UNIV 099: STRATEGIES FOR SUCCESS

Contact Info

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Office Hours:  
Mondays 2:00-3:00 &  
Thursdays 12:00-3:00.  
Also by appointment

Inside this Syllabus

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Course Readings

There is no book for this course, but there will be readings and worksheets on blackboard. Also there are links for videos and other websites here on the syllabus.

Course Description

College is not easy, but this course will focus on metacognitive approaches for creating college success in the broadest sense. This course will help you in identifying learning difficulties you may have and devise different methods for turning those difficulties into strengths. This course will address time management, learning styles, accountability, note-taking strategies, goal setting, among a host of other academic tools for achievement. We will share our ideas in class through vigorous and thoughtful discussion.

Think of this class as an opportunity. Here we will think about how we study and why we study that way. Here we will talk about why we’re attending Gonzaga and what we want to get out of it. Here we will reflect on our goals and how we’re going to achieve them. Here we will practice better time management skills. Here we will work together to be our best academic selves. Here we will also vent about our frustrations and “failures,” be they academic or social. Here we will develop an understanding of what success in college looks like for us. And here we will build a community and encourage each other to that success.
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.

How to Succeed in This Course

1) Come to class, arrive on time, and stay for the entire meeting.
2) Complete assigned readings and worksheets, 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 allow extensions, but you have to ask in advance. 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 you in your attempts to master course materials and successfully complete course assignments. Come to my office hours and I am always available via email.

Course Policies

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 in class.

Does anybody know how to study?
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. Click here for more on Academic Citizenship at Gonzaga. Plagiarism is the act of passing another’s work off as your own. All writing assignments in this class are meant to help you improve. Plagiarizing is a poor idea for so many reasons in this class.

According to the Gonzaga University attendance policy, if you miss more than 2 class meetings (so 3 or more), you will receive a “V” for this class, which is the same as a “F.”

HARASSMENT, DISCRIMINATION AND SEXUAL MISCONDUCT
Consistent with its mission, Gonzaga seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and Gonzaga’s policy prohibit harassment, discrimination and sexual misconduct. Gonzaga encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to someone from the Campus and Local Resources list found in Gonzaga's Harassment and Non-Discrimination Policy.

As a faculty member, I want get you connected to the resources here on campus specially trained in and experienced in assisting in such complaints, and therefore I will report all incidents of gender-based harassment, discrimination and sexual misconduct to Title IX. A representative from that office will reach out to you via phone and/or email to explore options for support, safety measures and reporting. I will provide our Title IX Director with all relevant details, including names and identifying information, of the information reported. For more information about policies and resources or reporting options, please visit the following websites: Equity and Inclusion and Title IX. If you would like to directly make a report of harassment, discrimination or sexual misconduct directly, you may contact our Title IX coordinator (Stephanie Whaley; 509-313-6910; Business Services Building 018; whaleys@gonzaga.edu). For more information about policies and resources or reporting options, please visit our Title IX website or the website for Equity and Inclusion. My office is a safe space but I am legally required to report sexual misconduct.

Accommodations

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 as soon as possible.
Assignments and Grading

1) One-on-one meetings with me about how thing are going. I will email you/remind you in class about scheduling these. Scheduling these and keeping those appointments are your responsibility. Worth 10% of total grade and cannot be made up later. (4 in total; each worth 25 points.)

2) Midterm Goals Essay and Final Essay. Worth 30% of total grade. Midterm Goals Essay is due before class (10% deduction for each day late) and Final Essay is due by the end of our final exam time slot. (2 essays in total; each worth 150 points.)

3) Metacognitive Journal Entries. Worth 30% of total grade. Always due before class, late journals will be docked 15 points. (10 in total; each worth 30 points.)

4) Preparation & Participation. Worth 30% of total grade. The least boring and most effective way to learn is to participate fully in the process. You contribute to the success of this course by: doing your readings, engaging in all in-class activities, participating in class discussions, attending all scheduled conferences with me, and timely completion of all assignments. (Worth 300 points.)

Class is scored out of 1000 points.

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade Range</th>
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<tbody>
<tr>
<td>One-on-One Meetings</td>
<td>100 points</td>
<td>A range: 1000-900</td>
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<tr>
<td>Midterm Essay</td>
<td>150 points</td>
<td>A/A- cutoff at 930</td>
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<tr>
<td>Journals</td>
<td>300 points</td>
<td>B range: 800-899</td>
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<tr>
<td>Final Essay</td>
<td>150 points</td>
<td>B+/B cutoff at 860</td>
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<tr>
<td>Participation</td>
<td>300 points</td>
<td>C range: 700-799</td>
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<tr>
<td>Total</td>
<td>1000 points</td>
<td>C+/C cutoff at 760</td>
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Course Schedule

Important: With the exception of week 1, you should come to class having already completed the reading and/or assignment listed.
Week 1: Introductions  
Thursday, Aug 31: Introductions and Self-Assessments

Week 2: What is Learning Anyways?  
Thursday, Sept 7: Read “What the Best College Students Do” on Blackboard (BB) and complete Journal #1

Week 3: Time Management  
Thursday, Sept 14: Record activities on Weekly Schedule Sheet and complete Journal #2

Week 4: Time Management  
Thursday, Sept 21: Record activities on Weekly Schedule Sheet and complete Journal #3

Week 5: Failure  
Thursday, Sept 28: Read “Stephen Colbert on Making the Late Show His Own” on blackboard and fill out the failure worksheet

Week 6: Note-taking  
Thursday, Oct 5: Read “Listening and Taking Notes for Success” on BB and complete Journal #4

Week 7: Midterm Goals and Learning Styles  
Thursday, Oct 12: Bring your laptop or tablet to class (if you have one) because we’re going to take a learning style questionnaire. Your Midterm Goals Essay is due before class begins.

Week 8: Study Habits  
Thursday, Oct 19: Watch this and then you’ll watch this. Think about how you learn and study and complete Journal #5

Week 9: Stress!  
Thursday, Oct 26: Watch “How to Make Stress Your Friend” and complete Journal #6

Week 10: Self-Motivation  
Thursday, Nov 2: Read “Motivation” on BB and complete Journal #7

Week 11: The Center for Student Academic Success  
Thursday, Nov 9: Meet in Foley at the Center for Student Academic Success and complete Journal #8
Week 12: Power Pyramid
Thursday, Nov 16: Read **Pyramid of Power** and complete Journal #9

Week 13: No Class. Enjoy **Thanksgiving!**

Week 14: Goal Setting
Thursday, Nov 30: Read “SMART Goals” on BB and complete Journal #10

Week 15: Wrapping up the Semester
Thursday, Dec 7: Bring an outline of your final essay for discussion.

**Final Exam Week**
Thursday, December 14, 5:30 pm: **Final Essay Due**

When you feel like you just can’t even anymore, just remember that …