Bowling Green State University
Office of Multicultural Affairs

UNIV 1200: Learning-Behavior Assessments
(Credits = 1; repeatable up to 4 credits)

| Instructor: Manny Pomales, Jr., Ph.D., NCP | BGSU Office #: (419) 372-6867 |
| Semester: Spring 2011 Semester | BGSU Office: Math/Science Building 318B, #44 |
| Call #: M1001; 17720 | BGSU E-mail: mpomale@bgsu.edu |
| Days: Tuesday | |
| Times: 11:30 AM to 12:20 PM | |
| Classroom: Business Admin. Annex 1002 | |

I. Catalog Description:

UNIV 1200: Learning-Behavior Assessments (1). Fall, Spring. The Information Learning-Behavior Scale will be used by students to measure and modify their overall learning-behavior. This is an academic counseling course for students who participate in the Office of Multicultural Affairs’ programs. Repeatable up to 4 credits. Prerequisite: Permission from Multicultural Affairs. Graded ABC/No Credit.

II. Rationale:

Students who assess their learning-behavior on a weekly basis will perform better academically than they have in the past. This course takes an internalized motivation approach; thus, students will be taught that they are responsible for their success in college and in life.

III. COURSE LEARNER OBJECTIVES and ASSESSMENT METHODS:

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<tr>
<th>Knowledge: Students will</th>
<th>Assessments</th>
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<td>Logs in IL-BS AMIGO Workbook=L; Class Discussion=CD; Instruments=I</td>
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<td>1. Understand and apply the concepts of the Information Learning-Behavior Scale (IL-BS; Time Oriented) on a weekly basis.</td>
<td>L, CD, I</td>
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<td>2. Understand the basic concepts of motivation and comprehension via the Problematic Learning-Behavior Type Indicator (PLBTI; Four Windows).</td>
<td>L, CD, I</td>
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<td>3. Understand stress via class introductions.</td>
<td>L, CD, I</td>
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<td>4. Learn about employment interests via the Pictorial Environments for Employment Form (PEEF).</td>
<td>L, CD, I</td>
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<td>5. Learn the mental concepts of, “how do I learn” via the IL-BS model of the Information Learning-Behavior Scale.</td>
<td>L, CD, I</td>
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<td>6. Learn weekly time management for studying on a regular basis.</td>
<td>L, CD, I</td>
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<td>7. Be able to solve a learning related problem critically.</td>
<td>L, CD, I</td>
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<td>8. Make wise academic and vocational decisions.</td>
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9. Be able to use the library and internet resources (OhioLINK).
10. Appreciate the act of learning information.
11. Communicate better with instructors and others in general.

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IV. Values:

Students will
1. Appreciate the act of learning information via the Information Learning-Behavior Scale.
2. Appreciate the BGSU campus community resources.
3. Appreciate the cultural and personality differences of BGSU students and how they learn.
4. Allow for different opinions and experiences of their peers.
5. Appreciate their learning abilities.

V. Course Outcomes:

1. Students will become good learners and understand the process of learning for all classes within the present term by using the Information Learning-Behavior Scale and seven additional learning and career related instruments.
2. Students will be able to develop a plan-of-action for academic success within each course by using the Information Learning-Behavior Scale and Problematic Learning-Behavior Type Indicator.
3. Students will comprehend employment environments by using the Pictorial Environments for Employment Form (PEEF).
4. Students will understand the logic of basic academic skills and their learning-behavior via the Psychological Effects of Basic Skills Form and the IL-BS model.

VI. Textbooks and One Low Cost Calculator:


One low cost (cheap) calculator (functions are addition, subtraction, division and multiplication).
VII. Evaluation and Grade Assignment:

1) Class attendance; this class has a strong student interactive approach.  
   (Attendance is worth 33.3% of the final grade.)

2) One hundred percent completion of the Information Learning-Behavior Scale (IL-BS) booklet; all students should have 15 IL-BS answer forms completed: 13 PrLB/FuLB, 1 FiLB and 1 PaLB answer forms equal 15 completed IL-BS answer forms.
   (100% completion of the IL-BS booklet is worth 33.3% of the final grade).

3) One hundred percent completion of the Information Learning-Behavior Scale, AMIGO (IL-BSA) booklet.
   (100% completion of the IL-BS, AMIGO booklet is worth 33.3% of the final grade).

VIII. Bibliography:


IX. Course Schedule and Policies:

1. This class starts at the scheduled hour (11:30 AM) SHARP.

2. If you did not attend class, you must complete the Information Learning-Behavior Scale answer form for every class session (thirteen present and future assessments, one final learning assessment, and one past high school assessment for a total of 15 assessments.

3. Students are encouraged to participate in class discussions, and courteous behavior is expected.
4. The *Information Learning-Behavior Scale* booklet and *IL-BS AMIGO* workbook must be completed on a **weekly** basis.

5. This course has an “internal locus of control philosophy,” (you control what happens in life).

6. March 18, 2011: Last day to withdraw from classes with the college permission.

7. Cell telephones are **NOT** permitted in the classroom.

**X. Diversity:**

This course has been designed to meet the diversity needs of all students as noted in the college catalog. The instructor has taught in academic institutions that reflect the differences of most learners in the classroom as well as general environments. The instructor will not tolerate the negative treatment of any student, and confidentially of personal issues will be respected.

**XI. Instructional Methods and Activities:**

**Weekly Class Activities**

**Week 1:**
- Class introductions (in front of class): Name, city, state, major and purpose of enrolling in UNIV 1200: Learning-Behavior Assessments.
- Required books: *Information Learning-Behavior Scale* (IL-BS) booklet and the *Information Learning-Behavior Scale AMIGO* (IL-BSA) workbook.
- Final course grade requirements from the syllabus.

**Week 2:**
- *Information Learning-Behavior Scale*, assessment #1;
- Learning how to use the *Information Learning-Behavior Scale* (IL-BS); and the IL-BS AMIGO workbook.
- Class discussion of the results.

**Week 3:**
- *Information Learning-Behavior Scale*, assessment #2;
- Learn to use the *Information Learning-Behavior Scale*, AMIGO workbook to score your answer sheets, keep track of you IL-BS data, chart your data, and to write your IL-BS logs.

**Week 4:**
- *Information Learning-Behavior Scale*, assessment #3, and the *IL-BS AMIGO*.
- Administration and interpretation of the *Pictorial Environments for Employment Form* (PEEF). Results will be presented and discussed in class.

**Week 5:**
- *Information Learning-Behavior Scale*, assessment #4, and the *IL-BS AMIGO*.
- Measuring your resistance toward using learning interventions via *RULIS* (Resistance toward Using Learning-Interventions Scale).
- Next, a class discussion.
Week 6:  
- *Information Learning-Behavior Scale*, assessment #5, and the *IL-BS AMIGO*.  
- *My Books Beat-Me-Up Scale* measures students’ perceived stress towards the usage of their class textbooks.

Week 7:  
- *Information Learning-Behavior Scale*, assessment #6, and the *IL-BS AMIGO*.  
- *Psychological Effects of Basic Skills Form*, administration and interpretation.

Week 8:  
- *Information Learning-Behavior Scale*, assessment #7, and the *IL-BS AMIGO*.  
- Administration and interpretation of the *Problematic Learning-Behavior Type Indicator (PLBTI)*.

Week 9:  
- *Information Learning-Behavior Scale*, assessment #8, and the *IL-BS AMIGO*.  
- Review of the IL-BS AMIGO Steps 1-6.

Week 10:  
- *Information Learning-Behavior Scale*, assessment #9, and the *IL-BS AMIGO*.  
- *Social Environment for Learning Form (SELF)* will be administered, and students will discuss their results.

Week 11:  
- *Information Learning-Behavior Scale*, assessment #10, and the *IL-BS AMIGO*.  
- *Time Oriented Quality of Life Scale (TOQLS)* was developed to measure the present quality of life in relationship to one’s desired future quality of life.

Week 12:  
- *Information Learning-Behavior Scale*, assessment #11, and the *IL-BS AMIGO*.  
- *College Student Intra-Pathways Scale (CSI-PS)*

Week 13:  
- *Information Learning-Behavior Scale*, assessment #12, and the *IL-BS AMIGO*.  

Week 14:  
- *Information Learning-Behavior Scale*, assessment #13, and the *IL-BS AMIGO*.  
- Class presentation: Learning-Behavior Study Patterns for the semester.

Week 15:  
- *Information Learning-Behavior Scale*, assessment #15.  
- Assessment of the high school past, the last assessment; and the *IL-BS AMIGO*.  
- The data sheet and Course Evaluations.