

IST 199/399: College Success

Spring 2010, CRN 35394/35395

Fridays 12:00 – 2:50 pm

3 credits/ graded

Instructor:

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Course Description

College Success is a comprehensive orientation to college course designed to enhance student success and retention and to help you create greater success in college and in life. In this course, you will learn many proven strategies for creating greater academic, professional, and personal success. We will use guided journal writings to explore these strategies, and as a bonus, you will learn to express yourself more effectively in writing. You may never again have an opportunity quite like this one to discover how to create a rich, personally fulfilling life. I urge you to make the most of this extraordinary opportunity. If you do, you will dramatically change the outcome of your experience—for the better!

Learning Objectives: In this course you will learn how to...

- 1. Take charge of your life.** You will learn how to take greater personal responsibility, gaining more control over the outcomes and experiences that you create both in college and in life.
- 2. Increase self-motivation.** You will learn to create greater inner motivation by, among other things, discovering your own personally meaningful goals and dreams.
- 3. Improve personal self-management.** You will learn numerous strategies for taking control of your time and energy, allowing you to move more effectively and efficiently toward the accomplishment of your goals and dreams.
- 4. Develop interdependence.** You will learn how to develop mutually supportive relationships with people who will help you achieve your goals and dreams as you assist them to achieve theirs.

5. **Increase self-awareness.** You will learn how to understand and revise your self-defeating patterns of behavior, thought, and emotion as well as your unconscious limiting beliefs.

6. **Maximize your learning.** You will learn key research on how the human brain learns. You will apply this knowledge to develop your own learning system, giving you the keys to learning important course content in college as well as becoming a more effective lifelong learner.

7. **Develop emotional intelligence.** You will learn effective strategies for managing your emotional life, decreasing stress while increasing your inner sense of well-being.

8. **Raise your self-esteem.** You will learn how to develop self-acceptance, self-confidence, self-respect,

9. **Write more effectively.** You will learn how to improve your writing skills through the extensive writing practice offered by your guided journal entries.

10. **Improve creative and critical thinking skills.** You will learn how to enhance the thinking skills essential for analyzing and solving problems in your academic, professional, and personal lives. You will also develop reasoning skills that will help you both construct persuasive arguments and deconstruct illogical arguments intended to persuade you to think or act against your own best interest.

11. **Master effective study skills.** You will learn how to raise your grades in college by improving essential skills such as reading, taking notes, studying, memorizing, taking tests.

12. **Learn how to access your resources at PSU.**

Required Text (all are available at PSU Bookstore)

Downing, S. (2010). *On course 6th Edition*. Wadsworth: Cengage Learning: Boston, MA. (5th edition also okay)

PSU Catalog

PSU Academic Planner

Email Account

All students are required to activate and use a PSU Odin Email Account. To set up your email account & Odin login go to: <https://oam.pdx.edu/idm/user/login.jsp>

Student Responsibilities

1. **All assignments must be turned in on the due date.** Late written exercises will only be accepted one week after the due date and only be eligible for ½ credit, with the exception of the POP, which will not be accepted after the due date.
2. **All written assignments should be typed, double-spaced, using 12-point font.** No hand-written assignments will be accepted.
3. **Students should come to class prepared to participate in class discussions.** All readings should be completed prior to the class session where the topic will be discussed. This class is taught in a seminar format, and class participation is critical in adding richness to the

discussion. Please give all College Success activities a personal sense of purpose and discover and share different ways a strategy may work for you, so that other students may benefit from your experience.

Attendance & Class Participation

You will benefit from the weekly class sessions. But more, the class needs your participation to establish a group dynamic that provides encouragement and support. If you cannot attend class, please contact Shoshana by email or phone **prior** to class. You are permitted one excused absence. ***Any more than one absence will result in a five (5) point reduction of your final class participation grade per absence.*** Because of its disruptive nature, tardiness will not be accepted and will be considered an absence if more than 10 minutes of class has elapsed.

Equality Statement

The instructor is dedicated to establishing a learning environment that promotes diversity of the students including race, class, culture, religion, gender, sexual orientation, and physical ability. It is important that this is a safe classroom environment. We will practice being generous and respectful members of our classroom community. Anyone noticing discriminatory behavior in this class, or who feels discriminated against, should bring it to the attention of the instructor immediately.

Accommodations

Accommodations are collaborative efforts between students, faculty and the Disability Resource Center (DRC). Students with accommodations approved through the DRC are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through the DRC should contact the DRC immediately at 503-725-4150. If you are a student with a documented disability and are registered with the Disability Resource Center, please contact me immediately to facilitate arranging academic accommodations.

Course Schedule (Subject to change)

April 2nd:

- Introductions
- Syllabus Overview
- Chapter 1, On Course

April 9th:

- Chapter 1, On Course – continued
- Writing Center Presentation and Tour

Due: Self-Assessment and Journal #1 from Chapter 1, Academic Planner

April 16th:

- Chapter 2, On Course
- Chapter 3, On Course

Due: Journal Chapter 2, Journal Chapter 3

April 23rd:

- Chapter 4, On Course
- Guest Speaker: Louise Paradis, Career Center (1:00-2:30)

Due: Journal Chapter 4, Your Educational Autobiography

April 30th:

- Chapter 5, On Course

Due: Journal Chapter 5, Academic Goals, Holland Code Worksheet

May 7th:

- Chapter 6, On Course
- Guest Speaker, SHAC, “Test Anxiety” (12:00-1:00)

Due: Journal Chapter 6

May 14th:

- Chapter 7, On Course

Due: Journal Chapter 7

May 21st:

- Chapter 8, On Course

Due: Journal Chapter 8, Academic Plan

May 28th:

- Chapter 9, On Course

Due: Journal#31 from Chapter 9

June 4th:

- Wrap-Up

Due: POP, Library Research Project (IST 399 students only)

Grading and Course Assignments

Class Participation	100
Reading Quizzes (10 pts/each)	80
Pick-A-Passage (5 pts/each)	35
Career Exploration: Holland Worksheet	15
Personal/Academic Planner	20
Academic Plan	75
Journals (10 pts/each)	90
POP	<u>85</u>
Total	500

A 93-100	C 73-76
A- 90-92	C- 70-72
B+ 87-89	D+ 67-69
B 83-86	D 63-66
B- 80-82	D- 60-62
C+ 77-79	F 0-59

Assignments and Grading

Class Participation & Attendance (100 points total – up to 50 points from minute papers, up to 50 points from instructor)

Students are expected to complete all reading assignments before each class session. In addition, you are expected to come to class prepared to contribute to discussions of the topics and materials and actively engage in class discussions. You can't participate if you are not in class! Please be a respectful and thoughtful member of our classroom community. Additionally, at the end of each class session you will be asked to turn in a "Minute Paper" in which you will indicate the amount of participation points you feel that you earned for the day.

Academic Planner (20 points) – **Due on April 9th**

Each student is expected to have a personal planner, scheduler, organizer, notebook, etc. to record and keep track of important academic and assignments, personal appointments, exams and dates of importance for the term. You may select any form of planner including a calendar, notebook, palm pilot, etc. **The PSU Bookstore has a PSU Planner w/important dates & deadlines that is a good option.** Your planner must be organized and complete. You will show me your planner in class on the due date and it will be returned to you before class is over. Because this assignment is due in the middle of the term, I will also be checking to make sure that you have been utilizing your planner since the term began.

Career Exploration: Holland Code Worksheet (15 points) – Due on April 30

The Career Center will be in class on April 23rd. After their presentation they will distribute a worksheet for you to complete and turn in on April 30th. **If you miss the presentation on April 23rd, you will not be able to complete this assignment.**

Academic Plan (75 points total) – Due varying dates

This assignment is designed to encourage you to think about: the courses you are taking, the program you are working on or toward, your academic goals here at PSU, and your academic and/or professional goals after PSU. Note that this assignment must be typed. There are three parts to this assignment, **each worth 25 points**:

Educational Autobiography (25 points) - Due April 23rd

This should be an educational autobiography of sorts. Reflect upon and discuss your own educational and/or professional goals by reflecting on the following: What is your view on education? How have your past educational experiences been from kindergarten until college? What/who has inspired you educationally? What are your future educational expectations and plans? Do you have any fears about college? What are some academic areas you feel need improvement?

Academic Goals (25 points) – Due April 30th

First, identify three current academic goals that you have (remember to utilize SMART/DAPPS goal setting procedures). Then, go on to explain academically and/or professionally, where you expect to be: in one year, in two years, and in five years.

Meeting with an Academic Adviser/DARS audit (25 points) – Due May 21st

Students must set up an appointment in advance to meet with their major adviser. Students will bring a copy of their Degree Audit to the advising appointment, which can be printed from the PSU Information System and have the adviser sign your audit as proof of your appointment. If you are undeclared, you will meet with an adviser in the UASC. You must meet with an adviser from your major department- no exceptions will be made. Additionally, you will turn in an academic plan for the next three terms. To ensure that you are able to complete this in a timely manner, set up an advising appointment no later than the third week of classes. Call the academic department directly for appointment information.

People/Places of PSU (POP) (85 points) – Due June 4th

POP is intended to be an introduction to all of the people and places of PSU. While working on your POP assignment, you will find out information from various departments and resources on campus. Please submit your complete POP with all supporting materials in class on March 12th. Feel free to travel around campus in groups and have fun!!!

Reading Quizzes (10 pts/each) – Weekly

A short quiz regarding the materials presented in the readings will be given every week. The intent of the weekly quizzes is to ensure that students are completing the readings, as we will not always be able to discuss them completely in class. If the weekly reading assignments are read thoroughly, students will be able to successfully answer all the questions on this quiz without

extensive additional study time. Quizzes will be taken in small groups and a group grade will be given. There will be no late quizzes handed out.

Pick-A-Passage (5 pts/each) – Weekly

Bring in a note card which references a particular page number from your weekly reading. Do not copy the passage, but rather cite it. Please write a short reflection on why this passage stood out for you. The reasons might be personal, intellectual, emotive, or otherwise. These cards will be your “ticket” into class.

Journals (10 pts/each) - Weekly

Choose one journal from each chapter to complete, with the exception of Chapter 1. You must complete the self-assessment and Journal #1 from Chapter 1. You may choose the rest of the journals for the remainder of the book.

In order to receive the maximum benefit from these exercises, they should be done in conjunction with the reading assignments. These journals are designed to help you develop the inner qualities and outer behaviors that enable successful people to make wise decisions. Five suggestions for creating a meaningful journal include 1) copy the directions for each step into your journal (just the bold print), 2) be spontaneous, 3) be honest, 4) be creative, 5) dive deep!

Journals should be at least one page, typed, 12-point font. They will be graded on content, effort, spelling, punctuation and grammar. Please make sure that your writings are complete and clear. You will receive maximum points if the journal fulfills the following criteria:

1. The entry is *complete* (all steps in the directions have been responded to), and
2. The entry is *written with high standards* (an obvious attempt has been made to *dive deep*).

Journals are due by their due date at the beginning of class. **Please type the journal questions that you are answering.**