

IST 199: College Success

Fall 2009, CRN 15800

Mondays & Wednesdays 3:15-4:50pm

3 credits/ graded

Instructors:

Liane Gough

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425 SMSU

Office Hours: 2-3pm Mondays

by appointment

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Course Description

College Success is a comprehensive orientation to college course designed to enhance student success and retention at Portland State University. The course will assist in the examination of study strategies, personal goals and values and bring students an increased awareness of what PSU has to offer. This course creates opportunities for students to understand themselves and become part of the campus community.

Learning Objectives: In this course you will learn how to...

- Accept greater personal responsibility
- Discover self-motivation
- Improve personal self-management
- Develop mutually supportive relationships
- Change self-defeating habit patterns and limiting beliefs
- Increase self-awareness
- Maximize your learning
- Develop emotional intelligence
- Raise your self-esteem
- Learn effective study strategies
- Improve critical and creative thinking skills
- Learn how to access your resources at PSU

Required Text (all are available at PSU Bookstore)

Downing, S. (2005). *On course*. Houghton Mifflin: NY, 5th Edition.

PSU Catalog

PSU Academic Planner

Email Account

All students are required to activate and use a PSU Odin Email Account. To set up your email account:

- 1) Go to www.account.pdx.edu
- 2) Click on "Create Account"
- 3) Follow on-screen instructions
- 4) Bring picture ID to Smith Memorial, room 18 (in the basement) to activate your account.

Student Responsibilities

1. **All assignments must be turned in on the due date.** Late written exercises will only be accepted one week after the due date and only be eligible for ½ credit, with the exception of the POP, which will not be accepted after the due date.
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 College Success 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 weekly 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 are permitted one excused absence. ***Any more than one absence will result in a five (5) point reduction of your final class participation grade per absence.*** 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.

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:

***WEEKLY EXPECTATIONS: Mondays: Pick a Passage & Reading Quizzes
Wednesdays: Journals Due***

Week 1 (9/28, 9/30):

- Introductions
- Syllabus Overview
- Differences between High School and College
- Chapter 1, On Course

Week 2 (10/5 & 10/7):

- Chapter 1, On Course – continued
- Chapter 2, On Course

Due 10/7: Self-Assessment and Journal Chapter 1, Journal Chapter 2, Academic Planner

Week 3 (10/12 & 10/14):

- Chapter 3, On Course

Due: 10/14: Journal Chapter 3, Your Educational Autobiography

Week 4 (10/19 & 10/21):

- Chapter 4, On Course
- Writing Center, 2:00 – 2:50

Due 10/21: Journal Chapter 4

Week 5 (10/26 & 10/28):

- Chapter 5, On Course
- Guest Speaker, Karen Ledbetter, SHAC, “Test Anxiety”

Due 10/28: Journal Chapter 5, Academic Goals

Week 6 (11/2 & 11/4):

- Chapter 6, On Course
- Guest Speaker: Louise Paradis, Career Center, “Choosing a Major”

Due 11/4: Journal Chapter 6, Career Exploration

Week 7 (11/9 only) NO CLASS ON 11/11 - VETERANS HOLIDAY

- Chapter 7, On Course

Due 11/9: Journal Chapter 7

Week 8 (11/16 & 11/18):

- Chapter 8, On Course

Due 11/18: Journal Chapter 8, Academic Plan

Week 9 (11/23 only) NO CLASS ON 11/25- HAPPY THANKSGIVING!

- Student Panel of “experts”

Week 10 (11/30 & 12/2)

- Chapter 9, On Course
- Wrap-Up

Due 12/2: POP, Journal 9

Course Assignments & Grading

Class Participation	140
Reading Quizzes (10 pts/each)	80
Pick-A-Passage (5 pts/each)	40
Career Exploration: Holland Worksheet	15
Personal/Academic Planner	15
Academic Plan	75
Journals (10 pts/each)	90
POP	<u>85</u>
Total	540

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

Class Participation & Attendance (140 points total – up to 90 points from minute papers, up to 50 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.

Personal/Academic Planner (15 points) – **Due on October 7th**

Each student is expected to have a personal planner, scheduler, organizer, notebook, etc. to record and keep track of important academic and assignments, personal appointments, exams and dates of importance for the term. You may select any form of planner including a calendar, notebook, palm pilot, etc. **The PSU Bookstore has a PSU Planner w/important dates & deadlines that is a good option.** Your planner must be organized and complete. You will show me your planner in class on the due date and it will be returned to you before class is over. Because this assignment is due in the middle of the term, I will also be checking to make sure that you have been utilizing your planner since the term began.

Career Exploration: Holland Code Worksheet (15 points) – **Due on November 13th**

The Career Center will be in class on November 6th. After their presentation they will distribute a worksheet for you to complete and turn in on November 13th.

Academic Plan (75 points total) – **Due varying dates (3 Parts total)**

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**:

1. Educational Autobiography (25 points) - **Due October 14th**

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) – **October 28th**

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) – Due November 18th

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 Winter 10, Spring 10 and Summer/Fall 10. 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 December 2nd

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 December 4th. Feel free to travel around campus in groups and have fun!!!

Reading Quizzes (10 pts/each) – Weekly on Mondays

A short quiz regarding the materials presented in the readings will be given every week. The intent of the weekly 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 weekly 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.

Pick-A-Passage (5 pts/each) – Weekly on Mondays

Bring in a note card which references a particular page number from your weekly 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.

Journals (10 pts/each) – **Weekly on Wednesdays**

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.**