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?)

We are writing to express our strong endorsement of ESEPSY 2259: Learning and

Motivation Strategies for College Success as a General Education course. This course, one of very few in Educational Studies put forward for the General

Education curriculum, is well suited to be a foundational course in Social and Behavioral Sciences

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

ESEPSY 2259 is being proposed under the Social and Behavioral Sciences GE category because it is a foundational course that introduces students to

individual and social factors that influence human learning and motivation, as well as how the methods and approaches of educational psychology can inform

effective goal setting, decision making, and behaviors. In ESEPSY 2259, students learn to critically evaluate and draw from theoretical and empirical

approaches in educational psychology to identify practical implications in areas that include self-regulation, motivation, learning, and memory. The course is

open to students of all academic backgrounds and provides a foundation for undertaking future courses in the social and behavioral sciences, particularly

courses that concern human learning and development and the influences on these domains.

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 well-being.
Previous Value	*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.*
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
Previous Value	*Yes, 100% at a distance, Less than 50% at a distance*
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

Social and Behavioral Sciences
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

- 1. Students will draw upon theoretical and empirical approaches in educational psychology to explain basic facts, principles, theories, and methods of how people learn and how individuals and groups are motivated in academic settings
- 2. students will analyze and apply educational psychology theories and models related to areas such as self-regulated learning, achievement motivation, attributions, mindset, information processing,
- Bloom's taxonomy of learning, memory and forgetting, and cognitive load
- 3. Students will explain and evaluate the role of peers, family members, educators, and the cultural and institutional environment in the development of learning and motivation
- —including similarities and differences in the contexts and structures found in high school, college, and lifelong learning—through an examination of experiential evidence and research on these topics
- 4. Students will analyze how individual, social, and cultural factors impact goal setting, decision-making, and achievement based on evidence from research on learning and motivation
- 5. Students will identify and evaluate methods, implications, and limitations of foundational and contemporary research conducted in educational psychology
- 6. Students will evaluate and thoughtfully apply principles and core concepts derived from research on learning and motivation to attain meaningful goals, using a process of planning, self-monitoring, and reflection

Previous Value

- *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.*

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, Presentation & Writing Skills
- Reading Strategies & Systems
- Organizing What You Read
- Course Project Rough Drafts
- Taking Exams & Managing Test Anxiety

  Preparing for Finals, Well-Being & Stress Management
- Course Projects & Reflecting on the Semester

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

Attachments

- ESEPSY 2259 ge-foundations-submission.pdf

  (Other Supporting Documentation. Owner: McDonald,Carrie)

- ES Dept Support Letter ESEPSY 2259.pdf

  (Other Supporting Documentation. Owner: McDonald,Carrie)

- ESEPSY 2259 GE SBS Syllabus.docx

  (Syllabus. Owner: McDonald,Carrie)

- Distance Approval Cover Sheet - ESEPSY 2259.docx

  (Other Supporting Documentation. Owner: McDonald,Carrie)

- ESEPSY 2259 GE SBS Syllabus Online 11.17.docx

  (Syllabus. Owner: McDonald,Carrie)

Comments

- Sending back for additional information needed for GE:Foundations. *(by Guerrero,Marc Johnston on 09/29/2021 10:22 AM)*

- Please see Panel feedback email sent 09/21/2021. *(by Hilty,Michael on 09/26/2021 01:19 PM)*

- - 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
Revision Requested	Hilty,Michael	09/26/2021 01:19 PM	ASCCAO Approval
Submitted	Dollarhide,Colette Theresa	09/29/2021 09:59 AM	Submitted for Approval
Revision Requested	Guerrero,Marc Johnston	09/29/2021 10:22 AM	Unit Approval
Submitted	McDonald,Carrie	11/17/2021 12:36 PM	Submitted for Approval
Approved	Guerrero,Marc Johnston	11/17/2021 12:41 PM	Unit Approval
Approved	Brown,Danielle Marie	12/13/2021 01:41 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	12/13/2021 01:41 PM	ASCCAO Approval

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 General Education (GE) Foundations: *Socials and Behavioral Sciences* requirement. ESEPSY 2259 course is one of several courses in the field of educational psychology 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. You can also connect with a [Digital Flagship tech tutor](.).)

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 well-being.

What You'll Learn: Goals, Outcomes, and Objectives

By engaging in this course, you will discover how the science of learning and motivation can help you attain success in college and beyond. You will learn through active participation in course readings, lectures, activities, discussions, and assignments. **ESEPSY 2259 fulfills the *GE Foundations: Social and Behavioral Sciences* requirement by accomplishing the goals described below.**

Goal 1: Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.

Expected Learning Outcome 1.1: Explain basic facts, principles, theories and methods of social and behavioral science.

- *Course Objective 1:* In ESEPSY 2259, students will draw upon theoretical and empirical approaches in educational psychology to explain basic facts, principles, theories, and methods of how people learn and how individuals and groups are motivated in academic settings

- *Course Objective 2:* In ESEPSY 2259, students will analyze and apply educational psychology theories and models related to areas such as self-regulated learning, achievement motivation, attributions, mindset, information processing, Bloom's taxonomy of learning, memory and forgetting, and cognitive load

Expected Learning Outcome 1.2: Explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science.

- *Course Objective 3:* In ESEPSY 2259, students will explain and evaluate the role of peers, family members, educators, and the cultural and institutional environment in the development of learning and motivation—including similarities and differences in the contexts and structures found in high school, college, and lifelong learning—through an examination of experiential evidence and research on these topics

Goal 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

Expected Learning Outcome 2.1: Analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions.

- *Course Objective 4:* In ESEPSY 2259, students will analyze how individual, social, and cultural factors impact goal setting, decision-making, and achievement based on evidence from research on learning and motivation

Expected Learning Outcome 2.2: Evaluate social and ethical implications of social scientific and behavioral research.

- *Course Objective 5:* In ESEPSY 2259, students will identify and evaluate methods, implications, and limitations of foundational and contemporary research conducted in educational psychology

Expected Learning Outcome 2.3: Critically evaluate and responsibly use information from the social and behavioral sciences.

- *Course Objective 6:* In ESEPSY 2259, students will evaluate and thoughtfully apply principles and core concepts derived from research on learning and motivation to attain meaningful goals, using a process of planning, self-monitoring, and reflection

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 be able to make wise 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 (Due Sunday at 11:59 pm)
1	Tues Aug 23 – Sun Aug 28	Course Overview & Preview of Learning and Motivation	CO 1 CO 3	- 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 1 CO 4 CO 6	- 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 is an OSU holiday)	Goal Setting & Motivation	CO 1 CO 2 CO 6	- 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 CO 2 CO 6	- 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 1 CO 2 CO 3 CO 4 CO 5 CO 6	- 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

WEEK/ UNIT	DATE(S)	TOPIC(S)	COURSE OBJECTIVE(S)	READING(S) & ACTIVITIES	ASSIGNMENTS & ASSESSMENTS (Due Sunday at 11:59 pm)
6	Mon Sept 26 – Sun Oct 2	Improving Concentration	CO 1 CO 2 CO 4 CO 5	- Chapter 10: pp. 275-292 - Chapter 6: pp. 155-176	- Study Plan Assignment
7	Mon Oct 3 – Sun Oct 9	Learning & Memory	CO 1 CO 2 CO 3 CO 5	- 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 CO 2 CO 3 CO 4 CO 5 CO 6	- 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 1 CO 2 CO 4 CO 5 CO 6	- 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 CO 2 CO 3	- Chapter 5: 145-154 - Chapter 7: pp 177-192 - *skim* Chapter 8: pp. 209-232	- Note-Taking Assignment - Discussion: Reading in College
11	Mon Oct 31 – Sun Nov 6	Organizing What You Read	CO 1 CO 2	- Chapter 9: pp. 235-262 - Finish your Course Project Book (if you haven't already)	
12	Mon Nov 7 – Sun Nov 13	Course Project Rough Drafts	CO 1 CO 2 CO 3 CO 4 CO 5 CO 6	- 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	CO 1 CO 2 CO 3	- 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 CO 2 CO 3 CO 4 CO 5 CO 6		- 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 and delve deeper into evidence from the science of learning and motivation, 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.

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 assignments will ask you to critically evaluate the factors that influence learning and motivation, demonstrate a growing understanding of learning processes and yourself as a learner, and analyze specific approaches that might support or hinder your learning and motivation. 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 ongoing learning, motivation, and development.

(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 and personal effectiveness. Through these assignments, you will develop your learning and motivation skills, while also engaging in critical thinking about related facts, principles, theories, and methods. 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) in which you analyze and evaluate educational psychology concepts in real-life settings.

(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

Through your participation in online discussions, you will engage in reflection, application, analysis, and evaluation of core concepts related to the science of learning and motivation. Online discussion boards will provide an opportunity to engage with the content with fellow students as you compare

and contrast your perspectives, backgrounds, and insights. 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 Assignments

The course project is an in-depth, personalized experience in which you will pursue self-selected goals that enhance your learning and motivation. As part of this experience, you will engage in scholarly exploration by undertaking additional readings that enable you to explore and analyze learning and motivation from theoretical, scientific, and personal perspectives. 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 process, evidence, and outcomes 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 templates 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 at least twice 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) 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) 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) 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 (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) 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 (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration and recording, editing and uploading video (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 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)

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

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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.

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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.

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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 General Education (GE) Foundations: *Socials and Behavioral Sciences* requirement. ESEPSY 2259 course is one of several courses in the field of educational psychology 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. You can also connect with a [Digital Flagship tech tutor](#).)

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 well-being.

What You'll Learn: Goals, Outcomes, and Objectives

By engaging in this course, you will discover how the science of learning and motivation can help you attain success in college and beyond. You will learn through active participation in course readings, lectures, activities, discussions, and assignments. **ESEPSY 2259 fulfills the *GE Foundations: Social and Behavioral Sciences* requirement by accomplishing the goals described below.**

Goal 1: Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.

Expected Learning Outcome 1.1: Explain basic facts, principles, theories and methods of social and behavioral science.

- *Course Objective 1:* In ESEPSY 2259, students will draw upon theoretical and empirical approaches in educational psychology to explain basic facts, principles, theories, and methods of how people learn and how individuals and groups are motivated in academic settings

- *Course Objective 2:* In ESEPSY 2259, students will analyze and apply educational psychology theories and models related to areas such as self-regulated learning, achievement motivation, attributions, mindset, information processing, Bloom's taxonomy of learning, memory and forgetting, and cognitive load

Expected Learning Outcome 1.2: Explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science.

- *Course Objective 3:* In ESEPSY 2259, students will explain and evaluate the role of peers, family members, educators, and the cultural and institutional environment in the development of learning and motivation—including similarities and differences in the contexts and structures found in high school, college, and lifelong learning—through an examination of experiential evidence and research on these topics

Goal 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

Expected Learning Outcome 2.1: Analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions.

- *Course Objective 4:* In ESEPSY 2259, students will analyze how individual, social, and cultural factors impact goal setting, decision-making, and achievement based on evidence from research on learning and motivation

Expected Learning Outcome 2.2: Evaluate social and ethical implications of social scientific and behavioral research.

- *Course Objective 5:* In ESEPSY 2259, students will identify and evaluate methods, implications, and limitations of foundational and contemporary research conducted in educational psychology

Expected Learning Outcome 2.3: Critically evaluate and responsibly use information from the social and behavioral sciences.

- *Course Objective 6:* In ESEPSY 2259, students will evaluate and thoughtfully apply principles and core concepts derived from research on learning and motivation to attain meaningful goals, using a process of planning, self-monitoring, and reflection

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 be able to make wise 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 1 CO 3	- Syllabus - Q1-Q10 (Quick Start)	- Student Background Sheet
2	Aug 31/Sept 2	Self-Regulated Learning (Motivation, Affect, Behavior & Context)	CO 1 CO 4 CO 6	- 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 CO 2 CO 6	- Course Project Book (read it every week!) - Chapter 2: pp. 31-60	- Motivation Experiment
4	Sept 14/Sept 16	Procrastination & Time Management	CO 1 CO 2 CO 6	- 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 1 CO 2 CO 3 CO 4 CO 5 CO 6	- 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 CO 2 CO 4 CO 5	- Chapter 10: pp. 275-292 - Chapter 6: pp. 155-176	- Study Plan Assignment

WEEK/ UNIT	DATE(S)	TOPIC(S)	COURSE OBJECTIVE(S)	READING(S) & ACTIVITIES	ASSIGNMENTS & ASSESSMENTS
7	Oct 5/Oct 7	Learning & Memory	CO 1 CO 2 CO 3 CO 5	- Chapter 4: pp. 97-103	- Concentration Experiment
8	Oct 12/Oct 14	Learning & Memory (continued)	CO 1 CO 2 CO 3 CO 5	- 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 1 CO 2 CO 3 CO 4 CO 5 CO 6	- 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 CO 2 CO 3	- Chapter 5: 145-154 - Chapter 7: pp 177-192 - *skim* Chapter 8: pp. 209-232	- Note-Taking Assignment
11	Nov 2/Nov 4	Organizing What You Read	CO 1 CO 2	- 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 CO 2 CO 3 CO 4 CO 5 CO 6	- Finish your Course Project Book (if you haven't already)	- Course Project: Rough Draft
13	Nov 16/Nov 18	Taking Exams & Managing Test Anxiety	CO 1 CO 2 CO 3	- Chapter 11: pp. 293-322 - Chapter 12: pp. 323-352	
14	Nov 30/Dec 2	Course Projects & Reflecting on the Semester	CO 1 CO 2 CO 3 CO 4 CO 5 CO 6	- N/A	- Course Project: Final Product
15	Dec 7	Preparing for Finals, Well-Being & Stress Management	CO 1 CO 2 CO 3 CO 4 CO 6	- 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 and delve deeper into evidence from the science of learning and motivation, 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.

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 the science of learning and motivation. 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.

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
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 assignments will ask you to critically evaluate the factors that influence learning and motivation, demonstrate a growing understanding of learning processes and yourself as a learner, and analyze specific approaches that might support or hinder your learning and motivation. 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 ongoing learning, motivation, and development.

(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 and personal effectiveness. Through these assignments, you will develop your learning and motivation skills, while also engaging in critical thinking about related facts, principles, theories, and methods. 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) in which you analyze and evaluate educational psychology concepts in real-life settings.

(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 learning and motivation. As part of this experience, you will engage in scholarly exploration by undertaking additional readings that enable you to explore and analyze learning and motivation from theoretical, scientific, and personal perspectives. 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 process, evidence, and outcomes 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 templates 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](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 tutoringfrom a Digital Flagship student mentor
- CarmenCanvas student guide (tutorials)

Mental Health and Student Resources

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- 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.

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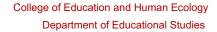
1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,

3. Or Email equity@osu.edu

<u>Copyright Disclaimer</u>

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.

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College of Education and Human Ecology
Department of Educational Studies

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29 West Woodruff Ave
Columbus, OH 43210

614-688-1428 Phone
https://ehe.osu.edu/educational-studies

November 3, 2021

Panel and committee members:

As leaders in the Department of Educational Studies (Associate Chair and Director of Curricular and Teaching Innovation), we are writing to express our strong endorsement of *ESEPSY 2259: Learning and Motivation Strategies for College Success* as a General Education course. This course, one of very few in Educational Studies put forward for the General Education curriculum, is well suited to be a foundational course in Social and Behavioral Sciences for the reasons noted below.

1. In ESEPSY 2259, students learn foundational concepts of how people learn and how individuals and groups are motivated, informed by research in the field of educational psychology. While this knowledge helps students succeed in their college coursework through the use of effective learning principles, it also provides a foundation for further learning and interest in the social and behavioral sciences.

2. ESEPSY 2259 is a College of Education and Human Ecology signature course. The signature course designation is applied to courses that "define students' Ohio State experience through active participation in one or more high-impact experiences." Most notably, the ESEPSY 2259 course project provides students with first-hand insight into the methods researchers use to assess and improve human learning and motivation. By completing the course project, as well as multiple theory- and research-to-practice application and reflection assignments, students learn to critically evaluate and responsibly apply information from educational psychology and related SBS fields.

3. ESEPSY 2259 reflects the ways in which educational psychology is a field with prominent connections and deep roots in psychology and that serves as a bridge linking the scientific study of learning and motivation with transformative practices designed to improve educational contexts. Students' exploration of the objectives, methods, and evidence of educational psychology research serves as a gateway for future inquiry into individual, social, and cultural factors in education and beyond.

Sincerely,

Marc J. Guerrero, Ph.D.
Associate Professor and Associate Chair
Department of Educational Studies

Ann Allen, Ph.D.
Associate Professor and Director of
Curricular and Teaching Innovation
Department of Educational Studies

Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Social and Behavioral Sciences (3 credits)

Requesting a GE category for a course implies that the course **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Social and Behavioral Sciences, please answer the following questions for each ELO.

A. Foundations
Please explain in 50-500 words why or how this course is introductory or foundational in the study of Social and Behavioral Sciences.

B. Specific Goals of Social and Behavioral Sciences

GOAL 1: Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Expected Learning Outcome 1.2: Successful students are able to explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science. 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 recognize the implications of social and behavioral scientific findings and their potential impacts.

Expected Learning Outcome 2.1: Successful students are able to analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of social scientific and behavioral research. 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: _____

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the social and behavioral sciences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

GE Rationale: Foundations: Historical or Cultural Studies (3 credits)

Requesting a GE category for a course implies that the course fulfills the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Historical and Cultural Studies, please answer the following questions for each ELO. Note that for this Foundation, a course need satisfy **either** the ELOs for Historical Studies **or** the ELOs for Cultural Studies.

A. Foundations
Please explain in 50-500 words why or how this course is introductory or foundational in the study of History **or** Cultures.

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

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☒ 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)

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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:

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☒ 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

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☒ 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-semster feedback survey.

Additional Considerations

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

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