

Fall 2023

<b>Instructor title and name:</b> Prof. Jonathan Manning	<b>Instructor phone:</b> 626-236-0008 (my personal cell)
<b>Office location and hours:</b> Salomon 103; by appointment	<b>Instructor email:</b> jmanning@pointloma.edu
<b>Meeting times/days:</b> 11:00a-11:55a TR	<b>Meeting location:</b> Rohr Hall 112
<b>Final Exam:</b> Thu, 12/14, 10:30a-1:00p	

## PLNU MISSION: TO TEACH ~ TO SHAPE ~ TO SEND

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

## COURSE DESCRIPTION

A comprehensive introduction to topics within higher education relevant to beginning college students, designed to equip students for long-term collegiate persistence. In this course, emphasis is placed on study skills, critical thought, vocation exploration, and broadly applicable strategies for academic success.

## COURSE LEARNING OUTCOMES

1. Acquire and implement key metacognitive learning strategies within current and future university courses.
2. Build experience and increase personal effectiveness in areas of collegiate communication, time management, and self-advocacy.
3. Cultivate skill in the areas of exam preparation, exam execution, and note-taking.
4. Learn and apply methods of critical reading to understand a text's meaning and underlying logical structure.

## REQUIRED TEXTS AND OTHER RESOURCES

### Textbooks:

Brown, Peter C., Henry L. Roediger III, and Mark A. McDaniel. *Make It Stick: The Science of Successful Learning*. Cambridge, MA: The Belknap Press of Harvard University Press, 2014. ISBN 978-0674729018

McGuire, Sandra Yancy. *Teach Yourself How to Learn: Strategies You Can Use to Ace Any Course at Any Level*. Sterling, VA: Stylus Publishing, 2018. ISBN 978-1620367568

### Digital Resources (available via Canvas):

Barnett, Sofia. "ChatGPT Is Making Universities Rethink Plagiarism." *Wired*, January 30, 2023.

Carey, Jennifer. "Plagiarism vs. Collaboration on Education's Digital Frontier." *Powerful Learning Practice Blog*, December 16, 2013.

Couchman, Justin. "Should You Rely on First Instincts when Answering a Multiple Choice Exam?" *The Conversation*, September 3, 2015.

Firth, Jonathan. "Spacing in Teaching Practice." *The Learning Scientists*, April 12, 2016.

Gilroy, Susan. "Interrogating Texts: 6 Reading Habits to Develop in Your First Year at Harvard." *guides.library.harvard.edu*, October 23, 2013.

Gwynne, Peter. "The Write Way to Reduce Test Anxiety." *Inside Science*, January 13, 2011.

Kaminske, Alethea Need. "Time Management: What Is It, Who Has It, and Can You Improve It?" *The Learning Scientists*, April 16, 2020.

Lieberman, Charlotte. "Why You Procrastinate (It Has Nothing to Do with Self-Control)." *The New York Times*, March 25, 2019.

May, Cindi. "A Learning Secret: Don't Take Notes with a Laptop." *Scientific American*, June 3, 2014.

Pan, Steven C. "The Interleaving Effect: Mixing It Up Boosts Learning." *Scientific American*, August 4, 2015.

Portwood-Stacer, Laura. "How to Email Your Professor (Without Being Annoying AF)." *Medium*, April 26, 2016.

Sienkiewicz, Taylor. "How to Get the Most Out of Professor Office Hours." *Peterson's*, March 5, 2019.

Talley, Emily. "Secret Skills for Success: Self-Advocacy." *blogs.bu.edu*, August 2, 2016.

Zimmerman, Jonathan. "Multitasking: What a Professor Knows that Students Don't." *Christian Science Monitor*, November 14, 2013.

## ASSESSMENT AND GRADING

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### **Q: How will I know my grade in the course?**

**A:** To eliminate grade anxiety, this course is built on a contract grading model. This means that you can choose which grade you would like to earn right now at the beginning of the semester and then allocate your time wisely toward earning that grade. A written course contract is due by the third week of the semester that states (1) the grade you intend to earn in the course, and (2) the work you will do to earn the grade; I will then ensure you meet your learning goals. At two other points in the semester, you will evaluate your contract and contribution to the course. You are free to change your mind during the semester about what grade you wish to earn, but we must then meet to negotiate your new contract.

I will not accept work that is unfocused, rife with grammatical/logical errors or typos, or which appears to be the byproduct of lazy engagement with the material. If you happen to submit work that fits this description, you risk not meeting the conditions of your course contract. I will allow you the opportunity to redo three assignments if they do not meet the standards of your contract, not including quizzes and exams. If I accept your work, it means you met contract and are on track toward earning the grade you chose. I assume that nobody wants a grade of D or F; if you are interested in a grade lower than a C, we should discuss.

Just as with much of life, you won't earn partial credit for activities: you either get full credit or not at all (in which case, I will give you an opportunity to try again).

### **Q: What is required for each contract grade level?**

**A:** See below for a list of required coursework:

#### **To earn a C-level grade in this course, you will:**

- Attend class regularly, missing no more than 10% of sessions (no more than 3 absences) this semester;
- Regularly arrive on time to class (being late 3 times counts as one unexcused absence);
- Carefully read each assigned text and arrive to class prepared to contribute meaningfully to course discussion;
- Complete at least three semester grade checks;
- Write a course contract at the beginning of the semester with your grade objective and evaluate it twice;
- Complete and submit student information survey assignment;
- Complete and submit 3 university communication assignments;
- Complete and submit 2 calendar assignments;
- Complete and submit spring schedule assignment;
- Complete and submit the "My Semester So Far" midterm essay;
- Complete and submit any 8 of the 13 available Reading Reflection assignments;
- Earn an average score of at least 65% across all vocabulary quizzes, midterm, and final exam.

#### **To earn a B-level grade in this course, you will:**

- Complete all requirements for a C-level course contract with excellence,
- Complete and submit notetaking assignment;
- Complete and submit the "Metacognition and Learning" final essay;
- Complete and submit any 9 of the 13 available Reading Reflection assignments;
- Earn an average score of at least 70% across all vocabulary quizzes, midterm, and final exam.

#### **To earn an A-level grade in this course, you will:**

- Complete all requirements for a B-level course contract with excellence,
- Give 1 book presentation;
- Complete and submit any 10 of the 13 available Reading Reflection assignments;
- Earn an average score of at least 80% across all vocabulary quizzes, midterm, and final exam.

Within each grade level, there is a variable range of effort and quality that can result in students earning + or – grades.

## Grading Scale:

While most individual assignments will be scored for completion, any numerical scores will correspond to the following scale:

	89%-87%	= B+	79%-77%	= C+	69%-67%	= D+		
100%-93%	= A	86%-83%	= B	76%-73%	= C	66%-63%	= D	59%-0% = F
92%-90%	= A-	82%-80%	= B-	72%-70%	= C-	62%-60%	= D-	

## Coursework Overview (note that further details about many of these items will be given in Canvas and/or in class):

### Class Attendance:

PLNU Class Attendance Policy: Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If a student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of attendance jeopardy and potential de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their efforts.

### Semester Grade Checks:

In this course, each student will periodically and briefly meet with the professor to ensure that student is on track in all their semester classes. Further details will be given in class.

### Class Participation:

Class participation means arriving prepared to discuss assigned reading and other class material, sharing insights, responding to other students, asking relevant questions, attempting to answer relevant questions, and discussing the issues brought up in class. In this class you might not have the opportunity to speak up daily, but you should still come prepared to contribute something to discussion daily and should strive to contribute regularly. Participation also encompasses engaging in assigned tasks, maintaining focus, and avoiding distraction of self and others.

### Course Contract:

In this course, each student will declare in writing (1) the grade they intend to earn in the course, (2) the work they will do to earn the grade, and (3) any additional expectations they have for the course and/or instructor. Students will complete and submit their contracts by week 3 of the semester and will provide progress evaluations in weeks 9 and 15 of the semester to ensure that they are on track to completing the contract successfully.

### Student Information Survey:

At the beginning of the semester, students will complete a brief questionnaire for the benefit of the professor.

### University Communication Assignments / Calendar Assignments / Spring Schedule Assignment / "My Semester So Far" Essay / Notetaking Assignment / "Metacognition and Learning" Essay / Book Presentation / Extra Credit Assignments:

Throughout the semester, students will engage in a variety of different tasks related to learning and university life. Specific assignments will be given and discussed in class as the semester progresses. Further details are also available in Canvas.

### Reading Reflections (13 total opportunities to reflect, number required depends upon contract):

During the semester we will read various books, articles and essays about learning, studying, and university life. Each week, students are assigned a reflective response to the week's readings. Strong responses will demonstrate knowledge of the content, meaning, and implications of the reading, and will meaningfully connect weekly content to the student's own perspective and experiences.

### Vocabulary Quizzes (10 total quizzes, 1 lowest quiz dropped):

Rationale: When used properly, open-book online vocabulary quizzes (1) provide an opportunity for students to recall and reinforce material, while giving immediate feedback on areas of weakness, (2) make learning additionally durable by mixing (interleaving) previously-covered material throughout later quizzes, (3) shift quiz-taking time outside of scheduled class sessions, and most importantly, (4) create a lower-stress "free to try and fail" environment conducive to learning.

Instructions: Starting early in the semester, quizzes will be scheduled weekly. They are open-book and may be retaken as many times as desired up until the due date (note that quiz questions are drawn randomly from a question pool, so when you retake, you will likely see some new questions). When a quiz is repeated, your highest score will always be remembered and recorded; a repeated quiz can never reduce your score. All quizzes are available on Canvas.

#### For Best Results:

- Read and listen to podcasts first. Don't try to quiz before learning the material.
- Quizzes are open book, but you'll learn better by trying to rely less on resources and more on your thinking/memory.
- With each question, take time to actively think about class content, and to make mental connections between ideas.
- Spaced repetition increases learning. Repeat a quiz at least two times across two separate days, regardless of score.
- Learn from mistakes: incorrect responses show you where to revisit your material and where to ask questions in class.
- Remember that the ultimate goal is to learn this content well—taking shortcuts to pass a quiz will not enable you to learn and remember the material for subsequent use (i.e., on the course's written exams or in your life).

### Midterm & Final Exams:

Midterm and final exams will offer the chance to consolidate learning and make connections between class topics and ideas. Specific instructions and details will be given in class.

## **ACADEMIC ACCOMMODATIONS**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

## **ACADEMIC HONESTY**

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Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See PLNU's complete academic honesty policy under "Academic and General Policies" in the catalog: <https://catalog.pointloma.edu/>.

## **ARTIFICIAL INTELLIGENCE / AI TOOLS**

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We learn best when we take time to think about ideas, process them, deeply engage with them, make connections between them, talk about them with others, etc. The use of AI generators largely subverts and circumvents these ways of thinking and learning. Using AI tools at any point in the writing process also strongly increases the likelihood that a student's writing will be comingled with words and ideas from elsewhere, which is a form of plagiarism regardless of intent. AI tools have also repeatedly been shown to generate plausible-sounding but false, fabricated, or even nonsensical responses to user inputs. For these reasons, the use of AI tools such as ChatGPT is unwelcome in every aspect of this class.

## **COPYRIGHT POLICY**

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PLNU, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

## **INCLUSIVE LANGUAGE AND BELONGING**

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PLNU faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking entails avoidance of stereotypes, demeaning terminology, and unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, language, marital status, national origin, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

For further discussion and specific examples of inclusive language, please visit the following academic websites:

- The APA Style Guide: Bias-Free Language
  - <https://apastyle.apa.org/style-grammar-guidelines/bias-free-language>
  
- The California State University Chancellor's Office: Diversity Style Guide
  - <https://www2.calstate.edu/csu-system/csu-branding-standards/editorial-style-guide/Pages/diversity-style-guide.aspx>

You may report an incident of bias using this form: [https://cm.maxient.com/reportingform.php?PointLoma&layout\\_id=5](https://cm.maxient.com/reportingform.php?PointLoma&layout_id=5)

## **SEXUAL MISCONDUCT AND DISCRIMINATION**

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In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, accommodations and resources are available through the Title IX Office: <http://pointloma.edu/Title-IX>. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services ([counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu)) or find a list of campus pastors at <http://pointloma.edu/Title-IX>.

## USE OF TECHNOLOGY / SCREEN DEVICES

Outside of class sessions: it is essential that students use technology—including the Canvas website and PLNU gmail accounts—to communicate with the instructor and classmates and to complete assigned work.

During class sessions: screen devices such as phones, tablets, and laptops will occasionally be used in class at the direction of the instructor (e.g., for evaluative purposes). Outside of these specific instances, technology such as phones, tablets, laptops, airpods, and/or other screen or headphone devices, etc. should not be operated during class, due to their powerful capacity to distract both the user and those in proximity to the user. Unauthorized use of technology in class may result in loss of participation or (in excessive cases) attendance credit.

## COURSE SCHEDULE AND ASSIGNMENTS

Course schedule, topics, evaluation, assignments, and deadlines may be changed at the instructor’s discretion.

Unless otherwise stated, all assignments are due at the end of the designated day by midnight. The instructor reserves the right to discount or refuse late work. Please contact your professor if you foresee a problem in completing work on time.

<b>WEEK 01</b>  <i>University Communication + Metacognition I</i>	<b>MON, AUG 28 – SAT, SEP 2</b>  <u>Reading Due:</u> <ul style="list-style-type: none"> <li>• Week 01 Canvas Module</li> <li>• Portwood-Stacer, “How to Email Your Professor”</li> <li>• McGuire pp. 1-8 (Introduction, Chs. 1-2)</li> </ul> <u>Assignments Due:</u> <ul style="list-style-type: none"> <li>• <b>University Communication #1 (Friday)</b></li> <li>• <b>Student Information Survey (Friday)</b></li> </ul>
<b>WEEK 02</b>	<b>MON, SEP 4 – SAT, SEP 9</b>  <u>Reading Due:</u> <ul style="list-style-type: none"> <li>• Week 02 Canvas Module</li> <li>• Sienkiewicz, “Professor Office Hours”</li> <li>• Carey, “Plagiarism vs. Collaboration”</li> <li>• Barnett, “ChatGPT”</li> </ul> <u>Assignments Due:</u> <ul style="list-style-type: none"> <li>• <b>Week #2 Reading Reflection (Tuesday)</b></li> <li>• <b>University Communication #2 (Thursday)</b></li> </ul>
<b>WEEK 03</b>	<b>MON, SEP 11 – SAT, SEP 16</b>  <u>Reading Due:</u> <ul style="list-style-type: none"> <li>• Week 03 Canvas Module</li> <li>• McGuire pp. 9-58 (Chs. 3-5)</li> </ul> <u>Assignments Due:</u> <ul style="list-style-type: none"> <li>• <b>Course Contract (Monday)</b></li> <li>• <b>Week #3 Reading Reflection (Monday)</b></li> <li>• <b>University Communication #3 (Thursday)</b></li> </ul>
<b>WEEK 04</b>  <i>Time + Grade Management</i>	<b>MON, SEP 18 – SAT, SEP 23</b>  <u>Reading Due:</u> <ul style="list-style-type: none"> <li>• Week 04 Canvas Module</li> <li>• Zimmerman, “Multitasking”</li> <li>• Kaminske, “Time Management”</li> <li>• McGuire pp. 89-96 (Ch. 9a)</li> </ul> <u>Assignments Due:</u> <ul style="list-style-type: none"> <li>• <b>Week #4 Reading Reflection (Monday)</b></li> <li>• <b>Online Vocab Quiz #1 (Thursday)</b></li> </ul>
<b>WEEK 05</b>	<b>MON, SEP 25 – SAT, SEP 30</b>  <u>Reading Due:</u> <ul style="list-style-type: none"> <li>• Week 05 Canvas Module</li> <li>• Talley, “Self-Advocacy”</li> <li>• McGuire pp. 59-72 (Ch. 6)</li> </ul> <u>Assignments Due:</u> <ul style="list-style-type: none"> <li>• <b>Week #5 Reading Reflection (Monday)</b></li> <li>• <b>Online Vocab Quiz #2 (Thursday)</b></li> <li>• <b>Calendar Assignment #1 (Thursday)</b></li> </ul>
<b>WEEK 06</b>  <i>Motivation + Exam Taking</i>	<b>MON, OCT 2 – SAT, OCT 7</b>  <u>Reading Due:</u> <ul style="list-style-type: none"> <li>• Week 06 Canvas Module</li> <li>• Lieberman, “Why You Procrastinate”</li> <li>• McGuire pp. 73-88 (Chs. 7-8)</li> </ul> <u>Assignments Due:</u> <ul style="list-style-type: none"> <li>• <b>Week #6 Reading Reflection (Monday)</b></li> <li>• <b>Online Vocab Quiz #3 (Thursday)</b></li> <li>• <b>Calendar Assignment #2 (Thursday)</b></li> </ul>

<b>WEEK 07</b>	<b>MON, OCT 9 – SAT, OCT 14</b> <u>Reading Due:</u> <ul style="list-style-type: none"> <li>• Week 07 Canvas Module</li> <li>• Couchman, “First Instincts”</li> <li>• Gwynne, “Reduce Test Anxiety”</li> <li>• McGuire pp. 97-104 (Chs. 9b-10)</li> </ul>	<u>Assignments Due:</u> <ul style="list-style-type: none"> <li>• <b>Week #7 Reading Reflection (Monday)</b></li> <li>• <b>Online Vocab Quiz #4 (Thursday)</b></li> </ul>
<b>WEEK 08</b>	<b>MON, OCT 16 – SAT, OCT 21</b> <u>Reading Due:</u> <ul style="list-style-type: none"> <li>• Week 08 Canvas Module</li> </ul>	<b>**Midterm Exam will take place Tue, Oct 17 during class time**</b> <u>Assignments Due:</u> <ul style="list-style-type: none"> <li>• <b>Midterm Essay: My Semester So Far (Tuesday)</b></li> <li>• <b>Online Vocab Quiz #5 (Thursday)</b></li> </ul>
<b>WEEK 09</b> <i>Metacognition II</i>	<b>MON, OCT 23 – SAT, OCT 28</b> <u>Reading Due:</u> <ul style="list-style-type: none"> <li>• Week 09 Canvas Module</li> <li>• Firth, “Spacing in Teaching Practice”</li> <li>• Brown pp. ix-45 (Preface, Chs. 1-2)</li> </ul>	<u>Assignments Due:</u> <ul style="list-style-type: none"> <li>• <b>Course Contract Progress Evaluation (Monday)</b></li> <li>• <b>Week #9 Reading Reflection (Monday)</b></li> <li>• <b>Online Vocab Quiz #6 (Thursday)</b></li> </ul>
<b>WEEK 10</b>	<b>MON, OCT 30 – SAT, NOV 4</b> <u>Reading Due:</u> <ul style="list-style-type: none"> <li>• Week 10 Canvas Module</li> <li>• Pan, “The Interleaving Effect”</li> <li>• Brown pp. 46-66 (Ch. 3)</li> </ul>	<u>Assignments Due:</u> <ul style="list-style-type: none"> <li>• <b>Week #10 Reading Reflection (Monday)</b></li> <li>• <b>Spring Schedule Assignment (Tuesday)</b></li> <li>• <b>Online Vocab Quiz #7 (Thursday)</b></li> </ul>
<b>WEEK 11</b> <i>Notetaking</i>	<b>MON, NOV 6 – SAT, NOV 11</b> <u>Reading Due:</u> <ul style="list-style-type: none"> <li>• Week 11 Canvas Module</li> <li>• May, “A Learning Secret”</li> <li>• Brown pp. 67-101 (Ch. 4)</li> </ul>	<u>Assignments Due:</u> <ul style="list-style-type: none"> <li>• <b>Week #11 Reading Reflection (Monday)</b></li> <li>• <b>Online Vocab Quiz #8 (Thursday)</b></li> </ul>
<b>WEEK 12</b>	<b>MON, NOV 13 – SAT, NOV 18</b> <u>Reading Due:</u> <ul style="list-style-type: none"> <li>• Week 12 Canvas Module</li> <li>• Brown pp. 102-130 (Ch. 5)</li> </ul>	<u>Assignments Due:</u> <ul style="list-style-type: none"> <li>• <b>Week #12 Reading Reflection (Monday)</b></li> <li>• <b>Online Vocab Quiz #9 (Thursday)</b></li> </ul>
<b>WEEK 13</b> <i>Critical Reading</i>	<b>MON, NOV 20 – SAT, NOV 25</b> <u>Reading Due:</u> <ul style="list-style-type: none"> <li>• Week 13 Canvas Module</li> <li>• Brown pp. 131-161 (Ch. 6)</li> </ul>	<u>Assignments Due:</u> <ul style="list-style-type: none"> <li>• <b>Week #13 Reading Reflection (Monday)</b></li> </ul>
<b>WEEK 14</b>	<b>MON, NOV 27 – SAT, DEC 2</b> <u>Reading Due:</u> <ul style="list-style-type: none"> <li>• Week 14 Canvas Module</li> <li>• Gilroy, “Interrogating Texts”</li> <li>• Brown pp. 162-199 (Ch. 7)</li> </ul>	<u>Assignments Due:</u> <ul style="list-style-type: none"> <li>• <b>Week #14 Reading Reflection (Monday)</b></li> <li>• <b>Online Vocab Quiz #10 (Thursday)</b></li> <li>• <b>Note-Taking Assignment (Thursday)</b></li> </ul>
<b>WEEK 15</b> <i>Semester Wrap-Up</i>	<b>MON, DEC 4 – SAT, DEC 9</b> <u>Reading Due:</u> <ul style="list-style-type: none"> <li>• Week 15 Canvas Module</li> <li>• Brown pp. 200-225 (Ch. 8)</li> </ul>	<u>Assignments Due:</u> <ul style="list-style-type: none"> <li>• <b>Week #15 Course Reflection (Monday)</b></li> <li>• <b>Course Contract Progress Evaluation (Monday)</b></li> </ul>
<b>WEEK 16</b> <i>Finals Week</i>	<b>MON, DEC 11 – FRI, DEC 15</b> <u>Reading Due:</u> n/a	<b>**Final Exam will take place Thu, Dec 14, 10:30am-1:00pm**</b> <u>Assignments Due:</u> <ul style="list-style-type: none"> <li>• <b>Final Essay: Metacog. and Learning (Thursday)</b></li> </ul>