

Strategies for Academic Success

PSY 1730 – Fall 2009 (Session 1)



Class: Tues./Thurs. 1:00-2:45
Room: LIB 302
Instructor: Trevor Buckley
Office Hours: By Appointment
Academic Resource Center – TSC 305
E-Mail: trevor.buckley@usu.edu
Phone: 797-1006

“Education is what remains after one has forgotten everything he learned in school.”

- Albert Einstein

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.

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.

Class Format:

Class Attendance

Attendance for this class is REQUIRED. Because this is only a seven week class, missing even one class period can significantly and negatively impact your performance and grade in this class. Although I do not take formal attendance, I schedule activities, quizzes, test, and exercises during class time for which students earn points. Except in emergency cases, I do NOT provide make-up or extra credit.

Blackboard (bb.usu.edu)

This course will be run primarily using blackboard. All e-mail communication, handouts, grade information, and out of class assignments will be accessible through blackboard. If you do not have a blackboard account, please create one—if you are registered for the course, the blackboard resources will be available to you.

Assignments

1. Quizzes

Each day there will be readings assigned from the textbook, and there will be a 50% chance that you will have a quiz (as determined by a coin toss). Quizzes consist of five questions from the textbook. You can use any notes you take from your reading on the quizzes. Quizzes are worth 50 points of the final grade (there will not be more than 5 quizzes).

2. Participation Points:

During the semester you will complete participation assignments that are related to the study strategies you are learning. These assignments will either occur in class or will be assigned in class & due the next class period. If you are not in class on the days that the assignments are given, you *will not* earn points. All participation assignments will be worth 5-10 points each. In addition, participation in class is required. An additional 20 points will be given based on student participation in class (volunteering comments, answers, shared experiences etc.).

3. Progress Exam

The midterm exam will be worth 50 points and cover all the topics from the first five weeks of the semester. Questions will typically be multiple choice or true/false questions. The midterm will contain questions from the text, in class lectures, and lab activities. Please bring a general testing scantron the day of the progress exam. The midterm exam will be worth 50 points.

4. Application Project

Throughout this class students will be learning a variety of different techniques and strategies to assist them in learning and mastery of college classes. To engrain these techniques and strategies into student thinking and behavioral processes, an application project will be due. We will discuss this project more in depth later (see schedule), and an introductory paper will be due, so as to brainstorm and clarify the projects nature and purpose. Briefly, however, this project will focus on a student's efforts to apply learned material to actual classes or other real-life situations in which the student is facing. Application projects may also be a paper written about a topic of interest to the student that also incorporates material learned in class.

5. Lab assignments

<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

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	100
Class Points	Midterm Exam	50
	7 Quizzes	70
	Study Skills Survey – Pre and Post	40
	Final Project/Paper	100
	TOTAL COURSE POINTS	600

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 or quiz. 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.

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/studentervices/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/studentervices/studentcode/>

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.

Fall 2009
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	Introduction/Syllabus/Lecture 1	Ch. 1	None	LAB 1 - Succeeding Acad. Aspirations
	Thurs. Aug. 27	Lecture 2: Time Management/Explanation of Semester Planner	Ch. 2	Semester Planner handed out	
WEEK 2	Tues. Sept. 1	Lecture 3: Learning about motivation, attitudes and interests	Ch. 3	Semester Planner due (10 pts)	LAB 2 - Time Management
	Thurs. Sept. 3	Lecture 4: How beliefs impact learning/how people learn	Ch. 4, 6	*Goal-setting assignment (5 pts)	
WEEK 3	Tues. Sept. 8	Lecture 5: Figuring out the task	Ch. 7	*Blooms taxonomy assignment handed out	LAB 3 - Get Organized
	Thurs. Sept. 10	Lecture 6: Notetaking: your task in class Figuring out the task	Ch. 8	* Blooms taxonomy assignment due (10 pts) * In class assignment – TBA (5 pts)	
WEEK 4	Tues. Sept. 15	Lecture 7: Active reading	Ch. 9	*Reading assignment (in class) (10 pts) Discuss application project	LAB 4 - Note Taking
	Thurs. Sept. 17	PROGRESS EXAM (50 POINTS) Covers Ch. 1-4 and 6-9			
WEEK 5	Tues. Sept. 22	Lecture 8: Preparing for and taking objective exams	Ch. 12	*In class assignment – TBA (10 pts)	LAB 5 - Text Annotation
	Thurs. Sept. 24	Lecture 9: Preparing for and taking essay and specialty exams	Ch. 13	*In class assignment – TBA (5 pts)	
WEEK 6	Tues. Sept. 29	Lecture 10: Rehearsal strategies	Ch. 10	*In class assignment – TBA (5 pts)	LAB 6 - Study Guides
	Thurs. Oct. 1	Lecture 11: Reviewing strategies	Ch. 11	*In class assignment – TBA (10 pts)	
WEEK 7	Tues. Oct. 6	Lecture 12: Research, Resources, and Presentations/ flexible reading and studying	Ch. 14, 15	Application projects due	LAB 7 - 5-day Study Plan
	Thurs. Oct. 8	Lecture 13: Identifying and handling stress	Ch. 5	*Anxiety questionnaire (in class) (10 pts)	

*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.