



EDCP100: Principles and Strategies of Successful Learning

Assignment 2: Library (15 percent)

This assignment will assist you in navigating UMUC's library, understanding plagiarism, writing a citation, synthesizing an article, and developing critical thinking skills. The assignment has three parts.

Part 1: Plagiarism

The purpose of this exercise is to ensure that you have an understanding of plagiarism and how to avoid it.

Activity

The Effective Writing Center and the Center for the Virtual University have developed a wonderful tutorial titled "How to Avoid Plagiarism." This tutorial will give you valuable information concerning plagiarism and provide you with an assessment of what you have learned through an end-of-session quiz.

Instructions

1. Access the tutorial "How to Avoid Plagiarism" through our classroom.
 - a. Click the "Course Content" link.
 - b. Click the "Writing Resources" link.
 - c. Click the "How to Avoid Plagiarism" link.
2. Review the material in the tutorial.
3. At the end of the tutorial, take the short quiz. This quiz is meant to verify what you have learned by providing you with a certificate of completion.
4. Copy and paste the certificate to a Microsoft Word document.
5. Below the certificate, write a short paragraph discussing what you learned from this quiz.
6. Once you have completed the quiz and the short paragraph, attach your document to the appropriate tab in your Assignment Folder.

Part 2: Literature Review Analysis (Adult Learning and Student Success Research)

The library can be a student's best friend when it comes to researching and writing course papers. The great news is that as a UMUC student, you have access to an online library, <http://www.umuc.edu/library>. Therefore, this assignment is meant to familiarize you with UMUC's electronic library and its resources as they relate to finding articles. For those of you who are already familiar with UMUC's library, this assignment will assist you with developing a further appreciation for adult learning and reinforce all that the library offers.

This part is divided into two sections in order to guide you easily through your research:

1. finding an article using a UMUC electronic database

2. reading and writing about the article

Section 1: How Do I Find an Article Using a UMUC Electronic Database?

1. From the library homepage, click "Search by Subject"
2. Click on a subject guide that relates to your research interest.
 - a. For example, if you want to research adult learning, try the Education guide; if you want to research physical fitness, try Health and Medicine.
3. Once you have clicked on a subject guide, click on the red tab, near the top of the subject guide, that says "Databases."
 - a. From the list of recommended databases, choose one in which to search. Hint: if you "hover" over a database name with your mouse (just move the mouse over the database name without clicking), a short description of the database will pop up. Reading a database description can help you choose a database that is relevant for your research needs.
4. When you have chosen a database, click on the database name and, if prompted, login to the database with your last name and EMPLID or library barcode. (Login help.)

(Database Pointer 1: Before researching the database, write down keywords you want to research.)

5. Once the database opens, find the words "Full Text," and click the box next to it.
 - a. Please note: For the purposes of this assignment, it is fine to limit your search to full-text articles only. This will simplify your search, which can be helpful if you are new to using our online library. But in the future, for other research projects, do *not* limit your searches to full-text only; that way, you will be able to find many more possible articles to use in your research using the library's Find It tool.

(Database Pointer 2: "Full text" means the entire article is there for you to read online in the library database. See <http://www.umuc.edu/library/database/articles.shtml>.)

6. At the top of the database screen, type in your keywords to find an article that interests you. For example: *adult learning, student success, transitioning to college, change and adjustment, motivation, positive thinking, persistence, time management, stress reduction, learning styles, multiple intelligence, communication or listening skills, critical thinking, money management, goal setting, physical/mental fitness, your career, or any other topic from your textbook.* (If you are unsure of your topic idea, ask your instructor if your article is appropriate for the assignment.)
 - a. In many databases, when you want to search for an exact phrase (two or more words in a specific order) you will need to place the phrase inside quotation marks, for example, "transitioning to college". It also helps to use AND and OR in database searching, for example, to find articles about physical fitness or mental fitness, you can search like this: (physical OR mental) AND fitness

7. After you have typed in your keywords, press the "Search" button. Shortly thereafter, several search results should appear. Here is what a search looks like:

1

Searching: **Education Research Complete** Database you are searching

"adult learners" in Select a Field (optional) Search

AND in Select a Field (optional)

AND in Select a Field (optional)

1. Type in your search words (use quotation marks to search for an exact phrase, these words in this order)

2. Click "Search"

The screenshot shows a search interface for 'Education Research Complete'. The search term 'adult learners' is entered in a text box and highlighted in green. A red arrow points from a callout box to this text box. Another red arrow points from a callout box to the 'Search' button. Below the search box, there are two more search boxes, each preceded by 'AND', and a dropdown menu labeled 'Select a Field (optional)'. The 'Search' button is a green rectangle with white text.

2

9. [Adult learners' emotions in online learning.](#)
- By: Zembylas, Michalinos. *Distance Education*, May2008, Vol. 29 Issue 1, p71-87, 17p; DOI: 10.1080/01587910802004852
- Subjects: ADULT students; EMOTIONS; WEB-based instruction; SEX role; SOCIAL role
- Database: Education Research Complete
- Add to folder | Relevancy: | [Cited Reference](#)
- PDF Full Text (76KB)
10. [The Hunt for Adult Learners.](#)
- By: WATSON, JAMAL ERIC. *Diverse: Issues in Higher Education*, 10/14/2010, Vol. 27 Issue 18, p14-14, 1/2p
- Subjects: MINORITY college students -- Recruiting; COLLEGE dropouts; GRANTS (Money); ADULT learning; DISTANCE education
- From the list of articles you retrieved, you can choose one that sounds interesting based on the article title. Click on the article title to get more details and tools you can use
- The screenshot shows search results for the article 'Adult learners' emotions in online learning'. The title is highlighted in green. A red arrow points from a callout box to the title. Below the title, there is a list of metadata including author, journal, volume, issue, pages, DOI, and subjects. There are also options to 'Add to folder', view 'Relevancy', and 'Cited Reference'. At the bottom, there is a 'PDF Full Text (76KB)' link. The second result is 'The Hunt for Adult Learners'.

Adult learners' emotions in online learning ← Article title

Authors: Zembylas, Michalinos¹. *m.zembylas@ouc.ac.cy* ← Author of the article

Source: Distance Education; May2008, Vol. 29 Issue 1, p71-87, 17p
 ← Important information about the article: the journal it was published in (Distance Education), the date, volume, issue and page numbers; you will include this information in your APA citation for this article

Document Type: Article

Subject Terms: *ADULT students
 *EMOTIONS
 *WEB-based instruction
 *ONLINE courses
 *DISTANCE education
 *INTERNET in education
 *OPEN learning
 *EDUCATION & state
 SEX role
 SOCIAL role

Author-Supplied Keywords: adult learners
 Cyprus
 emotions
 online learning

Abstract: The aim of the research study reported in this article was to investigate how *adult learners* talk about their emotions in the context of a year-long online course, the first online course these *adults* take, as part of a *distance education* program. The theoretical and methodological approach focused on formulating an account of how emotion discourses are used by *learners*, what role they play in online learning, and how they change over a one-year period (if they do so). The findings of this study provide three insights: (1) they show how *adult learners* (who also happen to be novice online *learners*) respond emotionally and talk about their emotions in relation to online learning; (2) they call attention to the ways in which emotion talk changes from the beginning of the course to the end, always in response to specific demands and dimensions of online learning; and (3) they reveal the differential emotional responses between men and women in relation to their social and gender roles and responsibilities. Empirical and policy implications of this study are discussed at the end. [ABSTRACT FROM AUTHOR]

← An abstract (summary) of the article, which helps you see the main ideas of the article quickly so you can judge whether the article is helpful for your research

← With these tools, you can print the article, save it, or e-mail it to yourself.

← Click here to read the full text of the article

← Cited References (75)

← PDF Full Text (76KB)

← Detailed Record

Tools: Add to folder, Print, E-mail, Save, Cite, Export, Create Note, Permalink, Bookmark

Section 2: Reading and Writing about the Article

1. From the search results, find and read the article that interests you the most.
2. Find one direct quote from the article that may add to your discussion and/or opinion of the article. (If you like, you may jump ahead to part 3 below for full information on proper citation.)
3. After reading the article, synthesize and summarize the article, using your critical thinking skills. In one paragraph, describe the major points of the article, and also give your opinion. When discussing your opinion, include some or all of the following:
 - a. Do you agree with the major premise of the article? Why?
 - b. What do you think are the pros and cons of the article?
 - c. Do you think the article is applicable to you?
 - d. Can you relate your opinion of the article back to what you have read in the textbook, other literature, or class discussions?
4. Attach this write-up to part 3 (Proper Citation).

Part 3: Proper Citation

As discussed in the plagiarism section, proper citation is essential. Therefore, the last part of this assignment is meant to review the citation process.

1. Watch the APA tutorial provided on the library's Web site (<http://www.umuc.edu/library/tutorials/apa/apa.shtml>).
2. Review your article once again.
3. As suggested in part 2, find one direct quote from the article that may add to your discussion and/or opinion of the article.

4. Incorporate the quote into your paragraph. As noted in the UMUC library Web pages (<http://www.umuc.edu/library/guides/apa.shtml#academicjournals>), there are several ways to cite within your discussion.
5. After your paragraph, hit "Enter" three times.
6. Center and type the word "References."
7. Provide the citation of the article in APA format.

Remember: Citing information is not always easy, so be patient with yourself. Use UMUC's wonderful library resources to assist you. For additional assistance, please visit <http://www.umuc.edu/library/citationguides.shtml>.

Submitting the Paragraph and Citation

In a single Microsoft Word document, submit parts 2 and 3 to the appropriate tab in your Assignment Folder.

Assignment 4: Final Project (20 percent)

Choice 1: Student Success Principles and Strategies Portfolio Project

The objective of this assignment is to demonstrate the knowledge you have gleaned from this course by highlighting the four learning success principles that interest you most. You will use your creative and critical thinking skills to explain the principles and strategies you studied and applied to achieve successful learning experiences. At the completion of this project, you will build a portfolio that illustrates your understanding of the success principles that are most significant to you. Your design will outline those concepts that connect with your interest; interpret the related success course principles; and represent those interpretations through a collection of articles, pictures, and discussions.

Instructions

1. Choose the four principles from four different chapters of the textbook that are most important to you.
2. Create a title page. For the purposes of this class, your title page should have your last name, with the page number, in the top right-hand corner. Then, centered halfway down the paper, include the following items: your name, the assignment description, the college name, the course name, and the current date. For example:

Smith 1

Mary Jane Smith
Student Success Portfolio Project
University of Maryland University College
EDCP100
December 16, 2011

2. Choose one article (newspaper, journal, or periodical) that best represents each success principle you have identified. State the textbook chapter or portion of the chapter associated with the article.
3. Add a table of contents that lists each of the four success principles you are presenting.
4. Choose one picture (from any source; the picture can also be personal) that best symbolizes that chapter.
5. Express your thoughts in four to five paragraphs that address the following:
 - a. Why did you choose each article and picture to represent each of the four chapters that interest you?
 - b. Discuss at least four self-improvement benefits that can be obtained when each of the indicated success principles is incorporated in your lifestyle.
 - c. Explain any other successful learning experiences you have had by applying those strategies identified in your portfolio.
 - d. How would you describe the relevant success themes when sharing your learning with another student who may be experiencing academic challenges?

Portfolio Format

Margins	Top, bottom, left, and right margins should be one inch.
Spacing	The portfolio should be double spaced.
Tabs	Begin each new paragraph with a tab.
Page numbers	Number each page, beginning with page 1. The page number should be positioned in the top right-hand corner of the paper; your last name should be positioned next to each page number.
Citations	Read and cite a minimum of four articles. For the purposes of this class, citations must be formatted in APA style. The format for the reference page should be as follows: Type the title "References" at the top of your paper. This title should be centered, no bold type, not underscored. Then type your citations. Each citation should be double spaced, left-justified, with a hanging indent (i.e., every line after the first is indented).

Style and Mechanics

This is a final project, and therefore, it should reflect your highest-quality work. Here are some guidelines:

Language style. Your language should be clear, concise and emphatic; that is, each sentence should be direct and easy to understand, and make an important point. Avoid using filler sentences or impressive vocabulary words that add nothing to the content. Simple is usually better.

Tone. The writing in your academic portfolio should have a formal, scholarly tone. Avoid contractions, idioms, and slang.

Mechanics. Errors in spelling, capitalization, punctuation, and grammar do affect readability. Spell checkers and grammar checkers are useful tools, but there is no substitute for double-checking your work. It is recommended that you proofread your work at least three times. It is also recommended that you read your work out loud to yourself or to an audience to ensure that your words and meaning are clear.

Assignment 4: Final Project (20 percent)

Choice 2: An Essential Goal in Service to the UMUC Community

Create your community service project.