UNIV 099: STRATEGIES FOR SUCCESS

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Inside this Syllabus
Course Description
Course Learning Outcomes
Student Responsibilities
Course Policies
Requirements & Grading
Course Schedule

Course Readings
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
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:

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

**Requirements and Grading**

1) Conferences with me about how thing 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.

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**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