

**HDEV 1110.405 – Reading And Learning Strategies
Fall 2020**

Course Information

Section: 405

Meeting: Monday/Wednesday 11:00am-11:50am

Location: Remote (Canvas and Zoom)

Instructor Information

Professor: Dawn M. Crawford

Email: dcrawford@smu.edu

Office Location: Heroy 307 (remote)

Virtual Office Hours: Thursdays 1-2pm, and by appointment

Course Description

HDEV 1110 is a one-term graded course that counts as a university free elective. Designed to improve reading and learning efficiency, this course is directed to undergraduate students who want to acquire advanced reading and learning techniques.

HDEV 1110: Reading and Learning Strategies is a one-semester, one-credit, graded course where students will learn to apply a variety of reading and learning techniques to the demands of their other courses to enhance their opportunity for academic success. A diagnostic pre-test and post-test determine starting learning skills levels and measure progress during the semester. Self-assessment allows each student to set individual objectives and to build on individual strengths, developing a personalized study system. The assignments enable students to address ongoing academic challenges by applying HDEV 1110 strategies to their other courses. Increased rate and comprehension, in combination with improved study strategies, can reduce needed study time and produce better learning with high grades. This course can help any student to become a more effective and efficient reader and learner.

Course Objectives

By the end of this course, students will be able to:

- Apply time management by using long-range, mid-range and short-range tools
- Create a personal system for organization
- Define learning preferences to identify the most effective learning strategies
- Implement a textbook study-reading system to build concentration, comprehension, and retention
- Produce effective lecture and reading notes
- Develop and evaluate a test preparation system
- Utilize memory techniques to readily retain and retrieve information

Student Learning Outcomes

The Reflection Video assignment will meet the three Student Learning Outcomes (listed below) for the Oral Communication Proficiency. **Student Learning Outcome:** Students will demonstrate an ability to engage in clear and concise live communication.

1. Students will demonstrate a clearly and consistently observable organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) within the context of a presentation.
2. Students will make language choices in the context of a presentation that are thoughtful, appropriate to the audience, and generally support the effectiveness of the presentation.

Requirements

Required Course Materials

- Textbook: *Thriving in College and Beyond, Research Based Strategies for Academic Success and Personal Development* by Cuseo, Joseph B., et al. ISBN #978-1-5249-8999-6. 5th Edition. Purchase from the bookstore or [publisher](#). The e-book package is at a lower cost than the print package and is acceptable.
- Purchase Ace Reader online for \$10. Please wait to purchase until we discuss this during the first week of class.

Course Format

This course is a 12-week, fully online course. Attendees might meet synchronously virtually for a few of the activities, but all the readings and activities can be completed asynchronously within SMU's Learning Management System - Canvas and/or other outside resources.

Course Website and Required Materials

SMU's Learning Management System - Canvas - will be used for this class. Most course materials will be available online through this course site. For a list of required materials, please visit the Home page for this course. Please review the technical requirements for this course. Students for whom this might cause a difficulty need to inform me at dcrawford@smu.edu.

Description of Assignments

There is 150 total possible points in this class. *Assignments*, which includes assignments and two quizzes are worth a total of **85 points**. *Attendance and Participation*, which includes the completion of two modules of Ace Reader, Reading and Skimming Drills, synchronous Discussions/Activities is worth a total of **65 points**. All assignments are due at 11:59pm on the due date. Late assignments will only be accepted for half credit if they're submitted within 72 hours (3 days) of the original deadline, after which will earn a grade of zero. Students will complete assignments on time management, note-taking, test preparation and a video presentation. More detailed information about each assignment will be shared via the individual assignments' instructions and rubrics.

Attendance and Participation - 65 points

- **Ace Reader:** There are 12 times you'll be asked to login to Ace Reader to complete ten activities. Each session is worth 1 point, totaling 12 points towards your Attendance and Participation grade.

- **Reading/Skimming Drills:** There are 17 times you'll be asked to complete a reading or skimming drill. Each drill completion is worth 2 points, totaling 34 points towards your Attendance and Participation grade.
- **Synchronous Discussions/Activities:** You will complete several discussions/activities that are designed to keep you actively engaged in the topic. Each day you participate in class discussions and activities, you will earn 1 point. On day 10, 11 or 12 you will meet individually with your instructor. Your participation in the individual meeting will count as 1 point. This totals 19 points towards your Attendance & Participation grade; however, since you will meet via Zoom on 21 days, there is an opportunity for 2 extra credit points here.

Assignments - 85 points

- **Course Chart:** 5 points
- **Semester at a Glance:** 5 points
- **Time Awareness 24/7 Schedule:** 15 points
- **Cornell Notes:** 10 points
- **5-Day Test Prep Plan:** 5 points
- **Test 1 Analysis:** 5 points
- **3 Reflection Exercises:** 5 points each
- **2 Reading Quizzes:** 5 points each
- **Reflection Video:** 15 points

Grading

Grades will be available through Canvas and students may access them to determine where they stand in this course at any time. Your grade will be calculated according to the below grading scale displayed in this syllabus page. Please make sure to check your grade book to see your instructor's feedback on your projects and activities. It is your responsibility to check for your instructor's feedback and make appropriate improvements to assignments if necessary.

Grading Scale

A	A -	B +	B	B -	C +	C	C -	D +	D	D -	F
100-93%	92-90%	89-87%	86-83%	82-80%	79-77%	76-73%	72-70%	69-67%	66-63%	62-60%	59% and below
139-150 pts	135-138 pts	130-134 pts	124-129 pts	120-123 pts	115-119 pts	109-114 pts	105-108 pts	100-104 pts	94-99 pts	90-93 pts	0-89 pts

Course Policies

Virtual Classroom Expectations

The goal in our virtual setting is to mimic the traditional classroom.

- Students will have their video turned on and their videoing device near eye level.

- Students will be in a limited distraction location, such as a private room with no extraneous noise.
- Students should be situated at a place that's conducive for effective note-taking (table/desk) and has optimal foreground lighting.
- Students should be dressed in a manner appropriate for the traditional classroom.
- Since our lectures, group case studies, and activities will require the textbook, students will have their textbook (physical or ebook) with them for each class session.
- If students don't have regular access to a computer or ipad that can be used for synchronous Zoom class sessions, they need to reach out to their professor to discuss other option.

Note: If students have or foresee having any extenuating circumstances that will prevent them from following the above expectations, I expect them to reach out to me ASAP to discuss their situation.

Statement on Communication

If you have any questions about this course and its assignments, please submit your question via the [Course Q&A](#). That way, if any of your classmates have the same question, they will have access to the answer there and I can [kill two birds with one stone](#). You may also contact me via email or the Canvas inbox. I will respond to your question or email within 48 hours. Responses might be slightly delayed on holidays. Assignments will be graded within three days of the assignment due date. My grading timeline might be delayed for longer assignments.

Note: All course communication will be done via Canvas and/or via your SMU email address. Please make sure to check that email regularly.

Plagiarism and Academic Honesty

Students are expected to embrace and uphold the SMU Honor Code. Violations of the Honor Code will be acted upon in accordance with the policies and procedures outlined in the Mustang Student Handbook.

Disability Accommodations

Students needing academic accommodations for a disability must first register with Disability Accommodations & Success Strategies (DASS). Students can call 214-768-1470 or visit <http://www.smu.edu/Provost/SASP/DASS> to begin the process. Once approved and registered, students will submit a DASS Accommodation Letter to faculty through the electronic portal *DASS Link* and then communicate directly with each instructor to make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement.

Religious Observance

Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the

absence. (<https://www.smu.edu/StudentAffairs/Chaplain/ReligiousHolidays>).

Statement on Attendance

Because this course is remote, attendance is required. After the second absence, students will lose five points from their final grade for each additional absence. Late assignments will only be accepted for half credit if they're submitted within 72 hours (3 days) of the original deadline, after which will earn a grade of zero. If you are ill or experience technical difficulties please notify your instructor as soon as possible so that they may work with you to prevent you from falling behind. If you are absent due to COVID-19 related issues, please contact your instructor immediately (see University Covid-19 Attendance Statement below).

Excused Absences for University Extracurricular Activities

Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (See [2020-2021 SMU Undergraduate Catalog](#) under "Enrollment and Academic Records/Excused Absences.")

University Covid-19 Attendance Statement:

Students who are experiencing COVID-19 symptoms or who have been notified through contact tracing of potential exposure and need to self-quarantine or isolate must follow the protocols laid out in [SMU's Contact Tracing Protocol](#). To ensure academic continuity, students in these situations will not be penalized and will be provided appropriate modifications to assignments, deadlines, and testing. Please also note that SMUFlex classes might, in rare circumstances, go remote for two-week periods to accommodate COVID-related issues. To ensure these necessary accommodations, affected students must:

- Provide as much advance notification as possible to the instructor about a change in circumstances. Students must notify their instructor about a potential absence as well as plans for a return to class. For cases in which students test positive for COVID-19, they should fill out a [CCC form at this link](#).
- Communicate promptly with the instructor to establish, as necessary, alternative assignments and/or changes to deadlines and exams. Students are then responsible for meeting the expectations laid out in these alternative arrangements.
- Continue participation in class via Zoom, as health circumstances permit. Attend class regularly, when not in a situation outlined above, in accordance with safety measures laid out by SMU CAN in the [Pledge to Protect](#) (including wearing masks, maintaining social distancing, and cleaning personal space after class). In-person participation in SMUFlex classes is required on students' assigned red/blue rotation days except in cases when students are experiencing illness, are in self-quarantine or in isolation.
- Students facing multiple or extended COVID-19-related absences or illness can work with the Office of the Dean of Students to consider options such as fully remote learning or medical withdrawal.

This policy, aligned with the [SMU Honor Code](#) and the SMU [Pledge to Protect](#), relies on mutual trust and respect between students and faculty to ensure safety, academic integrity, and instructional continuity.

Student Academic Success Programs

Students needing assistance with writing assignments for SMU courses may schedule an appointment with the Writing Center through Canvas. Students wishing support with subject-specific tutoring or success strategies should contact SASP, Loyd All Sports Center, Suite 202; 214-768-3648; <https://www.smu.edu/sasp>.

Caring Community Connections (CCC) Program

This is a resource for anyone in the SMU community to refer students of concern to the Office of the Dean of Students. Faculty play a critical role in identifying students who are experiencing challenges, as you may be the first to notice a change in behavior such as class attendance or performance. The online referral form can be found at smu.edu/deanofstudentsccc. After a referral is submitted, students will be contacted to discuss the concern, strategize options, and be connected to appropriate resources. Additionally, should you have concerns about students and are unclear about what to do, please see the [CCC Reference Guide](#), or contact the Office of the Dean of Students at 214-768-4564.

“Campus Carry” Policy:

In accordance with Texas Senate Bill 11, also known as the “campus carry” law, following consultation with entire University community SMU determined to remain a weapons-free campus. Specifically, SMU prohibits possession of weapons (either openly or in a concealed manner) on campus. For more information, please see: http://www.smu.edu/BusinessFinance/Police/Weapons_Policy.

Accommodations for Pregnant and Parenting Students:

Under Title IX students who are pregnant or parenting may request academic adjustments by contacting Elsie Johnson (elsiej@smu.edu) in the Office of the Dean of Students, or by calling 214-768-4564. Students seeking assistance must schedule an appointment with their professors as early as possible, present a letter from the Office of the Dean of Students, and make appropriate arrangements. Please note that academic adjustments are not retroactive and, when feasible, require advance notice to implement.

Statement on Netiquette

Netiquette is a set of rules for behaving properly online. Something about cyberspace makes it easy for people to forget that they are interacting with other real people. The following bullet points cover some basics to communicating online:

- Be sensitive to the fact that there will be cultural and linguistic backgrounds, as well as different political and religious beliefs, plus just differences in general.
- Use good taste when composing your responses in Discussion Forums. Swearing and profanity is also part of being sensitive to your classmates and should be avoided. Also consider that slang can be misunderstood or misinterpreted.

- Don't use all capital letters when composing your responses as this is considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
- Be respectful of your others' views and opinions. Avoid "flaming" (publicly attacking or insulting) them as this can cause hurt feelings and decrease the chances of getting all different types of points of view.
- Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.
- Use good grammar and spelling and avoid using text messaging shortcuts.

Emoticons and emojis can be used to add emotion to your text or convey invisible body language, as long as they are used tastefully.

Course Calendar		
Day/Date	In Class (Zoom)	Due Dates & Reading for Next Class
M, 8/24	Welcome! Introduction LASSI Assessment	Purchase Textbook for next class 8/30, 11:59pm: Reflection 3.3 Clarifying Your Coals
W, 8/26	Goal Setting & Motivation: Goal Setting & Ace Reader Introduction Exercise 3.3 Clarifying Your Goals, pg 73	Purchase Ace Reader Textbook, Chapter 3, pgs 59-70 8/30, 11:59pm: Ace Reader #1-10
M, 8/31	Time Management: Neuroscience of Learning Reading Drill #1 Your Course Chart	Textbook, Chapter 3, pgs. 66-70 9/6, 11:59pm: Course Chart 9/6, 11:59pm: Semester at a Glance
W, 9/2	Time Management: Your Semester at a Glance Time Awareness Case Study & Discussion	Textbook, Chapter 4, pgs. 75-82 9/6, 11:59pm: Ace Reader #10-20
M, 9/7	Time Management: Calendar/Planner To-Do Lists Your Time Awareness 24/7 Calendar	Textbook, Chapter 4, pgs. 83-88 9/13, 11:59pm: Time Awareness 24/7 Schedule 9/13, 11:59pm: Ace Reader #21-30
W, 9/9	Time Management: Quadrant Table Reading Drill #2	9/13, 11:59pm: Quadrant Table Extra Credit Assignment
M, 9/14	Note-Taking & Organization: Organization Case Study Effective Listening and Note-Taking Strategies Reading Drill #3	9/20, 11:59pm: Ace Reader #31-40 Textbook, Chapter 5, pgs. 93-102
W, 9/16	Note-Taking:	9/20, 11:59pm: Your Cornell Notes

	Note-Taking Individual Activity Your Cornell Notes Reading Drill #4	Textbook, Chapter 5, pgs. 103-108
M, 9/21	Textbook Study Reading & Study Groups: Telegrammatic Highlighting SQ4R Practice and Discussion Skimming Drill #1 Reading Drill #5	Textbook, Chapter 6, pgs. 129-134 Sign up for individual meeting
W, 9/23	Individual Conferences & Test Prep: Asynchronous Learning Day (Complete all elements in agenda individually) Meet with Professor Reading Drill #6	Sign up for individual meeting 9/27, 11:59pm: Ace Reader #41-50
M, 9/28	Individual Conferences & Test Prep: Asynchronous Learning Day (Complete all elements in agenda individually) Meet with Professor	Sign up for individual meeting 10/4, 11:59pm: Skimming Drill #2 10/4, 11:59pm: Reading Drill #7 10/4, 11:59pm: Ace Reader #51-60
W, 9/30	Individual Conferences & Test Prep: Asynchronous Learning Day (Complete all elements in agenda individually) Meet with Professor	10/4, 11:59pm: Test Preparation Activity 10/4, 11:59pm: 5 Day Test Prep Plan Textbook, Chapter 6, pgs. 129-144
M, 10/5	Learning Preferences: Reading Quiz #1 Learning Style Preferences Inventory Learning Preferences Discussion Reading Drill #8	10/5, in class: Reading Quiz #1 Textbook, Chapter 2, pgs. 35-50
W, 10/7	Memory & Concentration: Skimming Drill #3	10/11, 11:59pm: Ace Reader Course Mode 2 #1-10 10/11, 11:59pm: Reflection Exercise 1.12, pgs. 21-22 Textbook, Chapter 1, pgs. 1-22
M, 10/12	Memory & Concentration: Memory Discussion Skimming Drill #4	10/18, 11:59pm: Ace Reader CM #11-20 Textbook, Chapter 5, pgs. 109-123
W, 10/14	Stress Management & Test Anxiety: Self-Script Activity Reading Drill #9 Reminder: Test 1 Analysis Exercise 13.4 College Stress	10/18, 11:59pm: Test 1 Analysis 10/18, 11:59pm: Reflection Exercise 13.4 College Stress, pgs. 332-333 Textbook, Chapter 9, pgs. 315-319
M, 10/19	General Education: Individual Assessment 2.5 Skimming Drill #5	10/25, 11:59pm: Ace Reader CM2 #21-30 Textbook, Chapter 2, pgs. 35-49

W, 10/21	Educational Planning: Reflection Exercise 3.6 Reading Drill #10	10/25, 11:59pm: Reflection 3.6 (pg 67) Extra Credit
M, 10/26	Higher Level Thinking: Self-Assessment & Reflection Exercise 8.5 Reading Quiz #2	10/26, in class: Reading Quiz #2 Textbook, Chapter 8, pgs. 177-192
W, 10/28	Social & Emotional Intelligence: Skimming Drill #6	11/1, 11:59pm: Ace Reader CM2 #31-40
M, 11/2	Public Speaking & Video Reflection: Reflection Video	Textbook, Chapter 7, pgs. 167-171
W, 11/4	Public Speaking & Video Reflection: Reflection Video	11/8, 11:59pm: Ace Reader CM2 #41-50 11/8, 11:59pm: Reflection Video
M, 11/9	Final Exam Preparation: Finals Battle Plan Last Month Calendar Finals Week Master Schedule Making Your Plan Work Skimming Drill #7	11/15, 11:59pm: Ace Reader CM2 #51-60
W, 11/11	Post Assessment & Evaluation: LASSI Post-Assessment Course Evaluation	11/11, in class: LASSI Post-Assessment (must complete in order to pass the class)