

**Strategies for Academic Success  
PSY 1730 - Fall 2009 - Session 1  
Utah State University**

Whatever is good to know is difficult to learn.  
**Greek Proverb**

**Instructor: Brian Crouch**  
**Class Times: Tues/Thurs 10:30 – 11:15am**  
**Location: AGSC 338**

**Office: Academic Resource Center, TSC 305**  
**Office Hours by Appointment**  
**Phone: 797-0215**  
**Email: [brian.crouch@usu.edu](mailto:brian.crouch@usu.edu)**

**Required Text: Effective College Learning By Holschuh and Nist**  
**Required Lab Packet: PSY 1730 – Lab Packet, Fall Semester 2008**

**Course Description:**

This is a skills-based course where students learn a variety of skills and techniques that enable academic success at the college level. Through a combination of lecture, assigned reading, in-class activities, and hands-on practice students will learn concrete ways to improve college-level reading, note taking, self-management, college-level learning and thinking strategies, as well as test preparation and test-taking skills. Students assess their current strengths and weaknesses and focus on specific areas they want to improve. This is a rigorous course where class attendance, participation, and consistent quality of effort are expected.

**Course Objectives:**

1. Identify (or assess) barriers to your academic success.
2. Assess your study skills strengths and weaknesses and implement a plan of improvement.
3. Learn, practice, and use a variety of effective study strategies and learning techniques.
4. Analyze which strategies are most effective for your needs and adapt as necessary to your courses and study requirements.

**Class Attendance:**

**Class attendance is required.** The student cannot succeed in this course without attending class and participating in class activities. An attendance list will be available for sign-up at the start of class. This list will be removed after 5 minutes of class.

**Extensions & Make-Ups:**

In the event of a University approved absence or a significant medical problem please contact the instructor or teaching assistants *prior* to the due date to discuss making up a missed exam, quiz or product. Written documentation (e.g. university notice, note from physician) will be required for a make up. Family vacations, weddings, sleeping in, etc will not justify missing an assignment or exam. No exceptions will be made to this policy.

**Participation:**

This course is about modeling behaviors conducive to academic success. These include, attending class, being on time and in your seat before class begins, asking appropriate questions, being alert, taking notes, thinking about ideas and concepts introduced in class, and bringing materials for in-class work. **Homework Assignments are due at the BEGINNING of class. No late work is accepted.**

**Classroom behavior:**

Principles of civility dictate that students do not talk when the instructor, or another student, is talking. Also, please turn off cell-phones and note text messaging is prohibited. Please show up promptly and stay until class is over. Every faculty member has the right to remove any student from the classroom when a student has compromised the instructor's ability to teach, and/or other students' rights to learn. For more information see the University's Classroom Civility Policy which can be found on the web at:

<http://www.usu.edu/student-services/studentcode/>

**Academic Honesty:**

Plagiarizing, cheating or violating other reasonable standards of academic behavior will not be tolerated. Any student who engages in academically dishonest behavior will receive an "F" for the course grade. All incidents of cheating will be reported for university-level disciplinary proceedings the results of which can include probation, suspension, expulsion, the assignment of HV (honors violation) to the student's permanent transcript, etc. See section V1-1 of the Code of Policies and Procedures for Students at Utah State University:

<http://www.usu.edu/student-services/studentcode/>

**Tests:**

There will be 1 midterm exam, part objective (multiple choice, short answer) and part subjective (short essay), covering information to date.

**Grading: 600 Total Course Points**

558-600 Points	93-100%	A	438-455 Points	73-75.9%	C
534-557	89-92.9%	A-	414-437	69-72.9%	C-
516-533	86-88.9%	B+	<414	68.9%	F
498-515	83-85.9%	B	No "D+, D, or D-" given for this course.		
474-497	79-82.9%	B-			
456-473	76-78.9%	C+			

**Grade Points:**

7 Labs	240
Class Assignments/quizzes	210
Midterm Exam	50
Final Project	100
<b>TOTAL</b>	<b>600 Points</b>

**Course Fee:** You were automatically assessed a \$10.00 course fee when registering. The course fee provides enriched instruction and course outcomes through classroom support materials, handouts, consumable supplies, skills videos, and assessment instruments used to determine learning outcomes.

**Disability Statement:**

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444 voice, (435)797-0740 TTY, (435)797-2444 VP, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice.

**Class Format**  
**(Read Carefully and Retain for the Semester)**  
**(Instructor reserves the right to alter the syllabus)**

**Course Format:**

In general, the class will include topic introduction, topic discussion, individual or group activities and in-class guided practice.

**Course Assignments:**

Some assignments will be done in-class and others will be assigned as homework. In addition to the homework, class assignments and assignments listed below, you are also expected to read the assigned chapters in the textbook.

**Lab Assignments:**

<u>Date:</u>	<u>Topic</u>	<u>Assignment</u>	<u>Points</u>
Aug 25/27	Lab 1: Getting the Most Out of Lab	Self-Assessment	20
Sept 1/3	Lab 2: Time Management	Weekly Calendar Study Time Est.	30
Sept 8/10	Lab 3: Getting Organized	Binder/Spiral	30
Sept 15/17	Lab 4: Effective Note Taking	1 Set of "Cornelled" Lecture Notes	40
Sept 22/24	Lab 5: Annotating Textbooks	2/3 pages Photo-copied, Annotated text	40
Sept 29-Oct 1	Lab 6: Concentration, Memory, Visuals	Visual Organizer, Worksheet	40
Oct 6/8	Lab 7: Test Preparation	5 Day Study Plan	<u>40</u>
		Lab Sub Total	240
		<b>Course Grand Total</b>	<b>600</b>

"The important thing is not to stop questioning. Curiosity has its own reason for existing."

**ALBERT EINSTEIN**

Fall 2009  
**COURSE OUTLINE and REQUIRED READINGS**  
**(Instructor reserves the right to alter the syllabus)**

	<i>Date</i>	<i>Topic</i>	<i>Reading DUE for class</i>	<i>Assignments Due for Class</i>	<i>Lab topic</i>
W E E K 1	Tues. Aug. 25	You've Arrived! A bold new world.....	Ch. 1,3,4	In class assignment – TBA Pre-Assessment	Lab 1 - Intro and goals
	Thurs. Aug. 27	Time Management	Ch. 2	In class assignment – TBA Learning Journal 1 Due Guitars and learning	
W E E K 2	Tues. Sept. 1	Getting Things Done...Organization	Ch. 2,3	In class assignment – TBA Pre-Assessment Due	Lab 2 - Time Mgt.
	Thurs. Sept. 3	Student Beliefs & How People Learn	Ch. 4,6	In class assignment – TBA Learning Journal 2 Due	
W E E K 3	Tues. Sept. 8	Active Listening and Learning Learning Styles and how to work with yours; Evaluation skills	Ch. 7,8	In class assignment – TBA	Lab 3 – Organi- zation
	Thurs. Sept. 10	Taking Notes That Get You the Grade!	Ch. 8	In class assignment – TBA Learning Journal 3 Due	
W E E K 4	Tues. Sept. 15	Textbook Reading Systems	Ch. 9	In class assignment – TBA Exam Review Final Project introduced	Lab 4 – Note- taking
	Thurs. Sept. 17	Midterm Exam		Exam in class	
W E E K 5	Tues. Sept. 22	Annotating College Texts	Ch. 9	In class assignment – TBA Learning Journal 4 Due	Lab 5 – Annota- tion
	Thurs. Sept. 24	Concentration & Memory, Rehearse & Review, College Level Study Guides	Ch. 10,11	In class assignment – TBA	
W E E K 6	Tues. Sept. 29	Stress Management	Ch. 5	In class assignment – TBA Learning Journal 5 Due	Lab 6 – Study Guides
	Thurs. Oct. 1	Preparing for Exams, Test Taking 5-day Study Plan	Ch. 12, 13	In class assignment – TBA Post-Assessment Assigned	
W E E K 7	Tues. Oct. 6	So...Where Do I Go From Here? Discuss goal progress; Course Evaluation; Second Exam	Ch. 14,15	In class assignment – TBA Learning Journal 6 Due	Lab 7 - 5 day study plan
	Tues. Oct. 8	Final Project & Class Wrap		FINAL PROJECT Due Post-Assessment Due	