

# [[More-Transparent Syllabus]]

## Course X

Professor X

Office: Room 100

Office Hours: MWF 10-11am & By Appt

Email: [professorx@college.edu](mailto:professorx@college.edu)

Phone: xxx-xxx-xxxx (office)

Xxx-xxx-xxxxy (cell)

## **ASSESSMENTS**

Exams: There will be four cumulative exams for this course, consisting of a combination of multiple choice and short essay questions covering material from lectures, textbook chapters, and any other required readings/videos. Exams are designed to assess your understanding and application of the concepts, principles, theories, and empirical findings in this course. *Cumulative exams* allow for *repeated practice* of material, which research has shown to be beneficial for long-term retention of material. To prepare, you should utilize the *retrieval practice exercises* we complete in class and formulate your questions from your notes and homework assignments as pretests.

Retrieval practice: Each class will begin with short answer and/or multiple choice questions to review and practice course material. *Frequent, effortful, low-stakes, cumulative, spaced (distributed) retrieval practice* produces the most durable learning. Retrieval practice also improves your *metacognition*, or “knowing what you know.” It is less important that you answer correctly than that you carefully think through and consider the question, attempting to retrieve the answer. Errors are part of learning. *Only your effort will be graded; complete submissions will earn 1 point per day.* For this reason, there will be no opportunities to makeup missed retrieval practices.

## **ASSIGNMENTS**

Paper: You will each write a 8-10 page paper (topic TBD) in APA style due the last week of the semester.

Workshop day: After the topic has been determined, we will dedicate a class to investigating the steps of creating a successful paper, from inspiration, to construction, editing, and completion.

Drafting Process: You will complete three drafts, with a peer-edit session in-between the second and final draft. Each stage (drafts 1-3, and peer review) will be graded, with feedback provided, and counted towards the total grade of the paper. The purpose of the drafting process is not to force you to do more work, but to learn how to write effectively and successfully. In order to fully benefit from this process, you should put your full effort into each of the drafts and peer-editing, even though they are weighted less heavily.

<u>Grade Breakdown for Paper:</u>	Draft 1	5%
	Draft 2	15%
	Peer Review	5%
	Final Paper	75%
	<b>TOTAL</b>	<b>100%</b>

Homework (Reflection papers): There will be 12 written reflections (one per chapter) based on article readings posted on Canvas. Please type and bring to class your reflection on the days they are due. The content and style of the paper is open, just be sure to demonstrate that you have thought deeply and carefully about the topic; in particular, consider how it connects to your life experiences, to your habits and plans/intentions, and to course material. Also include any questions you still have, and/or other personal reactions to the chapter. These are all forms of *elaboration*, methods shown to enhance *encoding* and *memory*.

### Course Grade Breakdown

*Exam 1 (Chapters 1-3)	100 points
*Exam 2 (Chapters 1-6)	125 points
*Exam 3 (Chapters 1-9)	150 points
*Cumulative Final Exam (Chapters 1-12)	200 points
Quizzes	25 points
Homework	70 points
Paper	100 points
Participation	30 points
<b>TOTAL</b>	<b>800 points</b>

\*Each exam is weighted more heavily than the last to both reflect the cumulative nature of each exam, and allow students to adapt to how they will be tested in this course.

<b>Grading Scale:</b> 744-800 (93-100%) = A	720-743 (90-92.9%) = A-
696-719 (87-89.9%) = B+	664-695 (83-86.9%) = B
640-663 (80-82.9%) = B-	616-639 (77-79.9%) = C+
584-615 (73-76.9%) = C	560-583 (70-72.9%) = C-
536-559 (67-69.9%) = D+	504-535 (63-66.9%) = D
480-503 (60-62.9%) = D-	0-479 (<60%) = F

### Electronics Policy

I care about your learning. Because there is strong evidence suggesting that the use of personal electronic devices during class time negatively impacts the learning experience of both you and your fellow students, **the use of cell phones, laptops, and other electronic devices is prohibited during class** unless otherwise instructed. Please silence all and put away all devices at the start of each class period. If you have a case for special approval, please notify me.

*\*\* For questions about why I have chosen to design any or all aspects of this course do not hesitate to contact me. Our shared goal in this course is to support and improve your learning. Please come to me with any concerns about how to accomplish that goal.*

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Quizzes: Each class will begin with short answer and/or multiple choice questions. You will be graded on completion. There will be no opportunities to makeup missed quizzes.

## **ASSIGNMENTS**

Paper: You will each write a 8-10 page paper (topic TBD) in APA style due the last week of the semester.

Workshop day: After the topic has been determined, we will dedicate a class to reviewing steps in writing an APA style paper.

Drafting Process: You will complete three drafts, with a peer-edit session in-between the second and the final draft. Each stage (drafts 1-3, and peer review) will be graded and counted towards the total grade of the paper.

<u>Grade Breakdown for Paper:</u>	Draft 1	5%
	Draft 2	15%
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	<b>TOTAL</b>	<b>100%</b>

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### Course Grades

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1. What letter grade do you think you would earn in this course? (scale of A to F)
  - A (1)
  - A- (2)
  - B+ (3)
  - B (4)
  - B- (5)
  - C+ (6)
  - C (7)
  - C- (8)
  - D+ (9)
  - D (10)
  - D- (11)
  - F (12)
  
2. How well do you think you would master the course material?
  - Very Well (1)
  - Well (2)
  - Neutral (3)
  - Poorly (4)
  - Very Poorly (5)
  
3. How confident would you be that you would remember this material after completing the course?
  - Very Confident (1)
  - Confident (2)
  - Neutral (3)
  - Unconfident (4)
  - Very Unconfident (5)
  
4. How difficult do you think it would be for you to succeed in this course?
  - Extremely easy (1)
  - Somewhat easy (2)
  - Neither easy nor difficult (3)
  - Somewhat difficult (4)
  - Extremely difficult (5)
  
5. How much effort do you believe you would need to put into this course in order to be successful?
  - A great deal (1)
  - A lot (2)
  - A moderate amount (3)
  - A little (4)
  - None at all (5)

6. How motivated would you feel to participate in class discussions?

- Very Motivated (1)
- Motivated (2)
- Neutral (3)
- Unmotivated (4)
- Very Unmotivated (5)

7. How motivated would you feel to put effort into class assignments?

- Very Motivated (1)
- Motivated (2)
- Neutral (3)
- Unmotivated (4)
- Very Unmotivated (5)

8. Do you feel that the level of work is appropriate?

- Much too much (1)
- Too much (2)
- Appropriate (3)
- Too little (4)
- Much too little (5)

9. To what level do you feel this professor cares about your learning?

- Very Much (1)
- Somewhat (2)
- Neutral (3)
- Little (4)
- Not at All (5)

10. How willing would you be to seek extra support from this professor?

- Very Much (1)
- Somewhat (2)
- Neutral (3)
- Little (4)
- Not at All (5)

11. Do you have any other comments on the syllabus, course, or professor? If yes, please share.

12. In general, how beneficial do you feel cumulative exams are to learning?

- Highly Beneficial (1)
- Beneficial (2)
- Neutral (3)
- Detrimental (4)
- Highly Detrimental (5)

13. In general, how beneficial do you feel multiple drafts are to learning?

- Highly Beneficial (1)
- Beneficial (2)
- Neutral (3)
- Detrimental (4)
- Highly Detrimental (5)

14. In general, how beneficial do you feel frequent quizzing or "retrieval practice" is to learning?

- Highly Beneficial (1)
- Beneficial (2)
- Neutral (3)
- Detrimental (4)
- Highly Detrimental (5)

## Section 2: Demographics

1. What is your current GPA?

- 3.6-4.0 (1)
- 3.1-3.5 (2)
- 2.6-3.0 (3)
- 2.1-2.5 (4)
- 2.0 or below (5)
- Unknown (6)
- Prefer not to answer (7)
- If you know your exact GPA and would like to report it, please enter it here: (8)  
\_\_\_\_\_

2. What is your major(s)? If you have not yet declared you may write "Undecided" or list what you intend your major to be.

\_\_\_\_\_

3. What is your college standing? (based on number of credit hours completed?)

- 15. Freshman/First Year (1)
- 16. Sophomore (2)
- 17. Junior (3)
- 18. Senior (4)
- 19. Other (5) \_\_\_\_\_

4. What percentage of assigned coursework (homework, papers, projects, etc.) do you usually complete for a class?

- 20. 90-100% (1)
- 21. 80-89% (2)
- 22. 70-79% (3)
- 23. 60-69% (4)
- 24. 50-59% (5)
- 25. less than 50% (6)