

IST 199/399: College Success

Spring 2010, CRN 65392/65393

April 9-10 & April 30-May 1

Fri 6-9pm and Sat 9am-6pm

(plus 4 hours additional work outside of class)

3 credits/ graded

Instructors:

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Office: 425 SMSU

Office Hours: 8:00-10:00 Wednesdays, or by appointment

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Course Description

College Success is a comprehensive orientation to college course designed to enhance student success and retention as well as 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 and 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)

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.**
2. **All written assignments should be typed, double-spaced, using 12-point font.** No hand-written assignments will be accepted (except for journals).
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; 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. Due to the short duration of this course, you must attend all 4 sessions in order to pass the course. Additionally, due to its disruptive nature, tardiness will not be accepted and you will lose participation points if you are more than 10 minutes late.

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.

Class Schedule

April 9th-10th: Chapters 1-4

April 30th -May 1st: Chapters 5-9 Please make sure that you have read these chapters prior to coming to class. We will not be spending time introducing the material; rather we will be using it in all activities in class. There will be time to work on some of the journal assignments. **DUE: Journals from Chap 1-4 & 3 components of the Academic Plan.**

Grading and Course Assignments

Class Participation	100
Academic Plan	75
Journals (15 pts/each)	135
POP	85
Quizzes	70
Take Home Final	130
Total	595 (for 199 students)
Library Research Project/100	695 (for 399 students)

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

NOTE TO PROCRASTINATORS! It is easy for your work to get away from you in a class such as this and to put your work off until the last minute. Don't do this! This class is structured to be the same amount of work as any 3-credit course, but is condensed and therefore you need to pay attention to the work assigned and plan accordingly. There are essentially two due dates throughout the term. The second weekend (April 30th) and the end of the term (June 4th). However, I will have a drop-off box available in my office for you to hand in work at any time throughout the next few weeks. My suggestion is to get the work done early and turned in. This will also give you more of an opportunity for feedback. There will be a black organizer outside of my office in 425 Smith, labeled "College Success" which will have your grading folder inside. You can stop by the office anytime between 8am-5pm, M-F and drop off work that is complete.

Class Participation & Attendance (100 points total – up to 60 points from minute papers, up to 40 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 Plan (75 points total) - **Due April 30th**

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**. More details will be given in class.

1. Educational Autobiography (25 points)

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?

2. Academic Goals (25 points)

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.

3. Meeting with an Academic Adviser/DARS audit (25 points)

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 to my office by June 4th at 5pm. Feel free to travel around campus in groups and have fun!!! This assignment is counting towards your credited hours. Expect to spend at least 4 hours working on this out-of-class assignment.

Journals (15 pts/each) – **Chap 1-4 due April 30th and turned in to class, Chap 5-9 due June 4th and turned in to my office.**

Choose one journal from each chapter to complete, with the exception of Chapter 1 and Chapter 9. For those chapters, you will complete the self-assessment and Journal #1

from Chapter 1 and the post-assessment from Chapter 9. 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!

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 question you are answering is clearly written at the top of the journal entry.
2. The entry is *complete* (all steps in the directions have been responded to), and
3. The entry is *written with high standards* (an obvious attempt has been made to *dive deep*).

You may **handwrite or** type the journal entries; these are intended for you rather than for me. However, if your handwriting is illegible, please consider typing them!

Take Home Final (130 points) – Due June 4th

More information will be given in class on May 1st.

(IST 399 students only) Library Research Project (100 points) – Due June 4th

Write a 2-3 page paper on a College Success topic of your choosing. You must include at least 3 references, including *one periodical* and *one website* and *one source of your choosing*. Your paper needs to be consistent with college level writing expectations.