

SYLLABUS — Learn to Learn for Success — SYLLABUS

Term	Credits	3	Office	Online Facilitator's Office
Instructors	Email		Phone	Contact Hours

Course Vision

This course is about you becoming the person you want to be, by developing the learning skills you need in order to be successful in college (and in life!) and developing the mindset and abilities that make self-growth achievable. We want you to discover that you can become both the director and star in all aspects of your life and make the next years of your academic life the most successful you've ever had.

Course Description

This course is designed to help you to learn **how to learn** and launch you on the path of self-growth. This opportunity is designed to help you say "YES!" to your own success, showing you how to achieve greater success in college, work, and 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 At the end of the course, you will have/use:

Outcome	Description
A Growth Mindset	Firmly believe that learning performance is not fixed but can be significantly improved through self-growth (at least doubled during the course) by becoming more of a self-starter, open-minded, positive, open to feedback and committed to your own success through continually improving self-challenging and self-assessment.
An Academic Mindset	Be self-motivated by knowing you belong in your academic environment, enjoy and find value in your academic challenges and know you will succeed by clarifying expectations, asking questions and have developed a life vision.
Learning Processes	Have learned a set of explicit, step-wise learning processes (methodologies) such as reading for learning, writing to learn, critical thinking, problem solving, information processing, and reflecting.
Learning Strategies	Taken control and ownership of your learning and life by expanding your tool set of learning practices (habits, tools, strategies, and approaches) such as goal setting, planning, using resources effectively, working hard, and validating your learning.
Affective Learning Skills (Grit)	Be willing to get outside of your comfort zone, take risks, embrace failure, manage frustration, ask for help, adapt, manage time, prioritize, being disciplined and do what is necessary to achieve success leading to greater emotional intelligence.
Social Learning Skills	Engage in teams and communities to increase your effectiveness by seeking diversity, connecting with others, asserting oneself, collaborating, performing in teams, communicating, speaking publically, and being responsible for self and others.
Productive Academic Behaviors	To be prepared, continually focused, extremely engaged, and systematically organized
A Success Plan	To identify self-defeating habits, limiting beliefs and personal factors which have prevented your level of success in order to create the cohesive plan that will help you transform your situation, thus producing a roadmap to fulfill your unlimited potential.

Course Resources:

Learn to Learn for Success (contained within the course)

Profile of a Quality Collegiate Learner (contained within the course)

Course Schedule

It has been our experience that students who miss these **critical milestones** are only rarely able to recover and go on to complete the course. **It is for this reason that missing ANY of the deadlines is grounds for removal from the course.**

WEEK 1			
You should be completing one Experience every 2 days (3 Experiences this week).			
Day	Date	Deadline	Course Day
Mon			1
Tues			2
Weds			3
Thurs			4
Fri			5
Sat			6
Sun			7

WEEK 2			
You should be completing 4 Experiences this week.			
Day	Date	Deadline	Course Day
Mon			8
Tues			9
Weds			10
Thurs			11
Fri			12
Sat			13
Sun			14

WEEK 3			
You should be completing 5 Experiences this week.			
Day	Date	Deadline	Course Day
Mon			15
Tues			16
Weds			17
Thurs			18
Fri			19
Sat			20
Sun			21

WEEK 4

You should be completing 3 Experiences this week as well as finishing your Success Plan and Self-Growth paper.

Day	Date	Deadline	Course Day
Mon			22
Tues			23
Weds			24
Thurs			25
Fri		<i>Complete the course</i>	26
Sat			27
Sun			28

Levels of Performance

Star Performer	Distinction in all 5 competencies (special letter of recommendation)
Honor Student	Distinction in 4 of the 5 competencies
College Student	Distinction in 3 or 2 of the 5 competencies
Competent Student	Competent in any number of competencies

Evaluation of the Course: Five Competencies

A *competency* is a description of a person's performance level and abilities in applying a set of integrated knowledge, skills, and attitudes. Actual performance may vary and the competencies should be used by the learner and facilitator (or mentor) to assess the level of performance in order to identify and plan opportunities for improvement. An evaluator will determine your level of performance within each competency to determine your overall level of performance in the course.

1

Competency One

You are a reflective practitioner and learner who self-assesses each learning performance to improve future learning performance. You also:

- Implement a monthly self-growth plan to attain a growth goal, doing so with conviction
- Produce meaningful SII assessments, using criteria, and with precise observations in valuable contexts
- Desire feedback by anyone who you feel can help you improve
- Use a comprehensive reflective tool set to step back from performance to make sense of cognitive, social or emotional perplexities
- Desire to know more about how the mind and emotions function and work to increase your understanding of the hows and whys of both
- Seek others who will push you outside your comfort zone for the growth it produces
- Respond favorably to challenges even though you know that you may well fail
- Believe you will be successful when repeating performances where you had previous successes

ASSESSMENT TOOL: **Learning Assessment Journal**

You are given a list of all the forms (Appendix A) that need to be submitted and are sequenced by Learning Experience (On my Own, In My Team, My Learning and Growth). You are provided with a set of the different forms or prompts to be filled out and you will then be asked to post all these results in one location which is called your Learning Assessment Journal.

Evaluation of the portfolio:

Comprehensive (35% of the assessment): This means that receive 1 point for each completed reflective and self-assessment writing assignment. You will identify which of these tools will be included in your Success Plan learning kit by responding to 30 different forms (some multiple times for a total of 34 form responses).

Honesty (16% of the weight): This criteria is critical for both reflection and self-assessment. Appendix A identifies the 16 pre-defined forms that will be used to determine this criteria's quality; for each entry that has limited filtering, bias, or misrepresentations you will earn 1 point for a maximum of 16 points for these 16 forms.

Thoughtfulness (39% of the weight): This criteria measures the level of critical thinking in reflective practice and meta-cognition used to produce meaning and value. Appendix A identifies the 13 forms with which you can earn up to an additional 3 points each.

- | | |
|---|-------|
| • Produced at least 1 meaningful and important insight | 1 pt |
| • Provides reasoning and rationale supporting the insight, including evidence | 2 pts |
| • Provides complete justification of the idea with examples/contexts | 3 pts |

Non-judgmental (10% of the total weight): Appendix A identifies the 10 forms that are reviewed for a count of the number of judgmental words. You will earn 1 point if there are fewer than 3 judgmental instances within the form, for each of the 10 forms.

You must score at least a 80 to meet the base competency and 90 to earn distinction.

2

Competency
Two

You are a master learner who is self-directed and can produce generalized knowledge efficiently and effectively. You also:

- Know how and when to obtain specific information, accurately determining how much information is needed and at what quality
- Identify when additional resources are needed and gain some value from your use of those resources
- Use reading logs to strengthen reading techniques in order to learn more effectively
- Use several key steps of the Learning Process Methodology to construct knowledge
- Demonstrate ownership and facility with your own process for learning with respect to constructing new meaning and transferring understanding
- Value how your thinking can bring clarity to new ideas through using specific cognitive skills
- Use problem solving as a deliberate and focused process instead of simply exploring alternative solutions
- Have developed a few mechanisms to know when you know (validate knowledge) and to determine whether a solution is correct
- Produce significant theses with supporting evidence and meaningful contexts when writing

ASSESSMENT TOOL: Writing Responses to 75 Critical Thinking Questions

You are required to post your answers to 75 Critical Thinking Questions (CTQs), experience by experience, and these are used to evaluate your ability to construct meaning, contextualize, and generalize your knowledge.

Evaluation of the portfolio:

You need to meet two criteria:

1. Comprehensive Knowledge (75 pts total):

You must create the required knowledge in the course: You receive 1 point for each CTQ that meets level 2 knowledge responses (illustrating meaning and understanding and not just plugging in information from the book). Your responses to the CTQs are judged. If you have produced satisfactory work, you will receive 1 point per question. If your work is not at a satisfactory level, you are encouraged to ask for assessment feedback and then upgrade the quality of your answers.

2. Elevating the Level of Learning (25 pts total):

In Experience 11, you will identify 5 Critical Thinking Questions that illustrate your best work (1 question from each of 5 different experiences). For each of those answers, you can receive up to 1 point if the answer consists of or includes the following:

	full/all parts
A response that addresses the complete question	1 pt
3 supporting pieces of evidence that help to justify the answer	1 pt
An example of how this knowledge is applied to produce value	1 pt
4 meaningful situations the knowledge can be applied appropriately	1 pt
3 tips for applying this knowledge effectively	1 pt

In summary, you can earn 75 points (1 point per Critical Thinking Question) and then from 5 selective answers you choose, upgraded, you can earn up to another 25 points (5 points/question). You will be allowed to resubmit the selective answers once.

From the possible 100 total points you must earn at least 80 points for competency and 90 for distinction.

You develop a plan for continual success as a student, a career, and a lifetime.
This means that you have the ability to:

- Commit to achieve success and rely on student mentor support, even when you are not completely convinced of future success
- Value failure to advance successes because you are emotionally able to deal with failures
- Use reflection and self-assessment after a failure to strengthen areas that will lead to future success
- Increase effort when challenges require it or when being publicly reviewed
- Analyze each course to understand the specifications and criteria for every assignment and assessment
- Value time and allocate its use effectively to meet requirements, challenges, and achieve a balanced life
- Continue to make progress even when things get tough and uncertainty increases
- Put first things first, taking care of critical items and meeting deadlines
- Delay fun activities that might prevent the fulfilling obligations or collaborations
- See "Asking for help" as a strength (vs. a weakness) and do so without taking advantage of others

ASSESSMENT TOOL: **Success Plan**

The Success Plan Portfolio has five components that learners submit:

1. **An assessment and analysis of past performances** that identifies at least 10 reasons for lack of previous success with 100 points allocated across this set of reasons. The allocation will provide a ranking of each reason's contribution to the lack of success, thereby helping you identify your five most important growth goals for the course.

Evaluation: **Defining the Barriers/Issues in the way of success (10%)** It is important that you have identified and described the top 10 barriers standing in the way of your future success so you know what you are confronting. For a complete list you will earn 3 points and another 2 points for effectively prioritizing the list. For effectively describing them you can earn 2 more points and by adding justification for inclusion in your description you can earn a final 3 points for a total of 10 points per barrier identified, described, ranked, and justified as to its inclusion on your list.

2. **An analysis of the evaluation system (range of assessment types)** to determine through past performances the specific areas where you have struggled to meet expectations/competencies (e.g., tests, papers, projects, etc.)

Evaluation: **Analyzing the Assessments Instruments (20%) Type 1: Objective Assessments and Type 2: Performance Assessments. Further information coming soon.**

3. **A course success plan** either specific to a course you failed to complete during your last term or generalized for courses you will be taking in future. Your course success plan must: a) Identify the assessments that were used or will be used to measure the competencies for that course, b) Create a detailed and specific plan for successfully attempting these courses, and c) Provide a rationale (explanation) why your plan will be successful.

Evaluation: **Course Success Plans (15%)** The plan must detail how each hour of learning time will be used to achieve each learning outcome and demonstrate this learning by successfully meeting the associated course competency. The hours you schedule must have a description of how it will enhance learning to meet a specific competency. The plan must be logical, effective, and feasible. The course success plan is evaluated according to the scales: STRENGTH (5 possible points), EFFECTIVENESS (5 possible points), FEASIBILITY (5 possible points).

4. **A learning kit of at least 5 new tools, strategies, and techniques** that will improve your performance as a student. Each entry into your learning kit will consist of a 1 page write-up that includes: 1) The title of the learning tool; 2) A paragraph describing the tool; 3) An additional paragraph describing how to put it to use; 4) A problem that it will solve and how; and finally, 5) how you will ensure that it will work.

Evaluation: **Learning Kit (20%)** Each of the 5 learning strategies or tools must have a significant impact on your success. In order to obtain 4 points for each strategy/tool, you will need to provide: 1) an

appropriate title, 2) a description that illustrates understanding of the strategy or tool, 3) a clear mechanism for putting it into use, 4) a clear articulation of the value it will produce from use, and 5) how to measure its impact. An incomplete entry earns only 1 point.

5. **Self-growth paper.** This is a reflection on the time you have spent in the course and a description of your journey in becoming a self-grower. The paper consists of 7 paragraphs:

Paragraph 1	sets the context, where you started and what your self-growth goals were.
Paragraph 2	the growth achieved through the course; this section identifies your 4 growth areas (if these are the same as the goals selected in the course, you must provide reasons for substituting a different area for a given growth goal)
Paragraph 3 through 6 (growth areas)	Each of these paragraphs describe a single growth area, sharing details about that performance area or learner characteristic; a clear delta movement in this growth area, evidence that this actually did happen and reasons for its growth. Therefore four paragraphs are needed and evaluated independently.
Paragraph 7	This paragraph is the most important because it determines how much self-growth capacity is in place and the potential for this capacity to increase in the future. This paragraph should share key insights about using the mechanisms/processes you experienced during the course in order to continue to facilitate your self-growth and even increase its capacity.

Evaluation: **Self-growth Paper (35%)** The self-growth paper consists of 7 paragraphs that are evaluated according to the following scales and criteria:

Paragraph 1 (4 points possible)	Context was effectively clarified with connections to where you were and what drove your direction initially in setting your growth goals 4 pts	Some idea of where you actually started and where you wanted to go 3 pts	The paragraph does set some context 2 pts	The paragraph contains virtually no context 1 pt	
Paragraph 2 (4 points possible)	at least 4 growth areas are clearly articulated (if not the same as those selected in the course, a rationale for the substitution is provided) 4 pts	general idea can be followed but does not offer a clear outline of the growth areas 3 pts	unclear what is going to be discussed in the next paragraphs 2 pts	paragraph not connected to the next paragraphs 1 pt	
Paragraph 3 through 6 (20 points possible: 5 points/growth area or paragraph)	fully and factually articulated and completed 5 pts	logical and convincing but without evidence 4 pts	growth occurred but not effectively articulated 3 pts	change in the area but not clear what/how 2 pts	no change described 1 pt
Paragraph 7 (7 points possible)	three or more mechanisms are referenced from the previous paragraphs to show cause and effect in the self-mentoring and facilitation of future growth by illustrating how the control has shifted to the self-grower 7 pts	three or more mechanisms are referenced from the previous paragraphs to show cause and effect in the self-mentoring but without describing how you can make this work yourself 5 pts	set of tools or techniques referenced from previous paragraphs 3 pts	attempted a closure paragraph 2 pts	

The Success Plan must reach 80 points for reaching basic competency and 90 points for distinction.

4

**Competency
Four**

You have a life plan that defines how you intend to engage in life, educationally, professionally, as a community member, and within a family structure. This implies that you:

- Have analyzed your personal history: where you come from, who you are, and who you want to become
- Realize that others have valuable ideas, perspectives, and insights that have and will continue to enrich your thinking
- Have discovered that being positive (vs. presenting a negative attitude) increases the frequency of opportunities offered
- Are eager to keep moving on the path to develop into the person you want to become
- Align short-term course goals with life goals and update these term by term
- Ask questions when you don't understand something and need better direction
- Take time to think through the bigger projects to figure out how to meet expectations
- Seek out people with different perspectives, values, and customs to explore new areas of interest
- Realize that more is accomplished with greater quality if you don't wait to get going
- Seek new experiences and activities to engage with new people, building a personal network

ASSESSMENT TOOL: **Life Vision Portfolio**

This work product should illustrate that you have performed an extensive self-analysis of your past, present, and future in order to determine who you are, who you want to become, what you want to accomplish, and how you want your life to play out. There are 11 topics to explore in your Life Vision; you must write about 10 of them (800 words minimum):

Who Am I?	Failure, Performance, and Evaluation
Things I Want to Learn in My Life	Meaningful Reading
Processing Life's Difficulties	Seeing Myself through Learning Skills
My Goals	Friends as Mentors
Step by Step	Expanding My Life Experiences
Role Models	

Evaluation of the portfolio:

The criteria for Life Vision (**10 points per topic; 100 total possible**):

- Specifics: 1 point for at least 5 details and 2 points for at least 10 details
- Synthesis: 1 point for at least 2 meaningful connections and 2 points for at least 4 meaningful connections
- Reflective: 1 point for at least one new insight about yourself and 2 points for at least 2
- How meaningful was the analysis (1 point = some value; 2 points = helpful; 3 points = drives motivation; 4 points = transformational)

80 points needed to meet the competency and 90 points to meet the distinction

5 **Competency Five** **You have a professional demeanor and mindset with a desire for additional professional development. This is because you:**

- Consistently use professional language and etiquette during your educational experience
- Enjoy being involved in daily activities, meeting requirements, and feeling productive
- Minimize distractions by being purposeful in doing what you need to do now
- Take things in stride, relaxing when needed, and letting things go when appropriate
- Are willing to change when it benefits yourself and others in the short term
- Play varying roles effectively to support team outcomes before personal outcomes
- Meet others' expectations for readiness and rehearsing critical performances
- Complete assigned tasks in a timely manner when you said you would
- Develop systems and checklists to have what is needed most of the time

- Contribute value and modify your behaviors so that all involved benefit from your work
- Listen actively and synthesize ideas to aid in advancing conversations
- Publicly present an impactful message to a large audience
- Know when to assert yourself to help improve situations or to self-advocate

ASSESSMENT TOOL: [Score card/Gradebook of efforts and activities outside of the other four competencies \(see Appendix C\).](#)

400 points = basic competency, 450 points = distinction, 500 points maximum

Student Responsibilities

- **You are committed to being successful in this course, your work and in life.** This means you're absolutely sure that you want a high quality of life, and you're not only *willing* to grow, you *want* to grow
- **You are willing to do whatever is necessary.** For this course, this means attending to every activity, completing all the assignments to the best of your ability, participating within your team, spending quality time each day and never, never, never giving up!
- **You are coachable.** This means that you're willing to take assessment feedback from your team members and the facilitator of the course. You're willing to experiment with new behaviors and beliefs.
- **Team Player and Community Member.** Be a positive contributor to the community of learners, increasing the learning of the group of which you are a part.
- **Willing to be Accountable and Responsible.** Accept accountability for the timely completion of all course work products. This includes coming to your team fully prepared, with all homework and assignments completed by the day or time identified in the Course Schedule.
- **Be an Engaged Learner.** Emotionally engage in the challenge of personal growth and the necessary effort for continuous improvement in yourself and in the course.
- **Meet Deadlines.** Work products must be completed with the level of quality required and at the time identified.

Faculty/Facilitator Responsibilities

- Provide guidance and mentoring to each student in order to improve selected learning skills for this course, work, and life.
- Provide assessment feedback upon request to strengthen any defined area of interest or help improve performance on a performance task or work requirement
- Model the use of all tools and techniques at the same or higher level of quality expected of students.
- Provide in-depth consulting and mentoring during the course for anything desired.
- Provide assistance in locating additional resources that align with personal and team goals.
- On request, demonstrate techniques for everyone in the course.

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, exploration questions and discovery activities will correlate with learning activities scheduled for each activity day of the course. Participants should be prepared to use these resources effectively during in-team 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 of utmost importance. All participants in this course are expected to demonstrate the highest degree of integrity in your work and interactions with others. You can find further information in the Student Handbook.

Appendix A: Competency One Evaluation Score Sheet

Competency One: Assessment Journal Contents	Comprehensive 35	Honesty/ Openness 16	Level of Meaning 39	Non- judgmental 10	Total (100)
1: Performance Analysis	/1	/1	/3		5
1: Select Self-Growth Goals	/1	/1			2
2: Learning Something New	/1		/3		4
2: Learning Something New REPLY	/1		/3		4
3: My Past; Strengths & Opportunities	/1	/1		/1	3
3: Learning and Then Moving On	/1	/1		/1	3
4: From Evaluation to Assessment	/1		/3	/1	5
5: Next Term's Calendar	/1		/3		4
5: Assess work on Self-Growth Goals	/1	/1		/1	3
6: Creating a Methodology	/1		/3		4
6: A Solution	/1		/3		4
7: Interview Someone	/1				1
7: Finding Help	/1	/1			2
8: My Last Team	/1			/1	2
8: My Performance in a Team	/1	/1		/1	3
8: Reflection questions on teamwork	/1				1
9: Thinking About My Performances	/1	/1			2
9: My Preparation	/1	/1			2
9: Thinking About My Performances	/1	/1			2
10: Reading Log 1	/1		/3		4
10: Reading Log 2	/1				1
10: Assessment of a selected Reading Log	/1			/1	2
10: Assess work on Self-growth Goals	/1	/1		/1	3
11: I Learned	/1	/1	/3		5
11: Metacognitive	/1		/3		4
12: Success and Failure Concept Map	/1		/3	/1	5
12: Planning for Growth	/1	/1	/3		5
13: Mentoring Gifts	/1				1
13: Mentor Scoring	/1	/1			2
13: Mentor Planning	/1				1
14: 4 Performances	/1				1
14: Reaction Reports	/1	/1		/1	3
14: Reaction Conclusion Report	/1		/3		4
15: My Values	/1	/1			2
15: Their Values	/1				1
Total Points	/35	/16	/39	/10	100

Appendix B: Competency Three Evaluation Score sheet

Success Plan Part 1: Analysis of Problem

Characteristic	Rubric/Scoring				Points	
					possible	earned
<i>Inventory</i>	comprehensive	at least 10	some	none	3	
	3	2	1	0		
<i>Prioritization</i>	effective	completed	none		2	
	2	1	0			
<i>Clarity of issues</i>	fully articulated	mostly	none		2	
	2	1	0			
<i>Reason for inclusion</i>	strong	reasonable	some	none	3	
	3	2	1	0		
TOTAL					10	

Success Plan Part 2: Analysis of Assessment Instrument Types

	possible	earned
Objective Assessments	10	
Performance Assessments	10	
TOTAL	20	

Success Plan Part 3: Recovery Plan (for either a distinct course or generalized)

Characteristic	Rubric/Scoring						Points	
							possible	earned
Specific Assessments identified (strength)								
	complete		partial			none	5	
	5	4	3	2	1	0		
Provide a detailed plan to produce the learning (hour by hour) for each competency								
	strong		sufficient		some detail	none	5	
	5	4	3	2	1	0		
Describe the preparation strategy to pass each competency (will the strategy be successful?)								
	yes	probably	maybe	possibly	probably not	no	5	
	5	4	3	2	1	0		
TOTAL							15	

Success Plan Part 4: Learning Kit (5 tools)

<i>Characteristic</i>	Rubric/Scoring					Points	
						possible	earned
<i>Format</i>	solid/complete		some value		none	4	<input type="text"/>
	4	3	2	1	0		
<i>Description</i>						4	<input type="text"/>
	4	3	2	1	0		
<i>Implementation plan</i>						4	<input type="text"/>
	4	3	2	1	0		
<i>Impact explanation</i>						4	<input type="text"/>
	4	3	2	1	0		
<i>Impact measurement</i>						4	<input type="text"/>
	4	3	2	1	0		
TOTAL						20	<input type="text"/>

Self-Growth Paper (see Competency 3 section for rubric/scoring descriptors)

<i>Section</i>	Rubric/Scoring							Points	
								possible	earned
<i>Paragraph 1</i>								4	<input type="text"/>
	4	3	2	1	0				
<i>Paragraph 2</i>								4	<input type="text"/>
	4	3	2	1	0				
<i>Paragraph 3</i>								5	<input type="text"/>
	5	4	3	2	1	0			
<i>Paragraph 4</i>								5	<input type="text"/>
	5	4	3	2	1	0			
<i>Paragraph 5</i>								5	<input type="text"/>
	5	4	3	2	1	0			
<i>Paragraph 6</i>								5	<input type="text"/>
	5	4	3	2	1	0			
<i>Paragraph 7</i>								7	<input type="text"/>
	7	6	5	4	3	2	1		
TOTAL								35	<input type="text"/>

Appendix C: Competency Five Components and Points

ITEM		POINTS	TOTAL POINTS
What is it? Quiz		20 questions @ 1 point each	20
Reading Quizzes		14 quizzes @ 10 points each	140
Exploration Questions		15 sets @ 10 points per set	150
Schedule Office Hours after Experience 1			10
Team Forum	Introductions		10
	Ex1 Performance Analysis: Fictional Character		15
	Ex1 Performance Analysis: Model		15
	Ex2 Assessing Use of the LPM		10
	Ex3 Learning & Moving On		10
	Ex4 Assessment Discoveries		10
	Ex5 My Time		10
	Ex6 Problem Scenarios		10
	Ex7 College Terminology		10
	Ex8 Working Together		10
	Ex9 Team Preparation		10
	Ex11 Concept Maps		10
	Ex12 Success and Failure Interviews		10
	Ex12 Success and Failure Discoveries		10
	Ex13 Assessing a Mentoring Relationship		10
Ex14 Team Captain		10	
Ex15 Values, Passion, & Meaning		10	
Total:			500

Profile of a Collegiate Learner

Area Descriptive Behaviors and Mindsets

GROWTH MINDSET	
Growth mindset	<i>With conviction, implements a monthly self-growth plan to attain a growth goal</i>
Is Committed to Success	<i>With mentor support, commits even though not convinced they will achieve success</i>
Self-Assesses	<i>Produces meaningful SIIs, using criteria with precise observations in valuable contexts</i>
Is Positive	<i>Links frequency of opportunities with being positive vs. presenting a negative attitude</i>
Is a Self-Starter	<i>Realizes that more is accomplish with greater quality if you don't wait to get going</i>
Is Open to Feedback	<i>Desires feedback by anyone who they feel can help them get better</i>
Is Open-Minded	<i>Realizes that others have valuable ideas, perspectives, and insights to enrich thinking</i>
Self-Challenges	<i>Seeks others who will push them outside their comfort zone for the growth it produces</i>
ACADEMIC MINDSET	
Clarifies Expectations	<i>Analyzes the syllabus, looks for specifications and criteria for every assignment</i>
Is Inquisitive	<i>Asks questions when doesn't understand something the instructor is going to evaluate</i>
Is Self-Efficacious	<i>When repeating performances in past successful or very similar situations</i>
Is Self-Motivated	<i>Is eager to keep moving on the path to develop into the person they want to become</i>
Is Self-Confident	<i>Values failure to advance successes because emotional impact of failures is lessened</i>
Creates a Life Vision	<i>Thought through where they have come from, who they are, and who they want to be</i>
LEARNING PROCESSES	
Is a Master Learner	<i>Uses several key steps of the Learning Process Methodology to construct knowledge</i>
Reads	<i>Uses reading logs to strengthen pre-reading techniques and quick reads to learn better</i>
Writes	<i>Produces significant theses with supporting evidence and meaningful contexts</i>
Thinks Critically	<i>Values how their thinking can bring clarity to new ideas by using specific cognitive skills</i>
Solves Problems	<i>Uses problem solving as a process that needs initial work before exploring alternatives</i>
Processes Information	<i>Knows how, when, how much and at what quality to attain specific information</i>
Reflects	<i>Uses a tool set to step back to make sense of cognitive, social or emotional perplexities</i>
LEARNING STRATEGIES	
Sets Goals	<i>Aligns short term course goals with life goals and updates these term by term</i>
Has Learner Ownership	<i>Controls a more explicit learning process to construct new meaning and transferability</i>
Uses Resources Effectively	<i>Identifies when additional resources are needed and gains some value from their use</i>
Validates	<i>Has develop a few mechanisms to know when they know and if a solution is correct</i>

LEARNING STRATEGIES (CON'T)	
Uses Meta-cognition	<i>Desires to know more of how the mind works and will investigate it at certain times</i>
Works Hard	<i>Elevates effort when challenges require it or being publicly reviewed</i>
Plans	<i>Takes time to think through the bigger projects to figure out how to meet expectations</i>
AFFECTIVE LEARNING SKILLS	
Persists	<i>Willing to continue most times even when things get tough and uncertainty increases</i>
Manages Frustration	<i>Has learned to take things in stride, relax when needed, and let some things go</i>
Manages Time	<i>Values time and allocates its use to meet requirements, challenges and a balanced life</i>
Prioritizes	<i>Puts first things first, taking care of critically important things to meet their deadlines</i>
Is Disciplined	<i>Will delay fun activities that might prevent fulfilling obligations or collaborations</i>
Takes Risks	<i>Will respond favorably to challenges even though they know that they may well fail</i>
Leverages Failure	<i>Will reflect and self-assess after a failure to strengthen areas that will lead to success</i>
Asks for Help	<i>Uses asking for help as a strength (vs. a weakness) without taking advantage of others</i>
Is Well	<i>Maintains some balance in life with attention to diet, sleep, exercise, and down time</i>
Adapts	<i>Will change when it benefits self and others in the short term or in growth areas</i>
SOCIAL LEARNING SKILLS	
Is a Team Player	<i>Plays varying roles effectively to support team outcomes before personal outcomes</i>
Is Collaborative	<i>Contributes value and modifies behaviors so that all involved benefit from this work</i>
Is Responsible	<i>Completes assigned tasks in a timely manner when they said they would</i>
Is Assertive	<i>Knows when to insert themselves to help improve situations or to self-advocate</i>
Is Connected	<i>Seeks new experiences and activities to engage with new people to increase network</i>
Is a Communicator	<i>Listens actively and formulates synthesized ideas to aid in advancing conversations</i>
Seeks Diversity	<i>Seeks out people with different perspectives, values and customs to explore new areas</i>
Speaks Publically	<i>Values voice and the impact that their message can have on a group of people</i>
PRODUCTIVE ACADEMIC BEHAVIORS	
Is Engaged	<i>Enjoys being there academically in many of the things they do on a daily basis</i>
Is Focused	<i>Minimizes distractions by being purposeful in doing what they need to do now</i>
Is Prepared	<i>Meets others' expectations for readiness and rehearses critical performances</i>
Is Organized	<i>Has developed systems and checklists to have what is needed most of the time</i>