



GEN 105
**Skills for Learning in an Information
Age**

Version 4 08/06/07

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Course Syllabus

Course Title: GEN 105–Skills for Learning in an Information Age

Required Texts:

Carter, C., Bishop, J., & Kravits, S. L. (2007). *Keys to college studying: Becoming an active thinker*. New Jersey: Pearson Education, Inc.

Axia College's *Writing Style Handbook*, available online at https://axiaecampus.phoenix.edu/Writing_Style_Handbook_AxiaUOP.pdf

Electronic Resources:

A book companion Web site for *Keys to College Studying: Becoming an Active Thinker* is available at http://wps.prenhall.com/chet_carter_studying_2

Please Note: All required text and materials are found on the aXcess course page. The aXcess page can be accessed through the Axia College of University of Phoenix Student and Faculty Web site at <https://axiaecampus.phoenix.edu/>

Course Overview

COURSE DESCRIPTION

This course introduces students to learning in an information-rich society. Students develop strategies for successful distance learning, time management, and for managing the abundance of information available in today's society. Students also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

TOPICS AND OBJECTIVES

What is Distance Learning?

- Examine the concept of distance learning.
- Recognize vocabulary associated with distance learning.

Computing Skills for Distance Learning

- Use course forums effectively.
- Use the Internet for academic purposes.

Educational Resources

- Explore the technological tools available to Axia students.
- Use library databases to locate academic articles.

Academic Honesty

- Recognize how academic honesty applies to a distance learning environment.

Goal Setting

- Develop educational and career goals.

Managing Time Wisely

- Formulate a plan for improving personal time-management skills.

Reading Comprehension and Retention Strategies

- Apply reading comprehension techniques.
- Develop strategic learning skills and attitudes.

Personality and Learning Styles

- Evaluate personal learning styles to maximize success in a distance learning environment.

Planning for Success

- Formulate plans for making steady progress toward achieving educational and career goals.

Point Values for Course Assignments

| | |
|---|-------------|
| Week One: What is Distance Learning? | |
| CheckPoint: Distance Learning I | 30 |
| CheckPoint: Distance Learning II | 30 |
| Assignment: Elevator Speech | 70 |
| Week Two: Computing Skills for Distance Learning | |
| Discussion Questions | 10 |
| Participation | 10 |
| CheckPoint: Communicating in Forums | 30 |
| Week Three: Educational Resources | |
| CheckPoint: Technological Tools | 30 |
| Assignment: University Library Article Search | 100 |
| Week Four: Academic Honesty | |
| Discussion Questions | 10 |
| Participation | 10 |
| CheckPoint: Detecting Plagiarism | 30 |
| Week Five: Goal Setting | |
| CheckPoint: Setting Goals | 30 |
| Assignment: Mastering a Skill | 100 |
| Week Six: Managing Time Wisely | |
| Discussion Questions | 10 |
| Participation | 10 |
| CheckPoint: Time Management Activity | 30 |
| Week Seven: Reading Comprehension and Retention Strategies | |
| CheckPoint: Reading and Comprehension | 30 |
| Assignment: Reading and Retention | 100 |
| Week Eight: Personality and Learning Styles | |
| Discussion Questions | 10 |
| Participation | 10 |
| CheckPoint: Multiple Intelligences | 30 |
| Week Nine: Planning for Success | |
| Capstone CheckPoint | 30 |
| Final Project: Student Survival Guide | 250 |
| Point Totals | 1000 |

Policies and Procedures

Online Weekly Schedule

The class week begins on Monday. Notice the schedule refers to “Day 1,” etc. For time management and scheduling purposes, keep the following in mind:

Day 1–Monday
Day 2–Tuesday
Day 3–Wednesday
Day 4–Thursday
Day 5–Friday
Day 6–Saturday
Day 7–Sunday

For example, when an assignment is due on Day 5, it must be posted no later than midnight Arizona time (MST) on Friday of that week.

Copyright Guidelines

Feel free to post a URL to a Web site of interest in the forum, but **do not post any copyrighted material in any classroom forum**—anything from an article to a cartoon—without the express permission of the copyright owner.

Academic Resources

Coursework in this class must uphold the high standards of academic integrity established by Axia College of University of Phoenix. Consequently, the majority of your research must be based on credible sources—peer-reviewed academic journals, such as those in the University Library, or the additional readings on the rEsource page for this course.

Please note: Internet searches often lead to nonacademic information resources, such as Wikipedia.org, Ask.com, Encarta.msn.com, Infoplease.com, etc. You may supplement your research with these sources, but keep in mind that the information you find there may not be accurate, because it does not come under a formal oversight or peer-review process.

While you may use and cite nonacademic resources such as Wikipedia when working on assignments, you may not rely on them exclusively. The majority of your sources must be peer-reviewed academic journals. Furthermore, you are responsible for the accuracy of any facts presented in your assignments and, therefore, must confirm the veracity of information you find in nonacademic sources with further research.

Attendance

In order to be in attendance during a week, post at least **one** message to one of the course forums on **2 separate days** during the online week using your username@email.phoenix.edu address. If you are out of attendance for 3 weeks of a 9-week course, you will be automatically withdrawn and will not be eligible to receive credit or earn a letter grade. Remember that attendance is taken electronically. Please refer to the policies note that is posted by Academic Affairs as the first message in the **Main** forum.

Participation

Get involved! Your success, enjoyment, and learning in this course are closely related to how you engage the material presented. Participation is initiated by your instructor, who posts discussion questions (DQs) during weeks that contain a participation component. You are expected to contribute to the class discussion in a substantive way by posting **two substantive notes** in the **Main** forum for **3 out of 7 days** of each week that contains a participation component. When the

discussion centers on a lively topic, it is not unusual for students to read what classmates are talking about and to post multiple notes.

Please note: CheckPoints, exercises, and assignments are due on different days so you can meet attendance requirements. If you complete your assignments early, please post each assignment on its appropriate due date to ensure you meet the attendance requirements and are not auto-dropped from class.

Substantive notes go beyond "I agree" or "I see your point." Effective responses relate theory or methods to personal experience, so feel free to comment, critique, and suggest. Think about quality and frequency as you strike up a conversation with your fellow classmates. Remember to post notes in the **Main** forum, to which everyone has access.

Please note: When you post an answer to the discussion question, points are given only for the discussion question portion of the grade. Your participation grade is based on substantive replies to others' notes.

Expectations for Classroom Discussion

- Respond to assigned discussion questions under the designated threads in the **Main** forum.
- Read and consider your classmates' posts, and respond constructively.
- Offer personal experiences relevant to the discussion.

Late Assignments

Late assignments receive a 10% deduction for each day they are late. Assignments are late if they are not posted by midnight Arizona time (MST) of the day they are due. Assignments that are more than 4 days late will not be accepted unless we have negotiated and mutually agreed upon an alternative submission date in advance. Unless an Incomplete grade has been granted, student assignments submitted after the last day of class will not be accepted.

Please note: University of Phoenix server problems are not an excuse for late papers. If you are unable to connect to the University of Phoenix server and upload an assignment to your **Individual** forum, send a copy of the assignment to your instructor's inbox or alternate email address as proof that you attempted to post the assignment on time. In your email, you must tell your instructor that you were unable to connect to the University of Phoenix server. You must then upload the assignment to your **Individual** forum at your earliest opportunity. Send assignments to your instructor's inbox **ONLY** if the University of Phoenix server is down. An instructor cannot, by University of Phoenix policy, grade an assignment that comes to his or her personal email. It must be posted in your **Individual** forum to count for grading purposes. These policies are necessary because any contact outside of class forums cannot be verified or archived.

Extra Credit

The curriculum for Axia College courses is carefully designed to fit the number of course weeks, and the assignment schedule is relatively full. In order to uphold academic rigor and integrity, students must be graded based on the degree to which they fulfill the requirements of assignments listed in the syllabus. Extra credit assignments are not allowed at Axia College.

Feedback

Instructors return feedback for CheckPoints to your **Individual** forum by the next office day after the due date of the assignment. Feedback for written assignments is returned to the student's **Individual** forum within 7 days. Instructors respond to questions submitted during established office hours the same day. Instructors respond to questions submitted outside of office hours during the next established office hours. A weekly grade summary is posted to the student's **Individual** forum within 7 days of the conclusion of each week. Final course grades are submitted to the university within 7 days of the conclusion of the course.

Incompletes

An Incomplete grade may be granted only if all of the following criteria are met:

1. The instructor determines that an Incomplete grade is appropriate under the circumstances
2. Attendance requirements have been met for the course, and the student is therefore eligible for a grade
3. Student is earning a passing grade in the course at the time the Incomplete is requested
4. Student requests, in writing, a grade of Incomplete during the last week of class, prior to the course end date
5. Student and instructor enter into a written agreement containing:

- a) A course completion plan
- b) A clearly identified extended course deadline not to exceed 5 weeks from the original course end date
- c) Acknowledgment that the final course grade **will** be reduced one (1) full letter grade in exchange for the extra time allowed to complete the coursework, regardless of the circumstances

Please Note: Unless an Incomplete grade has been granted, student assignments submitted after the last day of class are not accepted. Accordingly, grade changes are not permitted for work submitted after the end of a class.

Academic Honesty

University of Phoenix students utilize university resources with honesty and integrity. These resources include, but are not limited to, the online library, online consultation with faculty, and registration systems. In addition to truthful representation in these areas, students must acknowledge references from original works, avoid plagiarism, and use writing and formatting styles generally accepted as sound academic writing.

Privacy and Confidentiality in the Online Classroom

If at any time you would like to communicate with your instructor confidentially, you may do so via the **Individual** forum. This forum can be viewed only by the individual student and the faculty member.

All postings to any forum in this class are considered confidential and for consideration and discussion only by members of this class. Specifically, do not forward materials or messages from this class by email or distribute hard copies.

Grading Scale

| | | | |
|--------|----|---------|----|
| 100-95 | A | 76-73 | C |
| 94-90 | A- | 72-70 | C- |
| 89-87 | B+ | 69-67 | D+ |
| 86-83 | B | 66-63 | D |
| 82-80 | B- | 62-60 | D- |
| 79-77 | C+ | 59 or < | F |

Week One

What is Distance Learning?

- Examine the concept of distance learning.
- Recognize vocabulary associated with distance learning.

ASSIGNMENTS

1. **Read** objectives and welcome.
 - **Read** instructor's bio, and post your own bio.
 - **Due Date:** Day 1 [post to the **Chat Room** forum]
2. **Read** Appendix A regarding the final project requirements.
3. **Read or Listen** to Appendix B, *What is Distance Education?*
4. **CheckPoint:** Distance Learning I
 - **Due Date:** Day 3 [post to the **Individual** forum]
 - **Post** a 100- to 150-word response to the following: What were your initial thoughts on distance learning before you started your program? Why did you choose distance learning over a traditional face-to-face learning environment? In what ways has your view of distance learning changed since you started your classes?
5. **Review** the Axia Online Overview multimedia interaction at http://corptrain.phoenix.edu/COTDEMO/axiauop/aditl_axiauop.html
6. **CheckPoint:** Distance Learning II
 - **Due Date:** Day 4 [post to the **Individual** forum]
 - **Recall** a time when you gave constructive criticism to another student, a friend, or a family member. How would giving feedback to a classmate in a distance learning environment be different from giving face-to-face feedback? Compare and contrast the two processes in a 100- to 150-word response.
 - **Submit** a second 100- to 150-word response describing how, in your opinion, the "distance" element of learning either makes it easier or more difficult to communicate, and why.
7. **Assignment:** Elevator Speech
 - *Resources:* Appendix C, and *Elevator Speech* digital story
 - **Due Date:** Day 7 [post to the **Individual** forum]
 - **View** the digital story located on aXcess at http://corptrain.phoenix.edu/axia/gen105/elevator_01.html.
 - **Construct** your own 350- to 400-word scenario in which you explain distance learning to a friend. Your response should explain how Axia courses work and should correctly use each of the following terms at least once:
 - Threaded Discussion
 - Forums

- Asynchronous Communication
- Feedback

Week Two

Computing Skills for Distance Learning

- Use course forums effectively.
- Use the Internet for academic purposes.

ASSIGNMENTS

1. **Read** the *Conducting Research* Appendix (pp. 457-466) in *Keys to College Studying: Becoming an Active Thinker*.
2. **Read or Listen** to Appendix D, *Online Tone and Communication*.
3. **Review** the University Library Interactive Tutorial at <https://axiaecampus.phoenix.edu/secure/gotoLibrary.asp>.
 - **Use** the Tutorial link to login to your student Web page and enter the Library Web site. Next, click the **Complete the Research Tutorial** link located on the right side of the library page.
 - **Note:** This tutorial requires Adobe's Shockwave Player. If you do not already have this program on your computer, you will be prompted to download the necessary software at no charge. Please accept this download in order to begin the tutorial.
4. **Discussion Question 1**
 - **Due Date:** Day 2 [**Main**] forum
 - **Post** your response to the following: Tone is very important when communicating online. How will your tone, or writing style, change based on the different types of people you will be communicating with online? Consider family, friends, classmates, and instructors in your response.
5. **Discussion Question 2**
 - *Resources:* University Library Tutorial, and *Keys to College Studying* text
 - **Due Date:** Day 4 [**Main**] forum
 - **Post** your response to the following: How is conducting research online different from conducting research in a traditional library? Based on suggestions presented by the University Library Tutorial and text recommendations concerning Web research strategies, what will be your personal approach to conducting academic Web searches?
6. **Checkpoint:** Communicating in Forums
 - *Resource:* *Anthony's Dilemma* digital story
 - **Due Date:** Day 5 [**Individual**] forum
 - **View** the digital story located on aXcess at http://corptrain.phoenix.edu/axia/gen105/email_01.html. In this story an Axia student describes how he offended a classmate by not using the writing principle of inclusive language during discussion in his class forum.
 - **Coach** Anthony on why it is important to use inclusive language when communicating in his class forum. Suggest how he could have avoided his mistakes, and offer three pointers for how he can prevent repeating his mistakes in the future. Respond in 200 to 300 words.

Week Three

Educational Resources

- Explore the technological tools available to Axia students.
- Use library databases to locate academic articles.

ASSIGNMENTS

1. CheckPoint: Technological Tools

You may have noticed that certain course resources have been made available to you in digital and Web-based formats. For example, you can download some of the audio appendixes to your desktop or to a portable device like an equipped cell phone, MP3 player, or PDA, and listen to them later. You can access an extensive online University library, view digital stories about course activities, and use tutorials about Axia College resources to be academically successful.

- *Resources:* Course audio appendixes, tutorials, and the University Library
- **Due Date:** Day 4 [**Individual**] forum
- **Take** a moment to explore these technological resources by downloading an audio appendix to your computer or to a portable device, by perusing the library a little more, or by reviewing one of the tutorials. Audio appendixes are located in Week One (Appendix B: Audio) and Week Two (Appendix D: Audio) of your aXcess course page.
- **Post** a 200- to 300-word response to the following:
 - Describe your opinion of the technological tools provided by Axia College, including the audio appendixes, the digital stories, and the tutorials. Explain why you feel the way you do.
 - Does the option to download appendixes in an audio format improve the quality of your educational experience? Does it make learning more convenient because of its portability? Does it help you to learn in different ways? Or is it something you will not use? Describe your attitude toward this option.

2. Assignment: University Library Article Search

- *Resources:* Appendix E, University Library
- **Due Date:** Day 7 [**Individual**] forum
- **Review** Appendix E to recognize article characteristics.
- **Find** two articles in the University Library about any one topic or combination of topics listed below. One of your articles must be a peer-reviewed article, which is an article that has been reviewed by a group of experts in a certain field.
 - Distance learning at college
 - Ensuring academic honesty
 - Effective personal goal setting
 - Time management skills for college students
- **Take time** to choose the best database for your chosen topic(s), and use a different database (such as EBSCOhost or Thomson Gale PowerSearch) to find each article. Whenever applicable, practice using the Boolean and wildcard search strategies you learned about in the University Library Interactive Tutorial.
- **Provide** the following information for each article:

- What keyword search did you use to find the article?
 - What is the title of the article?
 - Who is the author(s)?
 - When was the article published?
 - Was the article peer-reviewed?
 - In what database did you find the article?
-
- **Summarize** what each article is about in 2 to 3 sentences per article. If there are specific opinions or facts in the articles, be sure to document them.
 - **Post** the article information and summaries for both articles to the **Individual** forum.

Week Four

Academic Honesty

- Recognize how academic honesty applies to a distance learning environment.

ASSIGNMENTS

1. **Read** Ch. 8 (pp. 297-299) of *Keys to College Studying: Becoming an Active Thinker*.
2. **Read** Ch. 1 (pp. 10-13) of *Keys to College Studying: Becoming an Active Thinker*.
3. **Complete** the Avoiding Plagiarism Guide on aXcess.
 1. Log in to aXcess.
 2. Enter <https://ecampus.phoenix.edu/secure/aapd/grammar/> into the browser address bar.
 3. At the **Grammar Guide** page, click on the **Plagiarism** button.
 4. Review the links provided.
 5. Complete the **Avoiding Plagiarism Mastery Test**.
4. **Discussion Question 1**
 - **Due Date:** Day 2 [Main] forum
 - **Review** the Academic Honesty section of this syllabus located in the **Policies and Procedures** front matter.
 - **Consider** the following: The University of Phoenix Catalog located on aXcess explains important academic honesty policies. Its Student Code of Conduct describes punishable misconduct as including these academic dishonesty offenses:
 - Plagiarism - representing the words or ideas of another as one's own in an academic exercise.
 - Unlawful use or acquisition of copyrighted works.
 - Helping another student cheat, fabricate, plagiarize, or unlawfully acquire or use copyrighted works. (*University of Phoenix Catalog, 2007, p. 31*).

Reference

Axia College. (2007). *University of Phoenix Catalog*. Retrieved November 21, 2007, from Axia College, aXcess Web site, Forms & Publications, Axia College Catalog.

- **Post** your response to the following: Axia College takes academic honesty seriously. Think for a moment about an author whose original work has been plagiarized by a student. Why would that author consider plagiarism to be such a grave offense?

5. Discussion Question 2

The Information Age has made it easier to find information and also easier to plagiarize. For example, copying and pasting entire sections of written content or pictures from Web sites and the University Library is unacceptable because it does not represent your own work. Pasting a link to a Web site in an assignment post, however, and describing how it relates to your assignment response is not plagiarism. Putting your name on another student's homework is considered dishonest, but brainstorming with a classmate to identify main concepts to cover in an individually-completed assignment response is not dishonest.

- **Due Date:** Day 4 **[Main]** forum
- **Note** that in later courses you may be required to cite and reference sources. Until then, pay attention to how and when you refer to other people's work. If you need to refer to any written or visual work other than your own, be sure to provide the name of the original author along with the related content and the title of the work. When referring to an electronic source, provide the **Web** link.
- **Post** your response to the following: What are other ways in which you can make use of the wealth of **Web**-based information and still guard against plagiarism?

6. **CheckPoint:** Detecting Plagiarism

University instructors can enforce consequences for plagiarism such as failing a student's plagiarized assignment or failing a student from a class. In serious cases, instructors may choose to report instances of plagiarism to University administration. To detect plagiarism, University faculty use tools like the Plagiarism Checker, a service provided by the Center for Writing Excellence (CWE).

- **Resources:** University Library, Center for Writing Excellence (CWE) Plagiarism Checker
- **Due Date:** Day 5 **[Individual]** forum
- **Retrieve** the following article from the ProQuest Database found at the University Library: *Lab Courses Go Virtual* by Thomas F. Edgar. Copy and paste the text of the article into a Microsoft® Word document and save it to your desktop.
- **Imagine** you are an instructor who received the Edgar article in an assignment post from a student, and that this student has claimed to have written the article herself. In actuality, she plagiarized the article from the University Library.
- **Submit** the article to the Plagiarism checker from the Center for Writing Excellence. From your student course page:
 1. Select the following menus: **My Learning Resources, Tools & Tutorials,** and **Center for Writing Excellence.**
 2. Select the **Submit Paper for Review** link.
 3. Enter the Paper Title and use the **Browse** button to find the Word document on your desktop that contains the Edgar article.
 4. Click the box marked **Plagiarism Checker** and wait for the status icon to change from a gold In Progress diamond to a green Ready square.
 5. After waiting a moment, click your browser's **Refresh** button to view results. Click the **Ready** square once it appears to view results.
- **Post** a 200- to 300-word response describing the results from the Plagiarism Checker. Still imagining yourself as a faculty member, include what you think your course of action would be toward the student who submitted the assignment. Describe to the student why plagiarism is dishonest, and what other types of behavior constitute academic dishonesty.

Week Five

Goal Setting

- Develop educational and career goals.

ASSIGNMENTS

1. **CheckPoint:** Setting Goals

- **Due Date:** Day 4 [**Individual**] forum
- **Follow** the steps listed below:
 1. Identify two of your long-term education or career goals. Your goals may be career-oriented, academic, or personal in nature. (“I will become the head of my company’s graphics department” is an example of a long-term goal.)
 2. Break these two long-term goals into several short-term goals that you hope to accomplish within a relatively short time. (“I will learn how to use my company’s new graphics software” is one short-term goal that would need to be accomplished before someone could become the head of a graphics department.)
 3. For each of your short-term goals, list a specific deadline you wish to accomplish the goal by (for example, “I will accomplish this goal by the end of next month”). Describe how you will accomplish the goal (for example, “I will enroll in a professional development course”).
 4. Prioritize all goals in order of importance.
 5. Describe how each goal is specific, is moderately difficult but not impossible to achieve, and aligns to your values.
- **Post** your completed list to the **Individual** forum.

2. **Assignment:** Mastering a Skill

There are some skills that virtually all people use every day. There are some skills that only a few people have, but all people should master.

- **Due Date:** Day 7 [**Individual**] forum
- **Think** about a skill that most people do not have but could benefit from mastering. Why would people benefit from having this skill? What are the consequences of not having this skill?
- **Write** an essay to persuade your instructor that all people should master this certain skill.
- **Post** your completed 750-word essay as an attachment.

Week Six

Managing Time Wisely

- Formulate a plan for improving personal time-management skills.

ASSIGNMENTS

1. **Read** Ch. 1 (pp. 14-26) of *Keys to College Studying: Becoming an Active Thinker*.
2. **Read** Ch. 4 of *Keys to College Studying: Becoming an Active Thinker*.
3. **Read** Ch. 5 (pp. 155-167 & 175-182) of *Keys to College Studying: Becoming an Active Thinker*.
4. **Discussion Question 1**
 - **Due Date:** Day 2 **[Main]** forum
 - **Post** your response to these questions: How do you spend most of your time? Do you think that your time is managed effectively? Explain your reasons.
5. **Discussion Question 2**
 - **Due Date:** Day 4 **[Main]** forum
 - **Post** your response to the following: How do you decide which items on your schedule to prioritize on a daily and weekly basis? Which goal from the Setting Goals CheckPoint could you map to daily and weekly deliverables, and what timeframes would you assign to ensure you meet the goal deadline?
6. **CheckPoint:** Time Management Activity

Time-management skills are critical to your academic and personal success. Conducting an informal observation and evaluation of your own time management skills can provide insight into how and when you most effectively use your time. When you have identified your priorities, you can use this knowledge to make appropriate changes to be a more effective time manager.

 - *Resource:* Appendix F
 - **Due Date:** Day 5 **[Individual]** forum
 - **Complete** a time-management log of one of your “typical” day’s activities using Appendix F. When the table is complete, answer the wrap-up questions.
 - **Post** your completed Appendix F as an attachment.

Week Seven

Reading Comprehension and Retention Strategies

- Apply reading comprehension techniques.
- Develop strategic learning skills and attitudes.

ASSIGNMENTS

1. CheckPoint: Reading and Comprehension

- *Resources:* Ch. 4 of *Keys to College Studying*, *8 Secrets to a Knockout Business Presentation*
- **Due Date:** Day 4 [**Individual**] forum
- **Use** the reading *8 Secrets to a Knockout Business Presentation* to carefully time yourself as you read the article. When finished, calculate your words-per-minute reading rate using the instructions from p. 140 of the text.
- **Summarize** main points from the reading into a short, bulleted list. Then provide your answers to the following questions in a 200-to 300-word response:
 - What was your approach to reading the selection?
 - What was your reading setting?
 - How did you minimize distractions?
 - Did you become emotionally involved?
 - Which of the four reading purposes did you employ? You can list more than one.
 - List new vocabulary terms, and provide their definitions.

2. Assignment: Reading and Retention

- *Resources:* pp. 155-167 & 175-182 of *Keys to College Studying: Becoming an Active Thinker*, and Appendix G
- **Due Date:** Day 7 [**Individual**] forum
- **Select** a chapter reading from the previous week.
- **Apply** the SQ3R reading technique to your selected reading.
- **Use** Appendix G to describe the actions you took during each step of the process and to answer the wrap-up question.
- **Post** your completed Appendix G as an attachment.

Week Eight

Personality and Learning Styles

- Evaluate personal learning styles to maximize success in a distance learning environment.

ASSIGNMENTS

1. **Read** Ch. 2 (pp. 37-56 & 62-64) of *Keys to College Studying: Becoming an Active Thinker*.
2. **Read** Ch. 12 (pp. 427-441) of *Keys to College Studying: Becoming an Active Thinker*.
3. **Discussion Question 1**
 - *Resource:* Ch. 2 of *Keys to College Studying: Becoming an Active Thinker*
 - **Due Date:** Day 2 [**Main**] forum
 - **Complete** the Multiple Pathways to Learning assessment (pp. 41-44) and the Personality Spectrum assessment (pp. 45-48) in Ch. 2 of *Keys to College Studying: Becoming an Active Thinker*, and relate the results to your personal study habits.
 - **Post** your response to the following: How can you use the study techniques recommended for your personality type and strongest intelligence(s) to function best in a distance learning environment? Which techniques can you use to improve less-developed personality areas or intelligences?
4. **CheckPoint: Multiple Intelligences**
 - **Due Date:** Day 3 [**Individual**] forum
 - **Conduct** research online regarding the strongest of your multiple intelligences. Find three Web sites which accurately describe that intelligence. If you identified more than one dominant intelligence, choose only one for your research. Note that your classmates will be reviewing your responses in Discussion Question 2, so make sure that your answers are complete.
 - **Post** the following information:
 - Links to the three Web sites that describe the intelligence
 - A 50-word description, written by you, of your strongest intelligence
 - A 50-word summary describing how each site either reinforced or contradicted something about yourself
5. **Discussion Question 2**

Your instructor will divide the class into several discussion clusters. He or she will post a student roster which will show the discussion cluster to which you belong. Find the discussion starter thread for your cluster and read the CheckPoint responses and discussion question provided.

 - *Resource:* Multiple Intelligence CheckPoint responses provided by the Instructor
 - **Due Date:** Day 5 [**Main**] forum
 - **Post** your response to the following: What learning similarities and differences are apparent in the different CheckPoint responses? What is the importance of knowing your personal learning strengths in addition to those of your classmates? How can this knowledge be beneficial to collaborative work completed in an online learning environment?

Week Nine

Planning for Success

- Formulate plans for making steady progress toward achieving educational and career goals.

ASSIGNMENTS

1. Capstone CheckPoint

- *Resource:* Chapter 12 of *Keys to College Studying: Becoming an Active Thinker*
- **Due Date:** Day 4 [**Individual**] forum
- **Complete** the *Make Responsible Choices* activity on p. 447 of the text. Choose two of the three questions about which to write a summary response of 200 to 300 words.

2. Final Project: Student Survival Guide

- *Resources:* Appendix A
- **Due Date:** Day 7 [**Individual**] forum
- **Compile** a 1,000- to 1,250-word survival guide that will serve as a resource for you throughout your program. Using what you have learned in class, develop personal action plans for the following topics:
 - Using Axia's Educational Resources
 - Upholding Academic Honesty
 - Setting and Achieving Goals
 - Managing Time Wisely
 - Fostering Reading Comprehension and Retention
 - Applying Personality and Learning Styles
- **Recall** that if you need to submit any written or visual work other than your own, be sure to provide the name of the original author along with the related content and the title of the work. When referring to an electronic source, provide the Web link.
- **Post** your Student Survival Guide as an attachment.