

Strategies for Academic Success

PSY 1730 – Fall 2009 (Session 1)



“College requires a different set of study skills than high school to be successful – a set of skills any college student can learn.”

Class: Tues./Thurs. 9:00-10:15
Room: M 201
Instructor: Debi Jensen
Office Hours: By Appointment
 Academic Resource Center – TSC 305
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Required Text: Effective College Learning by Holschuh and Nist
Required Lab Packet: PSY 1730 – Lab Packet

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.

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			
474-497	79-82.9%	B-			
456-473	76-78.9%	C+			

No “D+, D, or D-” given in this course.

Grade Points:

	7 Labs	240
	Participation/Attendance/Goals	70
	Semester Planner	20
Class Points	Midterm Exam	60
	5 Quizzes	70
	Study Skills Survey – Pre and Post	40
	<u>Final Project/Paper</u>	<u>100</u>
	TOTAL COURSE POINTS	600

*****Please turn off and put away your cell phones before class begins*****

Class Attendance and Participation: 70 points

Class attendance is required. The student cannot succeed in this course without attending class and participating in class activities. **Missed activities and in-class assignments cannot be made up.** Absences are zeros in the participation category. Excused absences (such as acute illness) are at the professor's discretion and require a phone call **before the missed class.**

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. **Assignments are due at the BEGINNING of class. No late work is accepted.** Participation checks are taken in the form of in-class exercises, short journal assignments, and unannounced pop quizzes.

Tests:

There will be 1 midterm exam, part objective and part subjective, covering information covered to date.

Student Responsibility Statement:

Not every assignment will fit your needs exactly. If a particular assignment does not meet your needs, it is your responsibility to construct an alternative assignment that meets your needs and still fulfills the class objectives. After discussing the new assignment with the instructor, the student will type a description of the new assignment and turn in a copy well before the old assignment due date. It is the student's right and responsibility to make the assignments for this course fit his/her needs.

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.

University-approved absences (e.g., for athletics, marching band, etc.) must be documented in writing from an official source and presented to your instructor at least one week prior to the absence to receive consideration for alternative assignment or exam due dates. In most cases, you are expected to take an exam before the scheduled date. Please ensure you notify your instructor after our first class if you are involved in activities involving university-approved absences.

Academic Dishonesty

Your instructor will abide by the Student Code to define cheating and to administer appropriate consequences. Refer to <http://www.usu.edu/studentservices/pdf/StudentCode.pdf> pages 11-12.

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, 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 duration of the course.)
(Instructor reserves the right to alter the syllabus.)

In general, 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 done out-of-class. In addition to the assignments listed below, you are also expected to read the assigned chapters in the textbook. Quizzes and assignments are designed to test your understanding of the assigned reading.

Keep in mind that the entire class is designed to build your knowledge, understanding, and skill of effective study techniques and strategies. The instructor is more concerned about how you creatively apply new skills to develop your confidence and satisfaction as a life-long learner, as well as build your emerging GPA!

See Course Outline for Due Dates and Assignment Point Values.

LAB ASSIGNMENTS (usually completed during lab):

Note: Lab days, times, and assignments are separate from class.

<u>Topic</u>	<u>Assignment</u>	<u>Points</u>
Lab 1: Succeeding Academically	Study Skills Survey/Goal Setting	20
Lab 2: Time Management	Weekly Calendar Study-Time Estimator	30
Lab 3: Getting Organized	Binder/Spiral	30
Lab 4: Effective Note Taking	1 Set of "Cornelled" Lecture Notes	40
Lab 5: Practicing Text Annotation	2-3 Pages Photo-copied, Annotated	40
Lab 6: College Study Guides	Visual Organizers	40
Lab 7: Test Preparation	5-day Study Plan	40
	Lab Sub Total	240
	Class Sub Total	340
	Course Grand Total	600

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

	Date	Topic	Read Before Class	Assignments Due in Class	Lab
WEEK 1	Tues. Aug. 25	You've arrived...attitudes and motivation Weekly <u>Goal</u> Sheet assigned and explained	Ch. 1, 3, 4	*In class assignment – TBA (10 POINTS)	LAB 1-Succeeding Academically (Goals)
	Thurs. Aug. 27	<u>Time Management</u> “If you fail to plan, you plan to fail.” S. R. Covey Final project/experiment explained	Ch. 2 ** <i>Quiz 1</i> <i>10 points</i>	*In class assignment - TBA RWS Paper Due Pre-Student Assessment Assigned.	
WEEK 2	Tues. Sept. 1	Where are you now? <u>Getting things done...organizing your semester</u> What's my brain got to do with it?	Ch. 2, 3	*In class assignment - TBA Pre-Student Assessments Due (20 POINTS) Semester Planner Assigned Weekly Goal Sheet Due	LAB 2 – Time Management
	Thurs. Sept.3	More brain stuff... Student beliefs and how people learn	Ch. 4, 6 ** <i>Quiz 2</i> <i>15 points</i>	*In class assignment – TBA Semester Planner Due (20 POINTS)	
WEEK 3	Tues. Sept. 8	What Does the Professor Want? Active Listening	Ch. 7, 8	*In class assignment – TBA Weekly Goal Sheet Due	LAB 3 – Get Organized
	Thurs. Sept. 10	<u>Taking Notes</u> That Get You the Grade!	Ch. 8 ** <i>Quiz 3</i> <i>15 points</i>	*In class assignment – TBA	
WEEK 4	Tues. Sept. 15	Textbook Reading <u>Annotating College Texts – Why?</u>	Ch. 9	*In class assignment – TBA Weekly Goal Sheet Due	LAB 4 – Note Taking
	Thurs. Sept. 17	PROGRESS EXAM (60 POINTS) Covers Ch. 1-4 and 6-9			
WEEK 5	Tues. Sept. 22	<u>Annotating College Texts – How?</u>	Ch. 9 Pages 151-162	*In class assignment – TBA Weekly Goal Sheet Due	LAB 5 – Text Annotation
	Thurs. Sept. 24	Concentration and Memory – Rehearse and Review <u>College-level Study Guides</u>	Ch. 10, 11 ** <i>Quiz 4</i> <i>15 points</i>	*In class assignment – TBA	
WEEK 6	Tues. Sept. 29	Stress Management Final Project Check	Ch. 5	*In class assignment – TBA Weekly Goal Sheet Due	LAB 6 – Study Guides
	Thurs. Oct. 1	Preparing for Exams – Relax... <u>5-day Study Plan</u> Test Taking – Before, During, After	Ch. 12, 13	**QUIZ 5 (15 POINTS) *In class assignment - TBA	
WEEK 7	Tues. Oct. 6	Where Do I Go From Here? FINAL PROJECT PRESENTATIONS BEGIN	Ch. 14, 15	Post-Student Assessment (20 points)	LAB 7- 5-day Study Plan
	Thurs. Oct. 8	FINAL PROJECT PRESENTATIONS		FINAL PROJECT/PAPER (100 POINTS)	

*Note: In-class participation/attendance points CANNOT be made up – even in the event of illness or emergency.

**Quizzes are OPEN-NOTE and based on the chapter reading listed for that day in the preceding column.