

IST 199: College Success

Fall 2010, CRN 15609, NH 366

3 credits/ graded

Instructor:

Liane O'Banion, M.S.

Office: 425 SMSU

Phone: 503.725.9549

Email: obaniol@pdx.edu

Graduate Teaching Assistants:

Ni'Cole Sims, B.S.

Email: mns@pdx.edu

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.** Before fall term even starts, you will know where to go when you are having difficulty and the many resources PSU offers for your success both inside and outside the classroom. More importantly, you will learn how to advocate for yourself with your faculty and communicate with important people across campus.

Required Text (available at PSU Bookstore)

Downing, S. (2010). *On course: Strategies for creating success in college and in life. 6th Edition.* Wadsworth: Cengage Learning: Boston, MA. (5th edition also okay)

Student Responsibilities

1. **All assignments must be turned in on the due date.** Late written exercises will not be accepted .
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 class 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 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 Liane by email or phone **prior** to class. You must attend all class sessions. 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. In addition, if you are late and miss the quiz given at the start of class, you will not be given the opportunity to make the quiz up.

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)

Week 1:

Wednesday, September 29th:

- Introductions
- Syllabus Overview
- High School vs. College

Week 2:

Monday, October 4th:

- Self-Assessment
- Chapter 1, On Course

Due: Read Chapter 1

Wednesday, October 6th:

- Chapter 2, On Course (quiz)

Due: Read Chapter 2, Pick a Passage 2

Week 3:

Monday, October 11th:

- Chapter 3, On Course (quiz)

Due: Read Chapter 3, Pick a Passage 3

Wednesday, October 13th:

- Chapter 4, On Course (quiz)

Due: Read Chapter 4, Pick a Passage 4, Educational Autobiography DUE

Week 4:

Monday, October 18th:

- SMART Goal Setting & Letters to Yourself

Wednesday, October 20th

- Chapter 5, On Course (quiz)

Due: Read Chapter 5, Pick a Passage 5, Journals 1-5 DUE

Week 5:

Monday, October 25th:

- Effective Note-taking

Wednesday, October 27th:

- Chapter 6, On Course (quiz)

Due: Read Chapter 6, Pick a Passage 6

Week 6:

Monday, November 1st:

- Effective Test-Taking

Wednesday, November 3rd:

- Chapter 7, On Course (quiz)

Due: Read Chapter 7, Pick a Passage 7

Week 7:

Monday, November 8th:

- Aziz Gazipura, Student Health & Counseling Center

Wednesday, November 10th

- Diversity Awareness

Week 8:

Monday, November 15th:

- Intro to Choosing a Major & Career Planning

Wednesday, November 17th:

- Intro to Choosing a Major & Career Planning (Continued)

Week 9:

Monday, November 22nd:

- Chapter 8, On Course (quiz)

Due: Read Chapter 8, Pick a Passage 8

Wednesday, November 24th: NO CLASS: Happy Thanksgiving!

Week 10:

Monday, November 29th:

- Chapter 9, On Course

Due: Read Chapter 9

Wednesday, December 1st:

Due: Journals 6-9, POP

Grading and Course Assignments

Class Participation	150
Reading Quizzes (10 pts/each)	80
Educational Autobiography	60
Pick-A-Passage (5 pts/each)	35
POP	100
Journals	<u>90</u>
Total	510

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 self-given + 50 points from the 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 (out of 5 possible points).

Reading Quizzes (10 pts/each) – **Daily/Weekly**

A short quiz regarding the materials presented in the readings will be given for every On Course chapter. The intent of the reading 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 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 so don't be tardy!

Pick-A-Passage (5 pts each chapter) – **Daily/Weekly**

Bring in a note card which references a particular page number from your daily 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. We will do PAP for Chap 2-8 ONLY.

Educational Autobiography (25 points) - Due October 13th

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?

People/Places of PSU (POP) (85 points) – Due December 1st

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 Dec 1st. You will need to travel around campus in groups and don't forget to have fun!!!

Journals (10 pts/each) – October 20th (Chap 1-5) and December 1st (Chap 6-9)

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.**