

Learn to Learn for Success: LEARNING-TO-LEARN CAMP

Sample Syllabus

Term:

Course Number:

Credits:

Instructor:

Office Location:

E-mail Address:

Phone Number:

Fax Number:

Contact Hours:

Course Vision

This course is about you becoming the person you want to be, developing the skills you will need for college and in life, and developing the mindset and abilities for self-growth.

Course Description

Welcome to Learning to Learn Camp! This experience is designed to help you say “YES!” to your own success! This experience will show you how to achieve greater success in college and in life. You may never again have an opportunity like this to improve the quality of your life. Please make the most of it!

Learning Outcomes: In this camp, you will learn how to...

1. **TAKE CHARGE OF YOUR LIFE.** You’ll learn how to make wiser choices, thus gaining greater control over the results you achieve in college and for the rest of your life.
2. **INCREASE SELF-MOTIVATION.** You’ll learn how to create the inner motivation necessary to keep going when you run into life’s inevitable challenges.
3. **IMPROVE SELF-MANAGEMENT.** You’ll learn proven strategies for creating positive outcomes in your life, outcomes that will move you effectively and efficiently toward the accomplishment of your goals and dreams.
4. **DEVELOP MUTUALLY SUPPORTIVE RELATIONSHIPS.** You’ll learn how to develop meaningful relationships with people who will support you in achieving your goals and dreams while you assist them to achieve theirs.
5. **CREATE POWERFUL NEW BEHAVIORS AND BELIEFS.** You’ll learn how to identify and change self-defeating habits and limiting beliefs that are keeping you from fulfilling your unlimited potential.
6. **MAXIMIZE YOUR LEARNING.** You’ll learn powerful strategies that will enable you to achieve better grades in college, to become an effective life-long learner, and to develop your unlimited potential.
7. **DEVELOP GREATER EMOTIONAL MATURITY.** You’ll learn effective techniques for effectively managing your emotional life and increasing your sense of inner peace, joy and happiness.

8. **RAISE YOUR SELF-ESTEEM.** You'll learn how to develop greater self-acceptance, self-confidence, self-respect, self-love, and unconditional self-worth.
9. **WRITE MORE EFFECTIVELY.** You'll learn how to improve your writing skills through the extensive practice offered by your guided journal entries.
10. **IMPROVE CREATIVE AND CRITICAL THINKING SKILLS.** You'll learn how to enhance the thinking skills that are essential for analyzing and solving problems in your academic, professional, and personal lives.

Required Supplies:

Books: *Learn to Learn for Success*, *Math and Graphing Skills*, *Student Success Toolbox*

Grading System

Levels of Performance

- Star Performer 6,000 points*
- Professional Performer 5,000 points (“A” Grade)
- Successful Performer 4,000 points (“B” Grade)
- Completion of Institute 3,000 points (“C” Grade)

* Each Star Performer will received a letter of recommendation from the Camp Director

Opportunities/ Work Products	Potential Points
In Class Activities (over 30 activities @ 35 points each)	1,050
daily math 4 @ 100	400
daily game competitions 4 @ 100 points each	400
Service points 4 @ 50 points each	200
**Life Vision Portfolio	1,000
**Learn to Learn for Success activities	1,000
**Student Success Toolbox	750
**Self-Growth paper	500
<i>Math & Graphing Friday</i> 40 modules @ 25 points each	1,000
Participating in five contests 5 @ 100 points each	500
Winning Contests 5 @ 500 points each, for first place	2,500
Total	9,700

Special Recognitions in the Awards Ceremony

- Top three learning communities
- Top three teams
- Top five individual performers
- Contest winners

Opportunities for Earning Points

Participation during days 1 to 4

You will be given a score sheet to record your participation points during all activities during the first four days. Every in-class activity provides 50 points with some bonus points at times. The *Math and Graphing Skills* session will provide around 50 to 100 points per day based upon how many modules are completed. There will be over 30 in-class activities. Keep your scorecard up to date. Each day there will be a game activity, which offers extra points for placing first, second, or third as a team. Service points are awarded at the discretion of camp faculty for helpful actions.

Life Vision Portfolio (25 pages – 1,000)

Due Friday at 9 AM

Portfolios should be between 20 and 30 typed pages. (200 points, 20% awarded for typing.) Portfolios should be structured according to the instructions in the Life Vision Portfolio notebook. Most of your writing will need to be done outside of daily work time, so plan to work on your Portfolio every evening. It will not be possible to do your best by writing your entire portfolio the night before it is due.

Performance Criteria for LVP:

1. Level of openness
2. Realists/honesty
3. Completeness
4. Thoughtfulness
5. Objectivity
6. Level of passion/caring/commitment
7. Overall presentation

Learn to Learn for Success (19 activities – 1000 points)

Due Friday at 9 AM

You will have opportunities during the day to complete many of the activities from your FOL book. You may also need to complete activities that you did not finish in class and to do some activities independently on your own time.

1. Performing Like a Star
2. Becoming a Master Learner
3. My Past Doesn't Define My Future
4. Self-Assessment: The Engine of Self-Growth
5. Time, Planning, & Productivity
6. Building and Maintaining Healthy Relationships
7. Methodologies: Unlocking Process Knowledge
8. Reading for Learning
9. Visioning My Future by Exploring My Environment
10. Financial Health: Managing Personal Finances

11. Performing in Teams and Within a Community
12. Performing While Being Evaluated
13. Metacognition: Thinking About My Thinking
14. Making Failure a Stepping Stone to Success
15. Optimizing Physical, Mental, & Emotional Health
16. Choosing and Using Mentors Effectively
17. Defusing and Using Evaluation
18. Shifting from Extrinsic to Intrinsic Motivation
19. Becoming a Self-Grower

Student Success Toolbox (25 entries – 750 points)

Due Friday at 9 AM

This product is completed by completing pages in the *Student Success Toolbox*. Many of these can be completed during camp sessions, so you will want to keep your book with you and maximize your chances to get work done in it during the day. You will still need to do some pages on your own time.

A complete Toolbox should include the following components:

- at least 5 Reading Logs (up to 5 more for extra credit)
- 1 Reflector's Report
- 1 Recorder's Report
- 2 Analyze and Correct the Errors
- 3 Learning Journals
- at least 5 Self-Assessments (one each morning and one each evening)
- Glossary – 40 words
- Log of Entries
- 1 Team Assessment
- 1 Performance Assessment
- 1 Learner Contract
- 3 other forms of your own choosing

Performance Criteria

1. Completeness of required components (above).
2. Completeness of each individual component.
3. Legibility (handwritten is expected)
4. Thoughtfulness

Use the reading assignments in *Learn to Learn for Success* for the reading logs in your *Student Success Toolbox*.

Self-Growth Paper

Due Friday at 9 AM

Identify 5 key areas of personal growth: use the Transformation of Education, Profile of the Quality Learner, personal growth goals or Classification of Learning Skills (all of which you will encounter and use within this course) to help you identify the areas of your greatest growth. Focus this self-growth paper on growth rather than learning (the Learning Journal illustrates learning). Your *Student Success Toolbox* should be used as a resource to help you identify and track your growth. The first page of your self-growth paper should set the context: where your

personal and team goals provided opportunities for growth. Use a page for each area of growth: identify with evidence that growth has occurred and the means you used during the course to produce that growth. The last page should be used to step back and share what you have learned about producing or encouraging self-growth.

This paper is described in *Learn to Learn for Success*.

Performance Criteria

1. Following instructions
2. Thoughtfulness
3. Insightfulness
4. Using evidence to show growth
5. Presentation

Contests

Each student is required to participate in 4 out of 5 (100 points for participating and 500 points for 1st place, 400 points for 2nd place, 300 points for 3rd place, 200 points for 4th place, and 100 points for 5th place).

These contests will all be held or judged on Friday, but you will need to prepare for some of them in advance. Be sure to watch for sign-up sheets with more detailed instructions.

- Art Contest (individual)
- Writing Contest (individual)
- Speech Contest (individual)
- Talent Show (individual or teams)
- Problem Solving (teams – everyone must enter)

Math and Graphing Skills

On Friday you will have 60 minutes to complete as many of the 40 modules as possible by yourself. Submit a print-out of your results when time is called to earn 25 points for each module. You may begin at Module 1 and repeat modules you did during the first four days. No help will be given.

Student Responsibilities

1. **Commit to being successful in college and in life.** This means you're absolutely sure that you want a high quality life, and you're not only *willing* to grow, you *want* to grow.
2. **Be willing to do whatever is necessary.** For this Institute, this means attending every class, completing all the assignments to the best of your ability, participating actively in every class, spending quality time at night...and never, never, never, never giving up!
3. **Be coachable.** This means that you're willing to take assessment feedback from your teachers and mentors. You're willing to experiment with new behaviors and beliefs.
4. **Be a responsible team and community member.** Be a positive contributor to your community of learners (increasing the learning of the group).

5. **Be accountable and responsible.** Accept accountability for the timely completion of all course work products (this includes coming to class fully prepared, with all on- or off-line readings, homework, and assignments completed by the day or time identified in the Course Schedule).
6. **Be an engaged learner.** Emotionally engage in the challenge of personal growth and put forth the effort to continuously improve.
7. **Meet deadlines.** Work products must be completed with the level of quality and at the time identified.

Faculty/Facilitator Responsibilities

1. Provide guidance and mentoring to each participant with respect to improving selected learning skills.
2. Model use of all tools and techniques at the same or higher level of quality expected of students.
3. Provide in-depth consulting during breaks, evenings, and online.
4. Provide assistance in locating additional resources that align with personal and team goals.
5. Upon request, demonstrate classroom techniques in real time (advance notice should be given when possible).

Methodology (Course Culture and Processes)

The course models a student-centered, active learning environment. This requires the learner to take ownership of his or her own learning and requires the facilitator to create opportunities for learners to demonstrate that ownership. As such, the facilitator will be continually providing challenges to improve learner performance. Key processes are not just “covered” but extensively used and modeled throughout the course. These processes include various forms of assessment (self-assessment, peer assessment, structured reflections, instructor assessment, mid-term assessment, etc.), facilitation, and problem solving.

Language development is critical and participants will be expected to be familiar with the operational definitions given in the course glossary. Pre-class readings and activities correlate with learning activities scheduled for each class meeting. Participants should be prepared to use these resources effectively during in-class exercises. There will be numerous time-pressured learning situations. There will also be cooperative learning activities that require participants to perform in front of team members and course colleagues. Special times will be set aside for teams of students to role-play, articulate understanding to one another, and collaborate to solve problems.

Communication and documentation, both on- and off-line, are critical, as these form the basis for course work products.

Academic Honesty and Integrity

The principles of intellectual honesty and integrity are central to the Learning to Learn Camp. All participants in this course are expected to demonstrate the highest degree of integrity in their work and interactions with others