ELO 1.2)**: Identify, reflect on, and apply the skills needed for resiliency and wellbeing.

Achieving these goals will help you to become a strategic learner in the college environment by developing insights into how, when, and why to use different types of learning and motivation strategies. You will gain a deep understanding of – as well as the ability to analyze and thoughtfully apply – strategies for increasing motivation, engaging in active and self-regulated learning, setting effective goals, managing your time and study environment, taking notes, reading academic texts, preparing for exams, optimizing memory and concentration, taking tests skillfully and confidently, and acting with resilience. As a result, you will have a well-rounded approach to wellbeing and be able to make healthy choices that support your success both in college and in personal and professional life.

Course Schedule

You can find the details of topics, readings, and assignments for each class in Carmen [Modules](#).

WEEK/ UNIT	DATE(S)	TOPIC(S)	COURSE OBJECTIVE(S)	READING(S) & ACTIVITIES	ASSIGNMENTS & ASSESSMENTS
1	Aug 24/Aug 26	Course Overview & Preview of Learning and Motivation	CO 2.2	- Syllabus - Q1-Q10 (Quick Start)	- Student Background Sheet
2	Aug 31/Sept 2	Self-Regulated Learning (Motivation, Affect, Behavior & Context)	CO 2.2 CO 3.2	- Chapter 1: pp. 14-21 - Chapter 1: pp: 1-14	- Beginning of Semester Self-Assessment - Course Project: Book Selection
3	Sept 7/Sept 9	Goal Setting & Motivation	CO 1.1 CO 2.2 CO 3.2	- Course Project Book (read it every week!) - Chapter 2: pp. 31-60	- Motivation Experiment
4	Sept 14/Sept 16	Procrastination & Time Management	CO 1.1 CO 2.2 CO 3.2	- Chapter 3: pp. 90-95 - Chapter 3: pp. 61-90, 95-96	- Time Management Experiment
5	Sept 21/Sept 23	Studying, Preparing for Exams & Learning with Peers	CO 2.1 CO 2.2 CO 3.2	- Course Project Book (you should be about 1/3 through it by now) - Chapter 10: pp. 263-275	- Course Project: Check-In #1 Assignment - Consent Form
6	Sept 28/Sept 30	Improving Concentration	CO 1.1 CO 2.2 CO 3.2	- Chapter 10: pp. 275-292 - Chapter 6: pp. 155-176	- Study Plan Assignment
7	Oct 5/Oct 7	Learning & Memory	CO 1.1 CO 2.2 CO 3.2	- Chapter 4: pp. 97-103	- Concentration Experiment
8	Oct 12/Oct 14	Learning & Memory (continued)	CO 1.1 CO 2.2 CO 3.2	- Chapter 4: pp. 103-123 - Course Project Book (read it every week!)	- Memory Assignment
9	Oct 19/Oct 21	Active Listening & Note Taking, Presentation & Writing Skills	CO 2.1 CO 2.2 CO 3.2	- Course Project Book (you should be about 2/3 through it by now) Chapter 5: 125-144	- Course Project: Check-in #2 Assignment
10	Oct 26/Oct 28	Reading Strategies & Systems	CO 1.1 CO 2.2 CO 3.2	- Chapter 5: 145-154 - Chapter 7: pp 177-192 - <i>skim</i> Chapter 8: pp. 209-232	- Note-Taking Assignment
11	Nov 2/Nov 4	Organizing What You Read		- Chapter 9: pp. 235-262 - Finish your Course Project Book (if you haven't already)	
12	Nov 9/Nov 11 (no class)	Course Project Rough Drafts	CO 1.2 CO 2.1 CO 2.2 CO 3.1	- Finish your Course Project Book (if you haven't already)	- Course Project: Rough Draft
13	Nov 16/Nov 18	Taking Exams & Managing Test Anxiety		- Chapter 11: pp. 293-322 - Chapter 12: pp. 323-352	
14	Nov 30/Dec 2	Course Projects & Reflecting on the Semester	CO 1.2 CO 2.1 CO 2.2 CO 3.1	- N/A	- Course Project: Final Product
15	Dec 7	Preparing for Finals, Well-Being & Stress Management	CO 2.1 CO 2.2	- Chapter 13: pp. 353-376	- End-of-Semester Self-Assessment - Course Evaluation

The schedule is subject to change based on course and student needs. Any changes will be posted in Carmen.

Textbook and Additional Readings

Textbook

Van Blerkom, D. (2011). College study skills: Becoming a strategic learner (7th ed.). Cengage Learning.

You do not need to purchase the book on your own, as the ebook is included in your tuition and provided via CarmenBooks. Through CarmenBooks, students obtain publisher materials electronically through Carmen, saving them up to 80% per title. The fee for this material is included as part of tuition and is listed as CarmenBooks fee on your Statement of Account. In addition to cost-savings, materials provided through CarmenBooks are available immediately on or before the first day of class. There is no need to wait for financial aid or scholarship money to purchase your textbook. ***You can access the course textbook through the CarmenBooks reader link in the course navigation panel.*** Unless you choose to opt-out of the program, you do not need to purchase the textbook for this course. For more information on the program or information on how to opt out, [please visit the CarmenBooks website.](#)

Course Project Book

Everyone comes into this course with different areas they are most interested in exploring and developing. To maximize your experience in this course, you will select a second book to read and apply to your life throughout the semester. Whether you are interested in boosting the effectiveness of your learning strategies, becoming more productive, enhancing motivation and well-being, or preparing for life beyond college, there is an option on the list of recommended books for you. You can find the book options in the [Course Project: Book Selection](#) assignment. ***You will need to purchase your course project book or [borrow a copy from the library](#). More information will be provided in class regarding the book selection process.***

Course Requirements and Evaluation

Types of Assignments

Your assignments will include a variety of opportunities to engage with the material you are learning. The grade you earn in this class will be based on your effort, thoroughness, and timeliness in completing self-assessments, a multi-part course project, and various discussions and assignments based on the readings.

Participation and Intellectual Engagement

This is an interactive class where you will learn not only from engagement during instructional time but also through participation in various class discussions and activities. Through your participation in class discussions and activities, you will engage in reflection, application, analysis, and evaluation

of core concepts related to learning, motivation, health, and wellbeing. For each of our class sessions, you will earn 0, 0.5, or 1 point for engagement and participation.

- If you are present, giving your full attention to the lecture, and participating in activities and/or discussions, you will earn 1 point for that day.
- If you are present but consistently not taking part in class (e.g., browsing websites, texting, not contributing to discussions), you will earn 0.5 points for that day. You may also earn a 0.5 points if you miss a substantial portion of class without reason (e.g., arrive late or leave early).
- If you are absent from class or violate policies regarding appropriate class behaviors, you will receive a 0 for that day. This typically includes both excused and unexcused absences. ***Please reach out to me if special circumstances interfere with your ability to attend class.***

In addition to your basic participation points, we may have activities or assignments due in class for which you can earn points. In summary, your active presence in class makes a difference.

Checking Your Grades and Feedback

I recommend you review the [Grades](#) section of Carmen regularly to check your course progress. Dashes or blank spaces represent work that has not yet been graded. If you are concerned that you did not receive credit for an assignment you submitted, please feel free to check with me.

Late Work Policy

This course is dedicated to initiating a lasting change in your academic strategies and habits. My hope is that everyone will plan ahead and get started early on assignments. In most situations, only work submitted by the deadline will be eligible for full credit. ***Please reach out to me as soon as possible if special circumstances interfere with your ability to submit work before the deadline.*** Please also consider contacting the Student Advocacy Center (614-292-1111, advocacy@osu.edu) if you are experiencing a challenge that is affecting your ability to be successful in your classes this semester.

Grading Scale

Grades are based on the percentage of points accumulated out of the points available.

<i>Grade</i>	<i>Percentage</i>
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69

D	60-66
E	below 60
EN	below 60 and stopped attending class

Everything you do in this course matters. Because the course is graded out of 100 points, every point is equivalent to a percentage point of your final grade. For example, a 4-point assignment is worth 4% of your total grade. Therefore, missing just a few assignments can significantly impact your grade. See the table below for a breakdown of how each category contributes to your overall course grade.

Category	Points (out of 100)	Contribution to Grade
Participation and Intellectual Engagement	27	27%
Assignments: Self-Assessment, Application, Reflection	37	37%
Course Project	36	36%

Extra Credit

Throughout the semester, there will be several opportunities for you to earn a few extra credit points through the completion of assignments, surveys, etc. That said, you should not expect extra credit to be a significant boost to your grade.

Assignment Descriptions

Self-Assessment Assignments

You will complete a background sheet as well as two self-assessments that serve as bookends for the course. In general, these self-assessments will ask you to critically evaluate the insights gained from engaging in self-assessment, demonstrate a growing understanding of yourself as a learner, and analyze specific approaches that might support or hinder your wellbeing and ability to succeed in college. In addition, the end of semester self-assessment will ask you to draw from the various theories learned during the course and consider their implications for your resilience, wellbeing, and academic goals.

(Specific Assignments: Student Background Sheet, Beginning of Semester Self-Assessment, End of Semester Self-Assessment)

Remember to view the specific assignment instructions in Carmen Modules for further details and templates to guide your work.

Application & Reflection Assignments (Assignments & Experiments for Each Topic)

You will complete 6 written assignments in which you select and apply approaches from the readings and lectures to promote academic success, personal effectiveness, and wellbeing. Through these assignments, you will develop your skills for resiliency and wellbeing, while also engaging in critical thinking about theories of learning and motivation. In general, the application and reflection assignments will ask you to describe the tasks/context selected and strategies to be used, clearly identify which strategies you tried, and write a detailed reflection (including at least two connections to the text) about how the strategies affected a specific aspect of your learning, motivation, or wellbeing.

(Specific Assignments: Motivation Experiment, Time Management Experiment, Study Plan Assignment, Concentration Experiment, Memory Assignment, Note-Taking Assignment)

Remember to view the specific assignment instructions in Carmen Modules for further details and templates to guide your work.

Course Project Assignments

The course project is an in-depth, personalized experience in which you will pursue self-selected goals that enhance your resiliency and wellbeing. As part of this experience, you will engage in scholarly exploration by undertaking additional readings that enable you to explore and analyze health and wellbeing from theoretical, scientific, and personal perspectives. This project also provides a chance to engage in creative work, respond to new and challenging contexts, and apply skills to your own life and learning. The course assignments will walk you through the process of selecting goals and resources, identifying specific strategies and approaches, tracking your engagement and progress, and sharing your experiences in a creative way.

(Specific Assignments: Book Selection, Check-In #1, Check-In #2, Rough Draft, Final Product)

Remember to view the specific assignment instructions in Carmen Modules for further details and template to guide your work.

Support for Students

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the **IT Service Desk**, which offers 24-hour support, seven days a week.

- Self-Service and Chat: go.osu.edu/it
- Phone: 614-688-4357 (HELP)
- Email: servicedesk@osu.edu

Other technology support includes:

- Computing help and support from the [Buckeye Bar](#)
- [Tech tutoring](#) from a Digital Flagship student mentor
- CarmenCanvas [student guide](#) (tutorials)

Mental Health and Student Resources

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting ccs.osu.edu or calling (614) 292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org.

- Students experiencing personal problems or situational crises during the semester can benefit from appointments, workshops, and groups facilitated by Ohio State's **Counseling and Consultation Service** (<http://ccs.osu.edu/>).
- Wellness coaching through the **Student Wellness Center** (<http://swc.osu.edu/wellness-initiatives/wellness-coaching/>) can also help you with concerns such as relationship difficulties, adjustment to college, loss and grief, stress management, and personal wellness.
- The Buckeye **Peer Access Line (PAL)** (<https://swc.osu.edu/services/buckeye-peer-access-line/>) is a non-emergency talk line that provides a space for students to engage in brief phone conversations in order to gain support and learn about campus resources.
- Academic coaching through the **Dennis Learning Center** (<http://go.osu.edu/coachinginfo>) connects you with a trained peer who will provide individualized support as you develop new study strategies. These services are free to students and are confidential.

View the [Support for Students at OSU](#) page in the Modules section for information about the many resources available to help students succeed at Ohio State.

Course Policies

Communication and Netiquette

As a member of a community of learners, it is your responsibility to exhibit professional behavior and decorum in all modes of communication. Following the rules of etiquette on the Internet (netiquette) helps improve the readability of your messages, keeps conversations focused, increases trust, and creates a more positive experience for all participants. Netiquette includes, but is not limited to, the following guidelines:

- Honor people's rights to their opinions; respect the right for people to disagree.
- Be professional; use language that is not considered foul or abusive.
- Respond to peers honestly but thoughtfully, respectfully, and constructively.
- Avoid writing in all caps – it conveys shouting and anger.
- Avoid font styles, colors like yellow and green, and sizes that are difficult to read for accessibility reasons.
- Address the ideas, not the person, when responding to messages or discussions.
- Be careful when using sarcasm or humor – without social cues like facial expressions or body language, a remark meant to be humorous could come across as offensive or hurtful.

How and Why to Maintain Academic Integrity

This course is designed for you and your personal growth. We take academic integrity seriously in this course. ***Do not submit work that copies material that you previously wrote in another course or that is copied from another student, the Internet, or any other source (e.g., a book or article).*** Start assignments early and double-check your work. Forgetting to quote, paraphrase, or cite is not an acceptable excuse for plagiarism. It is okay to read outside resources when working on our course's assignments—but remember that the goal of academic writing is to engage in scholarly conversations. This means that you need to integrate the outside source effectively. You can do so by (1) citing it as someone else's work and (2) including your own interpretation of that person's work. Make sure to use quotation marks or block quotes when using verbatim text and to always [cite](#) the other resource, even if you have paraphrased what it said. It is okay to talk with other students about assignments in this course; however, any work you submit must reflect your own thoughts, efforts, and contributions.

More information about academic misconduct and how to maintain academic integrity are available through the links below.

- compare and contrast examples of academic misconduct and academic integrity [here](#)
- read helpful tips about maintaining academic integrity [here](#) and [here](#)
- learn about citation formatting through the [Online Writing Lab](#)
- read about Ohio State's definition of academic misconduct and other COAM [frequently asked questions](#)
- ask me any questions you may have (please reach out before the deadline)

Institutional Policies

OSU Policy on Academic Integrity

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University, or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. See **How and Why to Maintain Academic Integrity**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

Accessibility Accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

If you have not previously registered with Disability Services, please read the information provided at <http://slds.osu.edu/how-to-register/>.

Accessibility of course technology: This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor. Please also see [Carmen \(Canvas\) accessibility documentation](#).

Student Rights: Grievances and Solving Problems

According to University policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

For help with financial aid matters, tuition and fee payments, registration challenges, managing your Student Center or other issues, contact Buckeye Link (<http://contactbuckeyelink.osu.edu/>). For additional assistance resolving issues encountered at Ohio State, contact the Student Advocacy Center (<https://advocacy.osu.edu/health-personal-crisis/>).

Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. **You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.**

Diversity Statement

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit:

- <https://odi.osu.edu/>
- <https://odi.osu.edu/racial-justice-resources>
- <https://odi.osu.edu/focus-on-racial-justice>
- <http://mcc.osu.edu/>

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email equity@osu.edu

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

- Course Audio and Video Recording: Video or audio recording of classes without the explicit written permission of the instructor/professor is a violation of the Code of Student Conduct. Students who wish to record their classes must first obtain written permission of the instructor/professor.
- Student-Generated Materials: Any materials generated by a student(s) is copyrighted. Permission must be obtained to use these materials other than the intended purpose inside the course.
- Course Materials: These materials are copyrighted and are owned by the author. Copyrights have been secured or they are considered fair use inside/for the course but this does not apply to uses outside of the course.

Rationale for Revised Course Numbering

Current Course Number: ESEPSY 1259

Proposed Course Number: ESEPSY 2259

Learning and Motivation Strategies for College Success is a course focused on academic and personal development, resilience, and wellbeing. The course serves a wide range of undergraduate students. In the 2019-2020 academic year, for example, enrollment in the course included 25.8% first-year, 27.4% second-year, 22.8% third-year, and 24.0% fourth-year students. The enrollment of upperclass students in the course is appropriate given the course's in-depth engagement with theoretical frameworks and research from educational psychology and related fields.

Assignments for each main topic require students to reflect upon, apply, and evaluate core concepts about learning (i.e., cognition, metacognition) and motivation. Through these assignments, students are encouraged not simply to take course content at face value but rather to examine its underlying theory and research evidence, identify its relevance, apply it in real-world contexts, and develop self-regulatory knowledge of when, how, and why learning and motivation strategies can be effective. Course activities and discussions related to these topics engage students in considering the theoretical and research bases for the strategies and engage in debate over learning myths and controversies (e.g., learning styles, working under pressure).

In addition, a multi-stage course project engages students in scholarly exploration by undertaking additional independent reading that enables them to explore and analyze course topics from theoretical, scientific, and personal perspectives. This approach takes scholarship from the page to real-world contexts and engages students in testing and critically evaluating claims and evidence. Following a semester-long experience of applying the science of learning and motivation, students present a synthesis of their experience and takeaways in one of several creative formats, such as a podcast, website, animated video, poster, or presentation. The addition of the course project began when, in 2019, the team that oversees the course was awarded a Signature Course Development Grant from the College of Education and Human Ecology. This grant was focused on deepening the level of inquiry in the course through the addition of a capstone project. The project has been very effective at promoting deeper intellectual engagement in the course, and its continued inclusion is better aligned with the in-depth exploration and critical thinking of a 2000-level course.

In summary, as the level of intellectual engagement in the course aligns with expectations of a 2000-level course, we are proposing to renumber the course as ESEPSY 2259. The attached syllabus and GE proposal form provide further detail about the nature and structure of the course.

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeing approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

(50-700 words)

Course subject & number

Specific Expectations of Courses in Health & Wellbeing

GOAL Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

ELO 1.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

ELO 1.2 Identify, reflect on, and apply the skills needed for resiliency and wellbeing. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*