

Psychology 1730
Strategies For Academic Success
Spring 2009

Instructor: Wendy Beck

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Office: University Inn 103

Office Hours: M, W 11:00-12:00

or by appointment

Required text: Becoming a Master Student (BMS), (12th Edition Concise) by David Ellis

Time: TR 10:30-11:45

Location: EDU 130

Class Fee: \$10.00

This fee is used to fund class resources and required Writing Center visit.

Course Objectives:

This course is designed to help students acquire the necessary skills for having a successful college experience. Students will analyze their current academic and personal skills and determine the areas in which they would benefit from changes. A combination of in-class activities and outside readings will present strategies such as effective reading, note taking, problem solving, and test taking. Students will experience “learning by doing” through application of these strategies in PSY 1730 and in other academic courses.

A successful student will be able to meet the following objectives:

1. Describe ways to create a successful college experience.
2. Assess areas that need improvement for academic success.
3. Access resources to create effective strategies for academic success.
4. Understand how to develop short term and long term goals.
5. Analyze which strategies are effective.
6. Evaluate progress and implement new strategies.
7. Practice self management in a way which results in satisfactory academic performance.

*******If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center. In cooperation with the Disability Resource Center, course material may be provided in alternative formats such as large print, diskette, or braille.***

Attendance and Participation:

Students are expected to attend class. There is a very high correlation between class attendance and high grades. Much of your learning will occur as a result of your **participation**. You are expected to be an active participant in group activities and class discussions. Participation means asking appropriate questions and sharing comments with the class, bringing materials for in-class work, and attending the lectures. This is a class designed to give you modeling behavior for subsequent classes. It is important to practice looking alert, taking notes, and thinking about the ideas presented in class. It will be difficult to earn a satisfactory grade without attending class on a regular basis.

Grading Policy:

The term grade will be based on the following factors:

Assignments	50%
Participation	20%
Exams	20%
Final Paper	10%
TOTAL:	100%

Distribution is a strict 10% (i.e. 90-100 is the A to A- range)

Participation:

Participation checks will be taken in the form of in-class exercises, short journal assignments, and unannounced quizzes. **Participation points may not be made up.**

Tests:

There will be two tests, part objective and part subjective covering information that has been introduced to date. The final exam is a term paper that summarizes what you have learned and applied this semester. You will receive a handout with information on topic, format, and due dates. **No makeup tests will be given!** Read the syllabus carefully.

Student Responsibility Statement:

Not every assignment will fit your needs exactly. If you find that any particular assignment does not meet your needs, it is your responsibility to come up with 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 up a description of the new assignment and hand in a copy. It is the student's right and responsibility to make the assignments in this class fit his/her needs.

Assignments:

Psychology 1730 is a skill-building class. Out-of-class assignments to help you acquire the skills of a successful student are an integral part of the course and will be assigned throughout the semester.

It is expected that all assignments will be completed and handed in according to the schedule listed below. Any assignment not turned in on the scheduled due date is late. Late assignments will not be accepted without prior approval from the instructor. Please staple or paper clip your assignments before you come to class.

<u>Date assigned</u>	<u>Assignment</u>	<u>Date Due</u>	<u>Points</u>
Jan 6	Ex. 1 Textbook reconnaissance (2)	Jan 8	20
	Ex. 5 Discovery Wheel (25)	Jan 8	20
Jan 8	Time monitor assignment (handout)	Jan 20	50
Jan 27	Note taking assignment–Cornell method	Feb 3	30
Jan 29	Personalized Reading Strategy	Feb 5	50
Feb 3	Create 8-day study plan	Feb 5	35
Feb 10	Campus/Community Service	Apr 14, Apr 16	100
Feb 24	Analyzing Test Results	Feb 26	35
Mar 5	Learning experience paper	Mar 26	60
Apr 2	Coming Full Circle (p. 214)	Apr 7	20

COURSE OUTLINE
(Subject to change depending on class needs)

<u>Date</u>	<u>Topic</u>	<u>Reading Assignment</u>
Jan 6	Getting acquainted	Chapter 1
Jan 8	Ideas are Tools	
Jan 13	Campus resources, Policies and Procedures Bring <i>General Catalog</i> to class	Chapter 2
Jan 15	Time Management	
Jan 20	Goal setting	
Jan 22	Attitudes, Changing Behavior	Chapter 4
Jan 27	Note taking, Listening	Chapter 3
Jan 29	Reading Textbooks	Chapter 5
Feb 3	Test skills, Study planning	
Feb 5	Test skills, Memory	Chapter 8
Feb 10	Service Learning/Diversity	
Feb 12	Techniques for test taking, test anxiety	
Feb 19	Exam	
Feb 24	Analyzing a test	
Feb 26	Academic Advising	Chapter 7
Mar 3	Writing Process	
Mar 5	Writing Practice and Tips	
Mar 17	Peer Response	
Mar 19	Relationships/Final Paper Topic	
Mar 24	Making a Presentation	
Mar 26	Making the Most of Your Money	

Mar 31	Ethics	Chapter 9
Apr 2	Critical Thinking	
Apr 7	Exam	
Apr 9	Service Presentations	
Apr 14	Service presentations	
Apr 16	Service Presentations/What's next?	
Apr 21	Managing Stress	
Apr 23	Summing up	Final paper due