EDP/SAS 110A Meaningful Learning and Engagement: From Learning to Innovation
Spring 2015

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Phone:
Office Hours:
Office: EDUC 611

Monday & Wednesday Lectures
Time:
Building:
Room:

Teaching Assistants and Friday Discussion Sections

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SAS Assistants:

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Catalog Description

This course is one in a three course series on meaningful learning and engagement at the college level. The focus of this course is to examine the relationship between knowledge and learning and explore the topics of curiosity, knowledge construction, and strategic thinking.

Course Description

This course is one in a three course series on meaningful learning and engagement at the college level. The overall purpose of this series is to introduce students to theories of learning, motivation, and identity development from an Educational Psychology perspective. Students will explore how these theories describe and explain aspects of their own academic lives. Students will also have the opportunity to actively develop their skills for engaging in meaningful learning and participation within their university communities. The focus of this course is to examine the relationship between knowledge and learning and explore the topics of curiosity, knowledge construction, and strategic thinking.

Expected Learning Outcomes

At the completion of this course students will be able to:

- Identify, discuss, and critique theories of learning, expertise, and knowledge construction
- Demonstrate how these theories apply to their own understandings of knowledge, learning, and student engagement
- Outline a strategic plan for the development of their specific disciplinary knowledge and engagement
- Generate interview questions for a faculty/expert in their discipline of interest
Required Text and Supplemental Materials

All required supplemental materials including weekly readings, lecture outlines, and discussion activities will be provided for students on the course D2L website. It is the student’s responsibility to access D2L and print out the required materials. If you are not familiar with D2L or have technical issues, please contact the instructor or your discussion section TA immediately.

Reading References


Brief Description of Activities (In collaboration with SAS staff)

Lecture Activities

In-lecture activities will be assigned during each Monday and Wednesday meeting. Students are responsible for attending lecture to complete these activities. A total of 10 activities will be assigned for a total of 30 points.

Reading Activities

Students will respond to two weekly reading multiple-choice questions via the D2L quiz function. Students have until Friday 5:00 p.m. to respond to the week’s reading questions. A total of 10 questions will be assigned for a total of 10 points.

Discussion Activities

Discussion activities will be assigned and completed in Friday discussion sections. Students are responsible for attending class to complete these activities. A total of 5 activities will be assigned for a total of 15 points.

Engagement Assignment

The end of term assignment encourages students to review and apply material presented in the readings and lectures to their own learning and engagement. Students will be required to contact and interview an expert in a discipline of interest about their educational experiences. Students will turn in a summary of their interview and a reflection on how this informs their own learning and engagement. The assignment is worth a total of 15 points.
IMPORTANT COURSE POLICIES

Grading Policy

This course uses a point system. Partial credit or half points are not awarded. Final grades are not rounded or “bumped”. No extra credit is offered. All possible points for the course are described below.

<table>
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<th>Activity</th>
<th>Points</th>
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<tr>
<td>10 In-lecture Activities (3 each)</td>
<td>30</td>
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<td>10 Reading Questions (1 each)</td>
<td>10</td>
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<td>5 Discussion Activities (3 each)</td>
<td>15</td>
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<tr>
<td>1 Engagement Assignment</td>
<td>15</td>
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Total Points Possible: **70 points**

Final Course Grade

49 (70%) – 70 (100%) points = PASS

Or less – 48 (69%) points = FAIL

Course Attendance and Participation

This course is designed to encourage students to think critically about the material and to reflect on their learning and engagement. However, whole class discussion of the content cannot occur if students do not know the details of the topic. Therefore, it is important that students stay current on the assigned readings for lecture and discussion meetings. Student attendance and participation will be evaluated throughout the course and considered in final grades.

All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Absences pre-approved by the UA Dean of Students (or Dean's designee) will also be honored. Late work is only accepted for absences due to these circumstances. If you expect to be absent on a day that an assignment is due or scheduled to be completed in class, notify the instructor and TA BEFORE the due date.

Personal Technology

Please turn off cell phones and instant messaging when you are in class. If you have a legitimate reason that you must be available to answer your phone or text messages (e.g., childcare responsibilities), please notify the instructor before class starts and sit near an exit. Many students like to take notes on laptops or other mobile devices. It is expected that these devices will be used for coursework and not for checking email, internet browsing, updating Facebook, online shopping, etc. while in class. Your help in maintaining a productive learning environment is required.
Email Policy

In order to better communicate with you, we have provided our email addresses at the top of this document. We treat email as professional communication and expect the same of you. Please make sure that you clearly state your name, section, and request in every email. We will respond to emails promptly and you are guaranteed that the instructor and TAs will check their email regularly. Emails received outside of normal business hours (e.g., on the weekends or late at night) will be responded to the next business day.

Withdrawals/Drops

If you decide to withdraw from the course, you are responsible for making the necessary arrangements. We will not automatically drop you if you stop attending the class. In addition, please see the University’s policy on granting incomplete grades at: http://registrar.arizona.edu/gradepolicy/incomplete.htm.

Academic Integrity and Plagiarism Policy

It is expected that all UA students will uphold the Code of Academic Integrity, available online at: http://deanofstudents.arizona.edu/codeofacademicintegrity. In addition, please refer to the Educational Psychology Plagiarism Policy (posted to the course website) for a detailed explanation of our expectations for student work in this course.

Class Conduct

It is expected that all UA students will uphold the Student Code of Conduct and Policy on Threatening Behavior by Students. These policies are available online at: http://deanofstudents.arizona.edu/studentcodeofconduct and http://policy.web.arizona.edu/threatening-behavior-students. Any behavior disrupting the learning environment will not be tolerated.

Accessibility and Accommodations:

It is the University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations.

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

Important Final Note and Tentative Course Schedule

The syllabus and course schedule are working documents. The instructional staff will attempt to follow the schedule of topics and assignments provided but reserve the right to make changes when necessary. Students will be given adequate notification when changes are made.

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<th>Topic</th>
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<tr>
<td>1</td>
<td>What is learning?</td>
<td>Fleming (1995)</td>
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<tr>
<td>2</td>
<td>What is knowledge?</td>
<td>Brooks (2014)</td>
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<tr>
<td>4</td>
<td>Student Engagement</td>
<td>Kahneman (2011)</td>
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<tr>
<td>5</td>
<td>Innovation</td>
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