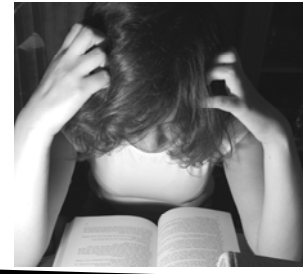


Strategies for Academic Success

PSY 1730 – Spring 2008



Tues./Thurs. 9:00 – 10:15 am, ESLC 46
Instructor: Blair Larsen
Office Hours: By Appointment
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“Education is the most powerful weapon which you can use to change the world.”

~ Nelson Mandela

Required Text: Effective College Learning

By Holschuh and Nist

Required Lab Packet: PSY 1730 – Lab Packet, Spring 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 (the size of the classroom does not allow subtle entrances and exits). 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/student-code/>

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/student-code/>

Tests:

There will be 2 exams, 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+	396-413	66-68.9%	D+
498-515	83-85.9%	B	354-395	59-65.9%	D
474-497	79-82.9%	B-	<354	<59%	F
456-473	76-78.9%	C+			

Grade Points:

7 Labs	300
10 Class Assignments	230
<u>2 Exams</u>	<u>70</u>
TOTAL	600 Points

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 physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973.

All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, 797-2444 voice, 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.

“Too often we give our children answers to remember rather than problems to solve.”

~ Roger Lewin

“One must learn by doing the thing, for though you think you know it, you have no certainty until you try.”

~ Aristotle

Class Format

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

Course Format:

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 (indicated by IC), and others will be done out-of-class (indicated by OC). In addition to the assignments listed below, you are also expected to read the assigned chapters in the textbook. In fact, the assignments are designed to evaluate how much you understand the reading.

<u>Assignment</u>	<u>Due (tentative)</u>	<u>Points</u>
Pre-ACT (OC)	Jan 10	10
Ch 1 and 3 Quiz (IC)	Jan 10	10
Semester Planner/Calendar (IC)	Jan 15	20
Ch 2 and 3 Quiz (IC)	Jan 15	10
Goal Setting Product (OC)	Jan 17	25
Compare/Contrast Learners (IC)	Jan 22	10
Learning Styles Inventory (OC)	Jan 22	10
Ch 7 and 8 Quiz (IC)	Jan 24	10
Note Taking Product (IC)	Jan 24	20
Ch 8 Quiz (IC)	Jan 29	10
First Exam (chapters 1-4, 6-8) (IC)	Jan 31	35
Ch 15, 10 and 11 Quiz (IC)	Feb 12	10
Ch 11 Assignment (OC)	Feb 14	20
Ch 12 Quiz (IC)	Feb 14	10
Self Test Questions Assignment (OC)	Feb 21	25
Six Hour D Reflection (OC)	Feb 21	20
Post-ACT (OC)	Feb 26	10
Second Exam (chapters 9-15) (IC)	Feb 26	35
	Course Sub Total	300

Lab Assignments:

<u>Topic</u>	<u>Assignment</u>	<u>Points</u>
Lab 1: Getting the Most Out of Lab	Self-Assessment	20
Lab 2: Getting Organized	Binder Activity – Peer Review	30
Lab 3: Time Management	Weekly Calendar	
	Study-Time Estimator	40
Lab 4: Effective Note Taking	1 Set of “Cornelled” Lecture Notes	50
Lab 5: The Library and Information Literacy	Completed Library Packet	50
Lab 6: Annotating College Texts	10 Pages Photo-copied, Annotated	60
Lab 7: Concentration and Memory Aids: Visual Organizers	Visual Organizer and Worksheet	50
	Lab Sub Total	300
	Course Grand Total	600

Spring 2008
COURSE OUTLINE and REQUIRED READINGS
(Instructor reserves the right to alter the syllabus)

	<i>Date</i>	<i>Topic</i>	<i>Reading due for this class</i>	<i>Assignments Due in Class</i>
W E E K 1	Tues. Jan. 8	You've Arrived...Attitudes and Motivation Welcome, Syllabus, Top 5, Succeeding, Time is Money HAND OUT PRE-ACT – due Thursday	Ch. 1 (p. 2-17) Ch. 3 (p. 34-46)	
	Thurs. Jan. 10	*Getting Things Done...Organization	Ch. 2 (p.18-33) Ch. 3 (p. 47-53)	Pre-ACT Due (done as homework) 10 points Quiz on Reading – 10 points
W E E K 2	Tues. Jan 15	*Time Management	Ch. 4 (p. 554-65)	Quiz (in class) 10 pts Semester Planner/Calendar (done in class) 20 pts
	Thurs. Jan. 17	Student Beliefs and How People Learn	Ch. 6 (p. 84-103)	Goal Setting Product (Ch 3 p. 46) (done as homework) 25 pts
W E E K 3	Tues. Jan. 22	Active Listening and Learning	Ch. 7 (p. 104-119) Ch. 8 (p. 120-134)	Learning Styles Inventory (done as homework) 10 points; Learners Comparison (done in class) 10 pts
	Thurs. Jan. 24	*Taking Notes That Get You the Grade!	Ch. 8 (p. 135-143)	Note Taking Product (done in class) 20 pts; Quiz on reading – 10 points
W E E K 4	Tues. Jan. 29	Textbook Reading Systems <u>Reminder:</u> Do Info. Lit. Worksheet 1 in Lab packet by Thursday 9/20.	Ch. 9 (p. 144-150)	Quiz (in class) 10 pts
	Thurs. Jan. 31	Librarian Presentation (first 20 minutes) Midterm Exam (rest of time) Reminder: bring 4-6 pages of already annotated text to next class	Ch. 14 (p. 244-261)	First Exam (done in class) 35 pts Info. Lit. Worksheet 1 Due (for lab)
W E E K 5	Tues. Feb. 5	*Annotating College Texts – Why? How? Annotating Textbooks Lab #6 assignment taught in class (p. 27-28 in lab packet)	Ch. 9 (p. 151-163)	Text Annotation – Annotation (done for homework, lab questions 1-2 done in class, questions 4-5 do for homework) Lab is 60 pts
	Thurs. Feb. 7	Hand in Annotating Textbooks lab Flexible Reading and Studying – Adapt, Adapt, Adapt...	Ch. 15 (p. 262-284)	Complete Annotation Lab Packet (including questions 4-5 done as homework)
W E E K 6	Tues. Feb. 12	*Concentration and Memory – Rehearse and Review	Ch. 10 (p. 164-183) Ch. 11 (p.184-197)	Quiz on reading – 10 pts;
	Thurs. Feb. 14	Preparing for Exams – Relax... Specific Study Plan	Ch. 12 (p. 198-218)	Quiz on reading – 10 pts; Ch 11 Assignment due (done as homework) – 20 pts
W E E K 7	Thurs. Feb. 21	Test Taking – Before, During, After Handout Post ACT	Ch. 13 (p. 220-243)	Self Test Questions due (done as homework) – 25 pts; Six Hour D Reflection due – 20 points
	Tues. Feb 26	Where Do I Go From Here? Hand in Post ACT Conduct Pilot Evaluation Second Exam		Post-ACT Due (done as homework) 10 pts Second Exam (done in class) 35 pts