

BEP 110 Integrative Paper Instructions & Grading Criteria

Purpose of the Integrative Paper: Tie together the themes of BEP 110, including:

- Attitudes & beliefs about learning and about yourself as a learner;
- Knowledge and skill related to processing information & articulating what you know & how to use it;
- Processes of self-regulation, including time management, motivation, anxiety, & concentration;
- Conditions that lead to optimal learning (including positive habits & clear goals) and ways in which you can actively plan and persevere in your efforts to achieve personal and academic excellence.

Part I—Intro & Reflections on Growth (40 points): Describe your journey through BEP 110, including **overall trends*** in LASSI scores from pre-test to post-test (include copies of pre-test & post-test results as attachments or pasted within the document). Describe your **reactions** to these changes (i.e., surprised, frustrated, proud, etc., & why). **Even if the numbers don't demonstrate drastic changes** in the predicted directions, describe any changes you've observed in yourself in selected areas (use specific examples).

**Note: You do not have to list the pre- and post-percentile scores for each area in your paper—just describe overall trends & the changes that stood out to you the most (i.e., you might have seen some drastic improvements, some that stayed about the same or went up slightly, or some other combination/pattern of results).*

Part II—Strategic Learning (100 points): Use this section to discuss (at least one paragraph for each topic):

- a) **Select 2-3 areas in which you've improved the most** (whether evident in LASSI percentiles or not), **and discuss these in detail.** Note the specific strategies, steps, or skills you acquired or developed that enabled your progress (i.e., how do you **know** you improved? What did you **do**, and what were the **results**? Be specific, and be sure to talk not only in terms of performance—i.e., grades—but also in terms of mastery: expanding your capabilities by gaining knowledge & skill).
- b) **Areas in which you still need to improve.** Describe the **strategies** you will use in order to pursue the continued growth you desire (hint: you may want to go back through the course notes on these topics for ideas. Be specific and targeted—i.e., the action steps that are likely to result in the outcomes you desire.)
- c) **Review your results from StrengthsQuest.** Remembering that strengths hold our greatest potential for personal excellence, describe at least 2 specific ways you intend to develop your strengths as leverage in your quest for success. Note: You are not required to discuss all 5; you may wish to focus on 1-2 that are most meaningful to you. (Hint: Chapters 5, 7, 8, & 10 in the SQ online text provide great lists of suggestions for developing each of the 34 talent themes in academics & beyond.)
- d) **Look back at your BI/Q/R posts from start to finish, and read your classmates' comments.** Using these posts, trace and describe ways in which you notice your thought processes, behaviors, and habits may have **evolved** over the course of the semester. Give detailed examples of some changes or trends you see.
- e) **Look back at your weekly Goal Journal entries** and describe how you have improved in goal-setting/planning. (How are your goals/plans different since starting the process? What impact, if any, have those changes had on your motivation and/or behavior? Do such changes influence the likelihood that your goals will be reached?)

Part III—Conclusion (60 points): Conclude your paper by including reflections on the following:

- Things you learned **about yourself** this semester and/or new thoughts about (or approaches to) learning;
- At least one specific way the course **challenged** you (describe **how** in terms of thinking, behavior, habits);
- At least one specific way in which **feedback** given on BI/Q/R's, goals, or other assignments helped you grow;
- Specific ways you intend to **use** what you learned in BEP 110 to accomplish your personal & academic goals.