

Eastern Illinois University
Department of Early Childhood, Elementary, Middle Level Education
GST 10001.003: Reading and Study Skill Improvement
Fall, 2016

Instructor: Dr. Mildred Pearson, Professor

Course Location: Buzzard Hall: 1302

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Office Hours: M-W 1:00-2:00 Mon/Tues: 6:00-7:00 or by appointments

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Required Text: Essential Study Skills, Eighth Edition, Wong

Unit Theme:

Educator as Creator of Effective Educational Environments: Integrating Students, Subjects, Societies, and Technologies

Course Outcomes:

Upon successful completion of this course, the student will be able to:

1. Demonstrate the use of effective strategies that utilize his or her preferred learning styles and personality preferences;
2. Explain strategies for creating a more powerful mindset and strengthen critical thinking skills; explain levels and applications of Bloom's revised Taxonomy;
3. Develop and use time-management strategies and schedules; demonstrate strategies to increase concentration;
4. Demonstrate ways to set and achieve goals; explain theories of motivation and strategies to strengthen motivation to achieve goals;
5. Explain the Information Processing Model and Working Memory processes;
6. Demonstrate ways to rehearse and retrieve information from memory; demonstrate an understanding of the Twelve Principles of Memory and apply the Principles of Memory to personal study strategies;
7. Apply test preparation strategies, including the creation of a five-day study plan, summary notes; apply strategies to answer objective, recall, math, and essay tests; create and use mnemonics.
8. Demonstrate essential textbook reading processes; apply SQ4R, Outline Reading, and Customized Reading systems to specific textbooks;
9. Demonstrate active reading strategies and ways to work with terminology; demonstrate effective strategies to annotate textbooks; demonstrate how to create and use index card notes and Cornell notes.
10. Identify and diagram seven organizational patterns in a variety of textbooks; demonstrate ability to interpret and work with graphic materials; demonstrate how to create and use visual notetaking systems, including visual mappings, hierarchies, and comparison charts.
11. Explain strategies to use to strengthen listening skills; create and use two- and three-column notes, book notes, partial outline notes, and PowerPoint notes in lectures;
12. Identify personal level of computer literacy; discuss uses of technology and mobile applications.

Course Description

This course is designed for students who would benefit from strengthening their study skills and learning effective strategies to increase performance and success in college. Students will learn how to use their

learning styles and preferences to tailor their approach to learning; create a powerful mindset to increase performance; manage time effectively; increase concentration; set goals; increase motivation; reduce stress and procrastination; process, rehearse, and retrieve information from memory; strengthen test-taking skills; strengthen college reading, note-taking, and listening skills; and become more familiar with different kinds of technology.

Course Rationale:

Based on the rationale that “The reader makes the printed communication happen releasing the magic that causes words on the page to leap into living thoughts, ideas, and emotions.” (Epstein & Nieratka). This course is designed to improve the study skills of students with special emphasis on reading comprehension. Such an improved reading ability will therefore prepare students to be successful as college students in all their coursework.

Personal Models: The personal models of learning begin from the perspective of the selfhood of the individual. They attempt to shape education so that we come to understand ourselves better, take responsibility for our education, and learn to reach beyond our current development to become stronger, more sensitive, and more creative in our search for high-quality lives. (pp. 15-17). Joyce, B., Weil, M., & Calhoun, E. (2015). *Models of teaching* (9th ed.). Boston: Pearson.

Required Supplies:

1. One spiral notebook for journal submissions
2. One book of your choice; novel, biography, etc.(non-instructional book) for your pleasure reading.

Course Requirements:

1. Class attendance and active participation is a major requirement of this course in order to be successful in the completion of the course.
2. The student is expected to complete course assignments and apply various reading and study strategies to multiple course assignments.

Evaluation:

The student will be expected to show reasonable progress in each of the following areas:

- a. Knowledge and application of study skills strategies.
- b. Ability to effectively apply reading strategies to enhance reading comprehension
- c. Improvement in both vocabulary and reading efficiency using a variety of texts.

Student letter grades will be based on the course outcomes and objectives which will be assessed by the following:

1. Reading strategies and study skills assignments
2. Written journal reflections(every 3rd Wednesday)
3. Partner or group activities
4. Chapter Quizzes(Relax Alerts)
5. Chapter Tests
6. Online Practice Exercises(Check point and Case Studies)
7. Pleasure Reading Book Presentation
8. Hero Book Presentation
9. Mid-Term Exam
10. Final Exam

Course Requirements	Brief Description	Points/Due Dates	Approximate Weight
Reading Strategies and Study Skills	Students will be respond to reading and vocabulary strategy weekly to enhance their reading skills which will total twenty-four strategies.	120 points Weekly every Wednesday Aug 31, Sept.7, Sept.14, Sept.21, Sept.28, Oct.5, Oct.12, Oct.19, Nov.2, Nov.9th	10%
Reflective Writing Journal Chapters 1–12	Students will respond to reflective writings at the end of the chapter in a journal. The journal will be turned in the 3rd Wednesday of each week and returned to the students the 1st Monday.	120 points Sept. 7, Sept. 28, Oct. 19, Nov. 9th, Dec. 7th	10%
Partner and Group Activities	Students will demonstrate collaboration and engagement in reading through partner and group work.	60 points Weekly	5%
Chapter 1-12 Quizzes (Relax Alerts)	(Relax Alerts) will be given to assist students to relax the brain and recall the information learned in class. There will be 10 questions(2 points each)	240 points	5%
Chapter Tests (1-12)	Chapter tests (e.g., multiple choice, true/false, short answer, and essay) will be administered to assess understanding of course content. There will be 25 questions(2 points each).	600 points	20%

Course Requirements	Brief Description	Points/Due Dates	Approximate Weight
Classroom Participation and Homework:	<ul style="list-style-type: none"> • Online Practices • Exercise Check Point • Case Studies 	60 points Weekly	10%
Book -Talks Presentation	Students will read select a book with 300-350 pages. This book must be read and completed by the end of the semester. A summary would be a written at the end of every Wednesday. Your weekly work with your book will enhance your book presentation at the end of the semester.	100 points November 14th November 16th	20%
Hero Presentation	Students will present on a hero of their choice.	100 points November 28th November 30th	20%
Midterm & Exam/Final	Tests (e.g., multiple choice, true/false, short answer, and essay) will be administered to assess understanding of course content.	100 points	20%

***NOTE:** I will drop your lowest relax alert score.

All assignments will be submitted online using D2L unless you are informed by the professor of record.-

Plagiarism: Plagiarism is copying someone else's work as if it is your own without providing proper acknowledgement. Eastern Illinois University considers plagiarism a serious offense under its [student conduct code](#), and the penalty can be as serious as expulsion from school. Copying from internet, other sources will result in failing this class.

Assignments: All assignments are due on the day and time of class meeting. No late assignments are accepted in this class. **NO EXCEPTIONS**. Students are responsible for their own grade.

Accommodations: If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.

Student Success Center: Students who are having difficulty achieving their academic goals are encouraged to first contact their instructor. If needing additional help, please contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call [217-581-6696](tel:217-581-6696), or go to 9th Street Hall, Room 1302

COURSE OUTLINE

Week 1: CHAPTER 1 – DISCOVERING YOUR LEARNING STYLES AND PREFERENCES

Introduction to Syllabus and Course expectations

- Cognitive learning styles; learning strategies for learning styles
- Multiple Intelligences; characteristics of Gardner's eight intelligences
- Myers-Briggs sixteen personalities; characteristics and tendencies for eight personality preferences

Week 2: CHAPTER 2 – CREATING A POWERFUL MINDSET

*Booth Library and e-book training

- Attitude and beliefs; self-talk and affirmations; fear of failure; and locus of control
- Self-Esteem and Self-Efficacy
- Critical thinking; characteristics of critical thinkers; Bloom's Revised Taxonomy
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Week 3: Using Time Effectively

- Skillful Time Managers
- Schedules and Strategies
- Focus and Concentrate

Week 4: Creating and Achieving Goals

- Skillful Goal Setters
- Motivation to Achieve Goals
- Goal: Become a Stress Manager
- Goal: Become a Procrastination Manager

Week 5: Processing Information Into Memory

- Memory Processes and Storage Centers
- The Information Processing Model with Working Memory
- Processes in Working Memory

Week 6: Rehearsing and Retrieving Information From Memory

- Rehearsal and Retrieval Processes
- Twelve Principles of Memory
- Mnemonics

Week 7: Preparing for Upcoming Tests

- **Essential Test-Preparation Strategies and Tips**
- Kinds of Test Questions
- Essential Test-Taking Strategies and Tips
- Test Anxiety Management Skills

Week 8: Selecting a Reading Process

- First Steps of the Reading Process
- Essential Textbook Reading Processes
- Three Specific Reading Systems
- Reading Processes for Online E-Books

Week 9: Strengthening Reading and Notetaking Skills

- Active Reading
- Paragraph-Level Skills
- Annotating: Highlighting and Marking Pages
- Index Card Notes

- Cornell Notes

Week 10: Analyzing and Organizing Chapter Content

- Reading in the Content Areas
- Organizational Patterns
- Graphic Materials
- Visual Notetaking Systems

Week 11: Strengthening Listening and Lecture Notetaking Skills

- The Listening Process
- Listening and Notetaking Strategies
- Notetaking Systems for Lectures
- Working with Your Notes

Week 12: Essential Test-Taking Skills Guide

Week 14:

Week 15:

In Class Presentations

Final Exam

Detailed Course Outline

Dear Student,

This detail course outline is a form of communications to ensure you are successful in this course. During our weekly dialogue, you are required to do the following:

- 1. Read a chapter per week, take the chapter profile prior to each class period, and participate in all activities in class.*
- 2. Complete a check point(checking for understanding).*
- 3. Take relax alerts(quizzes) to ensure you can apply the information.*
- 4. Take Chapter tests (chunking information so you may retain the information).*
- 5. Write reflections on what you learned.*

The course will be divided into half so you may be engaged with each other in groups or pairs, use technology or implement the reading and study skill strategies you will learn. On Wednesdays, you will be required to bring your pleasure book which we will discuss in class.

Dr. Pearson, Professor

Dates	Topics and assignments In-Class(IC)	Homework (HW) D2L-Online and Journal
Week 1-Mon Aug. 22	<u>Warm-up Activity</u> <u>Part I: Course Introduction/Expectations</u> Syllabus and course expectations. Textbook Features <u>Part II: Begin Ch. 1-Discovering your learning Styles and preferences</u>	<u>Homework</u> 1. Read: Chapter 1 pages 1-15 2. Complete: Exercise 1.1(page 6) 3. Complete and correct Check Point 1.1* (page 15) 4. Do Chapter 1 Profile prior to class.

Week 1-Wed Aug. 24	<u>Warm-up Activity</u> Ch. 1 Continues Multiple Intelligences 1. Transfer Skills-(Exercise 1.2-page 14) 2. Personality Types Exercises 1.5, 1.6, 1.7, 1.8 3. Small Groups: Critical Thinking 4. Ch.1 Review	<u>Homework</u> 1. Finish Ch. 1 pages 16-39 2. Complete Check Point 1.2*(p.24) 3. Ch. 1-Reflective Journal Writing 1-pg.24. Bring to class. 4. Do Chapter 2 Profile p. 42 prior to class. Bring to class.
Week 2-Mon Aug. 29	BOOTH LIBRARY(Technology training and Book Selection)	BOOTH LIBRARY (Technology training and Book Selection)
Week 2-Wed, Aug. 31	<u>Warm-up Activity</u> <u>Part I: Discuss Ch.2-Creating a Powerful Mind-set</u> <ul style="list-style-type: none"> Attitudes and Beliefs Self-Esteem and Self-Efficacy Critical Thinking Activity p.63 Exercise 2.3 Transfer These Skills: Self-Efficacy Cycles (page 53) <u>Part II: Pleasure Reading and Strategy</u> <ul style="list-style-type: none"> Reading Strategy#1: Story String Pleasure Reading(Second Half) Share Bio Walk 	<u>Homework</u> 1. Read Ch. 2 pages 40-66 2. Complete Check Point 2.2 (page 54) 3. Ch. 2 Reflective Writing 1-pg.57 4. Do Chapter 3 Profile prior to class. Bring to class. <u>Weekend</u> <u>Create your own Bio Walk</u> 1. Review and study for Chapters 1 & 2 Test (pages 1-67) after your return from Labor Day.
Week 3-Mon Sept. 5	LABOR DAY-ENJOY YOUR TIME OFF!!!	LABOR DAY-ENJOY YOUR TIME OFF!!!

<p>Week 3-Wed Sept. 7</p> <p>TURN IN YOUR JOUR- NALS</p>	<p><u>Warm-up Activity</u> Part I: TEST #1- Chapters 1 & 2</p> <p><u>Part II: Pleasure Reading and Strategy</u></p> <p>★ Reading Strategy#2: Sequencing ★ Pleasure Reading(Second Half)</p>	<p><u>Homework</u></p> <ol style="list-style-type: none"> 1. Read Part I-Ch. 3 pages 68-84 2. Time Management Inventory p. 72-Exercise 3.1 3. Exercise 3.3 Textbook Case Studies (page 89-90) 4. Exercise 3.7 4. Do Chapter 3 Profile prior to class. Bring to class.
<p>Week 4-Mon Sept. 12</p>	<p><u>Part I: Chapter 3-Using Time Effectively. p. 68-84</u></p> <p>Part II: Ch. 3-Using Time Effectively</p> <ul style="list-style-type: none"> • Pie of Life/Your Pie of Life p.74-76 *Benefits of Time Management *ABC Method *Do Collaborative Group work 	<p><u>Homework</u></p> <ol style="list-style-type: none"> 1. Finish Chapter 3 p. 85-99 2. Exercise 3.6-Textbook Case Studies 3. Critical Thinking and the power of chunking 4. Reflective Journal Writing p.94
<p>Week 4-Wed Sept.14</p>	<p><u>Part I: Chapter 3-Using Time Effectively 84-99</u></p> <p>Part II: Pleasure Reading and Strategy</p> <p>★ Reading Strategy#3:Making Predictions ★ Pleasure Reading(Second Half)</p>	<p><u>Homework</u></p> <ol style="list-style-type: none"> 1. Take Relax Alert-Chapter 3(Online) which will be open and closed on Sunday at midnight. 2. Read Part I of Chapter 4-pages 100-116 3. Complete Check Point 4.1 p.113 4. Do Chapter 4 Profile prior to class. Bring to class.
<p>Week 5-Mon Sept. 19</p>	<p><u>Warm-up Activity: GPS</u> Part I: Chapter 4: Creating and Achieving Goals</p>	<p><u>Homework</u></p> <ol style="list-style-type: none"> 1. Read and Check Point 4.4 p. 129 2. Exercise 4.5 Textbook Case Studies 1: page 115 3. Develop you own goal organizer 4. Complete Ch.4 pages 118-133

Week 5-Wed Sept. 21	<p><u>Part I: Chapter 4 Cont. Creating and Achieving Goals</u></p> <p><u>Part II: Chapter 4 Group Processing/ Collaborative Activity</u></p> <p>★ Reading Strategy#4: Cause and Effect ★ Pleasure Reading(Second Half)</p>	<p><u>Homework</u></p> <ol style="list-style-type: none"> 1. Relax Alert Chapter 4(Take Relax Alert(Online) which will be open and closed on Sunday at midnight. 2. Do Review Questions pg. 132 3. Study for Chapter 4 Test 4. Do Chapter 5 Profile prior to class. Bring to class.
Week 6-Mon Sept. 26	<p>Chapters 4 TEST</p> <p>Part I: Chapter 5 : Processing Information into your memory</p> <p>Exercise 5.3</p>	<p><u>Homework</u></p> <ol style="list-style-type: none"> 1. Read Ch.5 pg. 134-155 2. Exercise 5.4 3. Checkpoint 5.1p.149 4. Reflective Journal Writing 1, p 138
Week 6-Wed Sept. 28 TURN IN YOUR JOURNALS	<p>Part I: Ch.5: Processing Information into your memory Cont.</p> <p>★ Reading Strategy#4: TBA ★ Pleasure Reading(Second Half)</p>	<p><u>Homework</u></p> <ol style="list-style-type: none"> 1. Take Relax Alert Chapter 5 (Online) which will be open and closed on Sunday at midnight. 2. Reflective Journals Writing 2, pg.162 3. Review questions pg. 165 4. Do Chapter 6 Profile prior to class. Bring to class.
Week 7-Mon Oct. 3	<p>Part I: Ch. 6-Rehearsing and Retrieving Information From Memory Six Forgetting Theories</p> <p>Part II: 12 Principles of Memorizing</p>	<p><u>Homework</u></p> <ol style="list-style-type: none"> 1. Read part I Ch. 6 pages 166-176 2. Check point 6.1 3. Exercise 6.6 Textbook Case Studies 1 p. 163 4. Reflective Journal Writing p.185

<p>Week 7-Wed, Oct. 5</p>	<p>Part I: Ch. 6-Rehearsing and Retrieving Information From Memory</p> <p>12 Principles of Memory Cont. Advantages and Disadvantages of Mnemonics Part II:</p> <p>★ Reading Strategy#5:Inference ★ Pleasure Reading(Second Half)</p>	<p><u>Homework</u></p> <ol style="list-style-type: none"> 1. Finish reading Part II - Chapter 6 pages 177-192 2. Take Relax Alert 6 (Online) which will be open and closed on Sunday at midnight. 3. Reflective Journal Writing 4. Do Chapter 7 Profile prior to class. Bring to class.
<p>Week 7-Mon Oct. 10</p>	<p>Part I: Chapter 7: Preparing for Upcoming Tests</p> <ul style="list-style-type: none"> •Essential Test Preparation Strategies and Tips • Kinds of Test Questions •Essential Test-Taking Strategies and Tips •Test Anxiety Management Skills 	<p><u>Homework</u></p> <ol style="list-style-type: none"> 1. Read Part I-Chapter 7 pg. 194-210 2. Do Check point 7.1 3. Do Exercise 7.5 4. Do Test Taking Inventory 7.6 <p>Study for Mid-Term Exam</p>
<p>Week 8-Wed Oct.12</p>	<p>Part I: Chapter 7 Preparing for Upcoming Tests Cont.</p> <p>Part II:Group Processing: A Collaborative Learning Activity (page 223)</p> <p>★ Reading Strategy #6:-Questioning ★ Pleasure Reading(Second Half)</p>	<p><u>Homework</u></p> <ol style="list-style-type: none"> 1. Finish Reading Chapter 7 pg. 211-229 2. Exercise 7.6 Test-Taking Skills Inventory (page 212) 3. Case Studies (page 217) 4. STUDY FOR MID-TERM
<p>Week 9-Mon, Oct. 17</p>	<p>MID-TERM EXAM (CHAPTERS 1-7)</p>	<p><u>Homework</u></p> <ol style="list-style-type: none"> 1. Read Part I-Ch. 8 pages 230-247 2. Exercise 8.1 3. Exercise 8.3-Reading Process Inventory 4. Do Chapter 8 Profile prior to class. Bring to class.

<p>Week 9-Wed, Oct. 19</p> <p>TURN IN YOUR JOUR- NALS</p>	<p>Part I: Ch. 8-Selecting a Reading Process</p> <ul style="list-style-type: none"> •First Steps of the Reading Process •Essential Textbook Reading Processes •Three Specific Reading Systems •Reading Processes for Online E- Books <p>Part II</p> <p>★ Reading Strategy#8:-TBA</p> <p>★ Pleasure Reading(Second Half)</p>	<p><u>Homework</u></p> <ol style="list-style-type: none"> 1. Finish Read Part II- Ch.8 pages 248-263 2. Exercise 8.4 3. Review questions 4. Do Chapter 9 Profile prior to class. Bring to class.
<p>Week 10-Mon, Oct. 24</p>	<p>Part I: Ch. 9-Strengthening Reading and Note-taking Skills</p> <ul style="list-style-type: none"> •Active Reading •Paragraph-LevelSkills •Annotating: Highlighting and Marking Pages 	<ol style="list-style-type: none"> 1. Read Part I-Read Ch.9 264-282 2. Exercise 9.1 Active Reading Inventory (page 268) 3. Check Point 9.1 (page 268)-Active Reading Inventory 4. Reflective Journal Writing 1 pg. 269
<p>Week 10-Wed, Oct. 26</p>	<p>Part I: Ch. 9-Strengthening Reading and Note-taking Skills Cont.</p> <ul style="list-style-type: none"> •Index Card Notes <p>Part II:</p> <ul style="list-style-type: none"> •Cornell Notes <p>★ Reading Strategy#8:-TBA</p> <p>★ Pleasure Reading(Second Half)</p>	<ol style="list-style-type: none"> 1. Finish Read Part II-Ch. 9 pages 282-298 2. Exercise 9.3 Practice Cornell Notetaking 3. Critical Thinking p.29 4. Do Chapter 10 Profile prior to class. Bring to class.
<p>Week 11-Mon, Oct. 31</p>	<p>Part I: Ch. 10-Analyzing and Organizing Chapter Content</p> <ul style="list-style-type: none"> •Reading in the Content Areas •Organizational Patterns •Graphic Materials •Visual Notetaking Systems 	<ol style="list-style-type: none"> 1. Read Part I-Read Ch.10 298-302 2. Exercise 10.1 Reading in the Content Areas Inventory (page 308) 3. Do Check point 4. Exercise 10.3 (page 268)-Textbook Case Study

Week 11-Wed, Nov. 2	Part I: Ch. 10-Analyzing and Organizing Chapter Content Con. Part II: Visual Mapping ★ Reading Strategy:#9-TBA ★ Pleasure Reading(Second Half)	1. Finish Read Part II-Ch. 10 pages p. 303 2. Exercise 10.3 Text-book Case Studies 3. Transfer These Skills 10.4 4. Do Chapter 11 Profile prior to class. Bring to class.
Week 12-Mon, Nov. 7	Part I:Ch.11-Strengthening Listening and Lecture Notetaking Skills Part II:	1. Read Part I-Read Ch.11 336-355 2. Exercise 11.2 Matching Problems Solutions 3. Do Checkpoint 11.2 4. Exercise 11.3 (page 359)
Week 12-Wed, Nov. 9 TURN IN YOUR JOURNALS	Ch.11-Strengthening Listening and Lecture Notetaking Skills Cont. Part I: ★ Reading Strategy:#10-TBA ★ Pleasure Reading(Second Half)	1. Finish Reading Part II-Chapter 11 p. 356-369 2. Exercise 11.4 Textbook Case Studies (page 361) 3. Reflective Writing 2 (page 365)
Week 13-Mon, Nov.14	Book-Talk Presentations(10 min)	Book-Talk Presentations

Week 13-Wed Nov. 16	Book-Talk Presentations(10 min)	Book-Talk Presentations
Week 14-Mon Mon, Nov 21-27	THANKSGIVING BREAK	THANKSGIVING BREAK
Wed, Nov 21-27	THANKSGIVING BREAK	THANKSGIVING BREAK
Mon, Nov 28	Hero Presentations	
Wed, Nov30	Hero Presentations	
Mon, Dec 5	Final Exam Review (Chapters 1-5)	
Mon, Dec 7	Community of Learners	
Monday, Dec12	Finale Exam Week	
Wed, Dec14	Final Exam	