Spring 2021
HDEV 1110-403- Reading and Learning Strategies
Tuesday/Thursday 9:30AM- 10:20AM

INSTRUCTOR: Becca Umobong
OFFICE: 202C Learning Enhancement Center
PHONE: (214) 768-3543
E-MAIL: rebecca@smu.edu
VIRTUAL OFFICE HOUR: Mondays 2-3pm (see Canvas for link)
Schedule an individual meeting at www.smu.edu/AcademicCounseling

Course Description

HDEV 1110- Reading and Learning Strategies is a one-semester, one-credit, graded course which counts as a university free elective. Designed to improve reading and learning efficiency, HDEV 1110 is directed to first-year through junior students who want to acquire advanced reading and learning techniques. Students will 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- and post-test determine starting learning skill 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. Out-of-class 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 higher grades. This course can help any student to become a more effective, efficient reader and learner.

Course Objectives

Students will work to:

• improve TIME MANAGEMENT by using long-range, mid-range, and short-range tools
• create a personal system for ORGANIZATION
• determine LEARNING PREFERENCES in order to identify the most effective learning strategies
• use a textbook study-reading system to build CONCENTRATION, COMPREHENSION, and RETENTION
• take and use effective lecture and reading NOTES
• enhance TEST PREPARATION and TEST TAKING proficiency
• improve MEMORY and use MNEMONIC TECHNIQUES to readily retain and retrieve information
• demonstrate an ability to engage in clear and concise LIVE COMMUNICATION
• use FLEXIBLE READING RATES, including skimming and scanning, suited to different materials and purposes
• improve overall READING RATE
Course Format

This course is a 12-week, virtual course. Students will meet synchronously during class time via Zoom. Some assignments will 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 syllabus 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 rebecca@smu.edu.

<table>
<thead>
<tr>
<th>REQUIRED MATERIALS</th>
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<tr>
<td>2. Purchase Ace Reader online for $10 at <a href="https://smu.acereader.com/">https://smu.acereader.com/</a>. Directions will be given in class.</td>
</tr>
</tbody>
</table>

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. If you’re unable to turn on your video for certain class sessions, please contact me at rebecca@smu.edu.
- Students will do their best to 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 me at rebecca@smu.edu to discuss another 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.

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 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 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.

Statement on Attendance
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.

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.

• 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.

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.”)

Student Learning Outcome and Supporting Skills

The oral presentation assignment will meet the Student Learning Outcome (listed below) and the supporting skills for the Oral Communication Proficiency.

Student Learning Outcome: Students will demonstrate the ability to engage in clear and concise live communication.

Supporting Skills

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.

3. Students will use delivery techniques (posture, gestures, eye contact, and vocal expressiveness) that make the presentation interesting and make the speaker appear comfortable.

4. Students will articulate and support a clear thesis.

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.

**Statement on Communication**

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 one week of the assignment due date. My grading timeline might be delayed for longer assignments.

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

**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**

<table>
<thead>
<tr>
<th>Grade</th>
<th>A+</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
<th>F</th>
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</thead>
<tbody>
<tr>
<td>Points</td>
<td>100-93%</td>
<td>92-90%</td>
<td>89-87%</td>
<td>86-83%</td>
<td>82-80%</td>
<td>79-77%</td>
<td>76-73%</td>
<td>72-70%</td>
<td>69-67%</td>
<td>66-63%</td>
<td>62-60%</td>
<td>59% and below</td>
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<td></td>
<td>139-150 pts</td>
<td>135-138 pts</td>
<td>130-134 pts</td>
<td>124-129 pts</td>
<td>120-123 pts</td>
<td>115-119 pts</td>
<td>109-114 pts</td>
<td>105-108 pts</td>
<td>100-104 pts</td>
<td>94-99 pts</td>
<td>90-93 pts</td>
<td>0-89 pts</td>
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**Requirements/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 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. Your participation in these discussions and activities totals 19 points.

**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
- **Presentation**: 15 points

The calendar below shows the due dates of all assignments and attendance and participation activities throughout this course. I highly recommend that you use a planner to list all of the due dates listed in this calendar.

*Disclaimer: The instructor reserves the right to make changes to the schedule of the class. Any alterations will be announced in Canvas or via email by the instructor. Students who do not check Canvas or their email assume full responsibility for missing alterations to the course.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Due Date</th>
<th>Assignment</th>
<th>Reading Schedule (complete before class time)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sunday, January 31</td>
<td>• Ace Reader #1-10</td>
<td>Ch. 3, pgs. 59-70</td>
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<td></td>
<td></td>
<td>• Reflection Exercise (Clarifying Your Goals, p. 73)</td>
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<tr>
<td>2</td>
<td>Sunday, February 7</td>
<td>• Reading Drill #1</td>
<td>Ch. 4, pgs. 75-82</td>
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<td></td>
<td></td>
<td>• Ace Reader #11-20</td>
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<td></td>
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<td>• Course Chart</td>
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<td>• Semester at a Glance</td>
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<tr>
<td>3</td>
<td>Sunday, February 14</td>
<td>• Reading Drill #2</td>
<td>Ch. 4, pgs. 83-88</td>
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<td></td>
<td></td>
<td>• Ace Reader #21-30</td>
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<tr>
<td>Date</td>
<td>Assignment</td>
<td>Pages</td>
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<tr>
<td>Sunday, Feb 21</td>
<td>Time Awareness 24/7 Calendar, Quadrant Table Extra Credit Assignment, Reading Drill #3, Ace Reader #31-40, Reading Drill #4, Your Cornell Notes</td>
<td>Ch. 5, pgs. 93-102</td>
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<tr>
<td>Sunday, Feb 28</td>
<td>Reading Drill #5, Ace Reader #41-50, Reading Drill #6, Skimming Drill #1</td>
<td>Ch. 5, pgs. 103-108</td>
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<tr>
<td>Sunday, Mar 7</td>
<td>Ace Reader #51-60, Skimming Drill #2, Reading Drill #7, 5 Day Test Prep Plan</td>
<td>Ch. 6, pgs. 129-144</td>
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<tr>
<td>Sunday, Mar 14</td>
<td>Reading Quiz #1 (in class on Day 13-March 11), Ace Reader Course Mode (CM) 2 #1-10, Reading Drill #8, Skimming Drill #3, Reflection Exercise 1.12, pages 21-22</td>
<td>Ch. 1. pgs. 1-22</td>
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<td>Sunday, Mar 21</td>
<td>Ace Reader CM 2 #11-20, Skimming Drill #4, Reading Drill #9, Test 1 Analysis, Exercise 13.4 College Stress, pages 332-333</td>
<td>Ch. 5, pgs. 109-123, Ch. 9, pgs. 315-319</td>
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<tr>
<td>Sunday, Mar 28</td>
<td>Ace Reader CM 2 #21-30</td>
<td>Ch 2, pgs. 35-49</td>
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<tr>
<td>Date</td>
<td>Sunday, April 4</td>
<td>Sunday, April 11</td>
<td>Sunday, April 18</td>
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<td>10</td>
<td>• Reading Drill #10</td>
<td>• Ace Reader CM 2 #41-50</td>
<td>• LASSI Post-Test (in class on Day 23-April 13)</td>
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<td></td>
<td>• Skimming Drill #5</td>
<td>• Skimming Drill #7</td>
<td>• Ace Reader CM 2 #51-60</td>
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<td></td>
<td>• Reflection Exercise 3.6: Growth Mindset, pg. 67 (Extra Credit)</td>
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<td></td>
<td>• Presentation visual aid (Upload by class time on Thurs, March 25)</td>
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<td></td>
<td>• Reading Quiz #2 (in class on Day 21-April 6)</td>
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<td>• Ace Reader CM 2 #31-40</td>
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<td>• Skimming Drill #6</td>
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<td>Ch. 8, pgs. 177-192</td>
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<td>11</td>
<td>• Ace Reader CM 2 #41-50</td>
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<td>12</td>
<td>• Reading Quiz #2 (in class on Day 21-April 6)</td>
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<td>• Skimming Drill #7</td>
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<td>Ch. 7, pgs. 167-171</td>
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