

UNIV 099: STRATEGIES FOR SUCCESS

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These will be posted to blackboard as pdfs. There will also be links for videos and other websites here on the syllabus.



Course Description

This section of University 099, Strategies for Success will focus on metacognitive approaches for creating college success in the broadest sense. This course will help students to identify any learning difficulties they may have and devise different methods for turning those difficulties into strengths. This course will address time management, learning styles, accountability, reading skills, note-taking strategies, among a host of other academic tools for achievement. We will share our ideas in class through vigorous and thoughtful discussion.

Although this class will become a site of collaboration and group effort, we must all keep in mind that the class is composed of individuals with various opinions and ideas. Therefore, I certainly do not expect you to agree with me or with each other all of the time. I do, however, require you to respect one another and listen to the comments offered up from your peers. If you are going to disagree or debate a point, please remember to do so politely, calmly, and



Course Policies

I do not tolerate plagiarism or cheating. We are an intellectual and academic community, and all of us are responsible to act with integrity. All violations of the Gonzaga Academic Honesty Policy will result in a zero on the assignment.

Plagiarism is the act of passing another's work off as your own. In your journal reflections, I encourage you to engage with others' ideas but do not copy and paste without identifying the original author.

As an ironic example, part of this syllabus is lifted from a common syllabus used in every iteration of this class.

The GU Academic Honesty Policy outlines the University's expectations for the integrity of students' academic work. It is your responsibility (1) to uphold the highest standards of academic integrity, (2) to refuse to tolerate violations of academic integrity in the university community, and (3) to foster a high sense of integrity and social responsibility on the part of the university community. [Click here for more on Academic Citizenship at Gonzaga.](#)

reasonably. Remember that it is difficult to know the beliefs, moods, or feelings of your peers. Please be generous and sensitive to everyone involved.

Course Learning Outcomes

1. Identify what's keeping you from performing at your best in the classroom.
2. [Improve your academic performance in other courses by cultivating better studying habits and creating better learning environments.](#)
3. Create a dynamic learning community that helps one another succeed in class work.

Student Responsibilities

As a student enrolled in this course, you agree to do the following:

- 1) Come to class, arrive on time, and stay for the entire meeting. Make-up accommodations will only be offered for documented University approved activities, extreme illness (i.e., not allergies or a cold), or family emergency.
- 2) Complete assigned readings, in their entirety, on schedule. You should complete assigned readings by the start of the class meeting. And **bring** the readings and worksheets to class. Chatting about the readings and discussing our own strengths and weaknesses when it comes to studying will be a big part of this class.
- 3) Contribute to class discussions. You should come to class with questions and comments, prepared to participate in a lively discussion.
- 4) Complete all assignments, in a timely manner. I will allow extensions for in distressing cases of family emergencies and extreme illness. Otherwise late assignments will be deducted a full letter grade for every day it is late, starting immediately at the beginning of class.
- 5) Ask for help when you need it. I am happy to assist students in their attempts to master course materials and successfully complete course assignments. Come to my office hours and I am always available via email.

Accommodations

Americans with Disabilities Act:

Students with disabilities who need academic accommodations should:

1. Register with and provide documentation to the Disability Access.
2. Bring a letter to me from the Disability Access Office indicating the need for accommodation and what type. This should be done within the first two weeks of class.

For more information about services available to GU students with disabilities, contact: disability@gonzaga.edu; 313-4134. Or visit their office in Foley 209. See also <http://www.gonzaga.edu/Campus-Resources/Offices-and-Services-A-Z/Disability-Resources-Education-and-Access-Management/default.asp>

If you have any other accommodation needs, please let me know.

Requirements and Grading

- 1) Conferences with me about how things are going. Worth 10% of total grade. (4 in total; each worth 25 points.)
- 2) Midterm and Final Essay. Worth 30% of total grade. (2 in total; each worth 150 points.)
- 3) Metacognitive Journal Entries. Worth 30% of total grade. (10 in total; each worth 30 points.)
- 4) Preparation & Participation: The least boring and most effective way to learn is to participate fully in the process. You are expected to contribute to the success of this course by: Engaging in all in-class activities, Reading responses, Peer review, Class discussion, Attended all scheduled conferences with me, and Timely completion of all assignments. Worth 30% of total grade. (Worth 300 points.)

Class is scored out of 1000 points.

Course Schedule

Important: You need to come to class having already read the assigned reading for that day. In other words, readings and assignments are due the date listed.

Week 1: Introductions

Thursday, Jan 19: Introductions; Self-Assessment; Schedule first conference appointment

Week 2: What is Learning Anyways?

Thursday, Jan. 26: Read "What the Best College Students Do" on blackboard (BB)

Assignment: Journal # 1 Due (What am I going to get out of this?)

Week 3: Time Management

Thursday, Feb 2: Record activities on Weekly Schedule Sheet

Assignment: Journal #2 Due (How do my classes look?)

Week 4: Time Management

Thursday, Feb. 9: Record activities on Weekly Schedule Sheet

Assignment: Journal #3 Due (How did I do this week?)

Week 5: Writing Essays

Thursday, Feb. 16: Read “Thesis Statements” on BB; and bring a paper from last semester to class

Assignment: Electronic conference appointments.

**Week 6: Note-taking**

Thursday, Feb. 23: Read “Listening and Taking Notes for Success” on BB

Assignment: Journal 4 Due (What is my in-class behavior?)

**Week 7: Study Habits**

Thursday, March 2: [Watch this](#) and [watch this](#) and then think about how you learn and study.

Assignment: Journal #5 Due (How do I study for my midterms and other exams?)

Week 8: Midterm Goals and Learning Styles

Thursday, March 9: Bring your laptop or tablet to class if you have it because we're going to [take an](#)

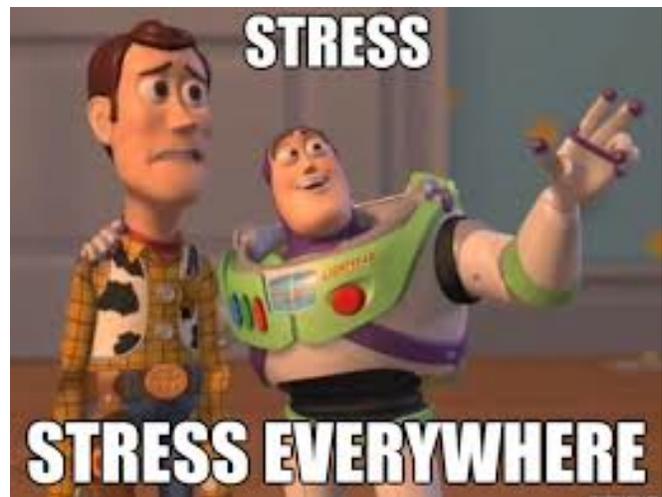
[online Learning Styles questionnaire](#)

Assignment: Midterm Goals Essay Due

March 13-17: Spring Break!!**Week 9: Stress!**

Thursday, March 23: [Watch “How to Make Stress Your Friend”](#)

Assignment: Journal #6 Due (How do I deal with stress?)



Week 10: Self-Motivation

Thursday, March 30: Read “Motivation” on BB; Schedule third conference appointment

Assignment: Journal #7 Due (Why do I do what I do?)

**Week 11: The Center for Student Academic Success**

Thursday, April 6: Meet in Foley at the Center for Student Academic Success (Dr. Clark will be out of town)

Assignment: Journal #8 Due (What would you repeat/change during your time at GU?)

Week 12: Power Pyramid

Thursday, April 13: Read [Pyramid of Power](#)

Assignment: Journal #9 Due (Why am I at GU and how will this help me achieve my goals?)

Week 13: Goal Setting

Thursday, April 20: Complete “Goal Setting Worksheet” on BB; Schedule fourth conference appointment

Assignment: Journal #10 Due (What is my biggest goal in

my role as a student?)

Week 14: Essay Peer Review

Thursday, April 27: Bring a rough draft or outline of final essay for peer review

Assignment: Complete a rough draft or outline of your final essay

Week 15: Wrapping up the Semester

Thursday, May 4: Course Evaluations

Final Exam Week

Wednesday, May 10, 1:00 pm: Final Essay Due

