POINT 1902 LOMA
NAZARENE UNIVERSITY

School of Humanities, Arts, and Public Engagement

FST1000 (sec 1): Freshman Studies Seminar I

2 Units

Fall 2026

Instructor title and name: Prof. Jonathan Manning	**Instructor phone:** 626-236-0008 (my personal cell)
Office location and hours: Salomon 103; by appointment	**Instructor email:** jmanning@pointloma.edu
Meeting times/days: 9:35a-10:30a TR	**Meeting location:** Evans Hall #121
Final Exam: Thu, 12/17/26, 10:30a-1:00p	

PLNU MISSION: TO TEACH ~ TO SHAPE ~ TO SEND

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE DESCRIPTION

A comprehensive introduction to topics within higher education relevant to beginning college students, designed to equip students for long-term collegiate persistence. In this course, emphasis is placed on study skills, critical thought, vocation exploration, and broadly applicable strategies for academic success.

COURSE LEARNING OUTCOMES

1. Acquire and implement key metacognitive learning strategies within current and future university courses.
2. Build experience and increase personal effectiveness in areas of collegiate communication, time management, and self-advocacy.
3. Cultivate skill in the areas of exam preparation, exam execution, and note-taking.
4. Learn and apply methods of critical reading to understand a text's meaning and underlying logical structure.

REQUIRED TEXTS AND OTHER RESOURCES

Textbooks:

Brown, Peter C., Henry L. Roediger III, and Mark A. McDaniel. *Make It Stick: The Science of Successful Learning.* Cambridge, MA: The Belknap Press of Harvard University Press, 2014. ISBN 978-0674729018

McGuire, Saundra Yancy. *Teach Yourself How to Learn: Strategies You Can Use to Ace Any Course at Any Level*. Sterling, VA: Stylus Publishing, 2018. ISBN 978-1620367568

Digital Resources (available via Canvas):

Clear, James. "How to Stop Procrastinating and Boost Your Willpower By Using 'Temptation Bundling.'" *Medium*, May 23, 2016.

Cook, Timothy. "Adults Lose Skills to AI. Children Never Build Them." *Psychology Today*, March 22, 2026.

Firth, Jonathan. "Spacing in Teaching Practice." *The Learning Scientists*, April 12, 2016.

Gilroy, Susan. "Interrogating Texts: Six Reading Habits to Develop in Your First Year at Harvard." *guides.library.harvard.edu*, September 2, 2021.

Gwynne, Peter. "The Write Way to Reduce Test Anxiety." *Inside Science*, January 13, 2011.

Hogenboom, Melissa. "AI Chatbots Could Be Making You Stupider." *BBC*, April 20, 2026.

Kaminske, Alethea Need. "Time Management: What Is It, Who Has It, and Can You Improve It?" *The Learning Scientists*, April 16, 2020.

MacRae, Ian. "Beware the Obsequious AI Assistant." *Psychology Today*, April 21, 2025.

May, Cindi. "A Learning Secret: Don't Take Notes with a Laptop." *Scientific American*, June 3, 2014.

Pan, Steven C. "The Interleaving Effect: Mixing It Up Boosts Learning." *Scientific American*, August 4, 2015.

Portwood-Stacer, Laura. "How to Email Your Professor (Without Being Annoying AF)." *Medium*, April 26, 2016.

Riener, Cedar and Daniel Willingham. "The Myth of Learning Styles." *Change*, September 8, 2010.

Sienkiewicz, Taylor. "How to Get the Most Out of Professor Office Hours." *Peterson's*, March 5, 2019.

Talley, Emily. "Secret Skills for Success: Self-Advocacy." *blogs.bu.edu*, August 2, 2016.

Zimmerman, Jonathan. "Multitasking: What a Professor Knows that Students Don't." *Christian Science Monitor*, November 14, 2013.

ASSESSMENT AND GRADING

Assignment Distribution by Points and Percentage:

Attendance and Participation		175 points	(17.5%)
• Class attendance	(75 points)		
• Tutorial attendance	(75 points)		
• Class participation	(25 points)		
Semester Grade Checks		75 points	(7.5%)
Connections Journals		150 points	(15.0%)
Vocabulary Quizzes		150 points	(15.0%)
Other Assignments		200 points	(20.0%)
• University Onboard/Communication Assignments	(100 points)		
• Calendar Assignments	(50 points)		
• Spring Schedule Assignment	(25 points)		
• Note-Taking Assignment	(25 points)		
Midterm Essay + Exam		125 points	(12.5%)
Final Presentation + Exam		125 points	(12.5%)
TOTAL POINTS		1000 points	(100%)

Grading Scale:	89%-87%	= B+	79%-77%	= C+	69%-67%	= D+		
100%-93% = A	86%-83%	= B	76%-73%	= C	66%-63%	= D	59%-0%	= F
92%-90% = A-	82%-80%	= B-	72%-70%	= C-	62%-60%	= D-		

Coursework Overview:

Attendance and Participation (worth 175 points total):

Class and Tutorial Attendance (75 points each): From the university-wide attendance policy in the PLNU Catalog (**https://pointloma-public.courseleaf.com/tug-catalog/academic-general-policies/#classattendance**): "Regular and punctual attendance at all classes…is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements to be met. There are no allowed or excused absences (including illness) except as approved in writing by the Provost for specific students participating in certain university-sanctioned activities." It is a university-wide policy that if a student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent of class sessions, the student may be de-enrolled without further notice until the university withdrawal date, or, after that date, the student may receive a failing grade in the class.

Total number of FST class/tutorial sessions: 28 10% threshold: 3 absences 20% threshold: 6 absences

For students attending >80% of sessions: On-time attendance at each class/tutorial session earns full credit (3 points per session). Late arrival to and/or early departure from sessions will earn reduced credit subject to instructor discretion. Unexcused absences will not earn credit. Students missing class for any reason should contact the instructor asap (before the class occurs, if possible) for further steps.

For students attending <80% of sessions: Students will at minimum receive a failing attendance/participation grade and may also (as per above university-wide policy) be subject to de-enrollment or failure in the overall course.

Class Participation (25 points): Class participation means arriving prepared to discuss assigned reading and other class material, sharing insights, responding to other students, asking relevant questions, attempting to answer relevant questions, and discussing the issues brought up in class, all of which are habits of engagement. In this class you might not have the opportunity to speak up daily, but you should still come prepared to contribute something to discussion daily and should strive to contribute regularly. Participation also encompasses completing assigned in-class tasks, maintaining focus, avoiding inappropriate technology use, and avoiding distraction of self and others.

Semester Grade Checks (worth 75 points total; 25 per Grade Check, 3 total Grade Checks):

In this course, each student will periodically and briefly meet with the professor during office hours to ensure that student is on track in all their semester classes. Further details will be given in class.

Connections Journals (worth 150 points total; 15 per Connections Journal, 10 total Connections Journals):

During the semester we will read various books, articles, and essays about learning, studying, and other topics within higher education. On ten separate weeks of the semester, students will compose and submit a Connections Journal assignment with the following instructions: (1) Directly quote and cite 3 different passages from the current week's assigned textbook reading (namely, ideas that stand out to you, evoke an intellectual/emotional response, etc.) (2) For each quoted passage, write 1 paragraph where you connect the idea to specific in-class discussions or experiences (3 total); (3) To earn credit, quotations/citations must be accurate and connective analysis must be concrete and particular to our in-class experience.

Vocabulary Quizzes (worth 150 points total; 15 per Vocabulary Quiz, 10 total Vocabulary Quizzes):

Quizzes will consist of a mixture of online Canvas quizzes (repeatable, open-book, randomly generated) and also brief in-class quizzes (handwritten on paper, closed-book, administered once at the beginning of some class sessions). The goal is that students will gain mastery of the overall concepts and ideas of the vocabulary material, which can then be more broadly applied. Individually, quizzes are low-stakes tasks that add up over time (much like a student's consistent discipline of reading and thinking about class material will add up over time).

Other Assignments (worth 200 points total):

Throughout the semester, students will engage in a variety of different tasks related to learning and university life. Specific assignments will be given and discussed in class as the semester progresses. Further details are also available in Canvas.

Midterm Essay + Exam (worth 125 points total):

The Midterm Essay is titled "My Semester So Far (How I Am Doing and Why)" and will center on student self-evaluation. The Midterm Exam will be a pen-and-paper exam and will be given during class (see Course Schedule below.)

Final Presentation + Exam (worth 125 points total):

The Final Presentation is an informal opportunity for students to demonstrate and teach key ideas from across the semester. The Final Exam will be a pen-and-paper exam and will be given during finals week (see Course Schedule below.)

ACADEMIC ACCOMMODATIONS

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2533). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines approved accommodations. Professors are able to view a student's approved accommodations through Accommodate.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive; as such, clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability-related need should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. In accordance with ADA, accommodations cannot constitute a fundamental alteration to course outcomes; therefore, planning ahead is vital in establishing appropriate accommodations for equal access to this course. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC eligibility process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

ACADEMIC BEHAVIOR POLICY

Both faculty and students at Point Loma Nazarene University have the right to expect a safe and ordered environment for learning. Students are expected to take the initiative to learn and conduct themselves in a mature and civil manner in the classroom environment. Any student behavior that is disruptive or threatening is a serious affront to Point Loma Nazarene University as a learning community. Students who fail to adhere to these behavioral standards may be subject to disciplinary action, including removal from class or further university sanctions. See PLNU's complete Academic Behavior Policy, including definitions and examples of disruptive behavior, response procedures, and the appeal process, at this link: (**https://pointloma-public.courseleaf.com/tug-catalog/academic-general-policies/#academicbehavior**)

ACADEMIC HONESTY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See PLNU's complete academic honesty policy, including definitions and examples of academic dishonesty, under "Academic and General Policies" at this link:
(**https://pointloma-public.courseleaf.com/tug-catalog/academic-general-policies/#academichonesty**).

ARTIFICIAL INTELLIGENCE / AI TOOLS

We learn best when we take time to think about ideas, process them, deeply engage with them, make connections between them, talk about them with others, etc. The use of AI generators largely subverts and circumvents these ways of thinking and learning. Using AI tools at any point in the writing process also strongly increases the likelihood that a student's writing will be comingled with words and ideas from elsewhere, which is a form of plagiarism regardless of intent. AI tools have also repeatedly been shown to generate plausible-sounding but false, fabricated, or even nonsensical responses to user inputs. For these reasons, the use of AI tools such as ChatGPT and Grammarly, etc., is emphatically unwelcome in absolutely every aspect of this class. **Please do not use these tools for any purpose in our class, period.**

Q: What if I don't understand something in our class materials and need to research it for myself?
A: Ask a fellow student for help; ask the professor before or after class; make an appointment and come to office hours.

Q: What if I need help coming up with ideas for one of our writing assignments, or what if I need help drafting/outlining a paper?
A: Visit the Loma Writing Center for help with any writing task; make an appointment and come to office hours.

COPYRIGHT POLICY

PLNU, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted at this link: (**https://pointloma.edu/offices/records/traditional-undergraduate-records**).

If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

INCLUSIVE LANGUAGE AND BELONGING

PLNU faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking entails avoidance of stereotypes, demeaning terminology, and unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, language, marital status, national origin, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

For further discussion and specific examples of inclusive language, please visit the following academic websites:

- The APA Style Guide: Bias-Free Language
  - https://apastyle.apa.org/style-grammar-guidelines/bias-free-language

- The California State University Chancellor's Office: Diversity Style Guide
  - https://www.calstate.edu/csu-system/csu-branding-standards/editorial-style-guide/Pages/diversity-style-guide.aspx

You may report an incident of bias at this link: (**https://pointloma.edu/nondiscrimination**).

LOMABOOKS INSTRUCTIONS

The LEAP program will cover all textbook expenses for program participants during the 2026-2027 school year. Therefore, every student must individually **opt out** of the university-sponsored LomaBooks program each semester to avoid being automatically charged unnecessary textbook fees.

For more information about LomaBooks, including information about opting out of the program, please visit this link: (**https://pointloma.edu/lomabooks**). Find the opt-out information listed in the Frequently Asked Questions section toward the bottom of the page.

RECORDING NOTIFICATION

Please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel. All recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University is strictly prohibited.

Any form of recording without explicit permission from the instructor is strictly prohibited. Students engaging in unauthorized recording may face disciplinary action including permanent exclusion from a specific class, suspension, expulsion, or administrative withdrawal from the university. See PLNU's complete classroom recording policy under "Academic Accommodations" at this link:
(**https://pointloma-public.courseleaf.com/tug-catalog/academic-general-policies/#academicaccommodations**).

SEXUAL MISCONDUCT AND DISCRIMINATION

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, accommodations and resources are available through the Title IX Office: (**https://pointloma.edu/title-ix**). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services (counselingservices@pointloma.edu) or find a list of confidential resources at this link:
(**https://pointloma.edu/title-ix/get-help-now**).

See PLNU's complete Nondiscrimination and Anti-harassment Policy at this link: (**https://pointloma.edu/nondiscrimination**)

USE OF TECHNOLOGY / SCREEN DEVICES

Outside of class sessions: it is essential that students use technology—including frequent use of the Canvas website and PLNU gmail accounts—to communicate with the instructor and classmates and to complete/submit assigned work.

During class sessions: technology such as phones, tablets, laptops, airpods, and/or other screen or headphone devices, etc. should never be operated, due to their powerful capacity to distract both the user and those in proximity to the user.

Exceptions to this policy:
(1) Technology use at the direction of the instructor (e.g., for course evaluations, etc.)
(2) Technology use due to specific EAC accommodations

Unauthorized use of technology in class may result in loss of participation or (in excessive cases) attendance credit.

COURSE SCHEDULE AND ASSIGNMENTS

Course schedule, topics, evaluation, assignments, and deadlines may be changed at the instructor's discretion.
Unless otherwise stated, all assignments are due at the end of the designated day by midnight. The instructor reserves the right to discount or refuse late work. Please contact the instructor if you foresee a problem in completing work on time.

WEEK 01 *University Onboarding / Communication + Metacognition I*	**MON, AUG 31 – SAT, SEP 5**	
	Reading Due: • Portwood-Stacer, "How to Email Your Professor" • McGuire pp. 1-8 (Introduction, Chs. 1-2)	Assignments Due: • **University Communication #1 (Friday)** • **Lomabooks Opt-Out (Friday)** • **Student Information Survey (Friday)**
WEEK 02	**MON, SEP 7 – SAT, SEP 12**	
	Reading Due: • Sienkiewicz, "Professor Office Hours" • Hogenboom, "AI Chatbots" • Cook, "Adults Lose Skills to AI"	Assignments Due: • **Week #2 Connections Journal (Tuesday)** • **University Communication #2 (Thursday)**
WEEK 03	**MON, SEP 14 – SAT, SEP 19**	
	Reading Due: • MacRae, "Beware the Obsequious AI Assistant" • McGuire pp. 9-58 (Chs. 3-5)	Assignments Due: • **Week #3 Connections Journal (Monday)** • **Online Vocab Quiz #1 (Thursday)** • **University Communication #3 (Thursday)**
WEEK 04 *Time + Grade Management*	**MON, SEP 21 – SAT, SEP 26**	
	Reading Due: • Zimmerman, "Multitasking" • Kaminske, "Time Management" • McGuire pp. 89-96 (Ch. 9a)	Assignments Due: • **Week #4 Connections Journal (Monday)** • **Online Vocab Quiz #2 (Thursday)**
WEEK 05	**MON, SEP 28 – SAT, OCT 3**	
	Reading Due: • Talley, "Self-Advocacy" • McGuire pp. 59-72 (Ch. 6)	Assignments Due: • **Week #5 Connections Journal (Monday)** • **In-Class Vocab Quiz #3 (Thursday)** • **Calendar Assignment #1 (Thursday)**
WEEK 06 *Motivation + Exam Taking*	**MON, OCT 5 – SAT, OCT 10**	
	Reading Due: • Clear, "How to Stop Procrastinating" • McGuire pp. 73-88 (Chs. 7-8)	Assignments Due: • **Week #6 Connections Journal (Monday)** • **Online Vocab Quiz #4 (Thursday)** • **Calendar Assignment #2 (Thursday)**

WEEK 07	**MON, OCT 12 – SAT, OCT 17**	
	Reading Due: • Gwynne, "Reduce Test Anxiety" • McGuire pp. 97-104 (Chs. 9b-10)	Assignments Due: • **Week #7 Connections Journal (Monday)** • **In-Class Vocab Quiz #5 (Thursday)**
WEEK 08	**MON, OCT 19 – SAT, OCT 24** ****Midterm Exam will take place during class on Tuesday, Oct 20, 2026****	
	Reading Due: n/a	Assignments Due: • **Midterm Essay: My Semester So Far (Tuesday)**
WEEK 09 *Metacognition II*	**MON, OCT 26 – SAT, OCT 31**	
	Reading Due: • Firth, "Spacing in Teaching Practice" • Brown pp. ix-45 (Preface, Chs. 1-2)	Assignments Due: • **Week #9 Connections Journal (Monday)** • **Online Vocab Quiz #6 (Thursday)**
WEEK 10	**MON, NOV 2 – SAT, NOV 7**	
	Reading Due: • Pan, "The Interleaving Effect" • Brown pp. 46-66 (Ch. 3)	Assignments Due: • **Week #10 Connections Journal (Monday)** • **Spring Schedule Assignment (Tuesday)** • **In-Class Vocab Quiz #7 (Thursday)**
WEEK 11 *Notetaking*	**MON, NOV 9 – SAT, NOV 14**	
	Reading Due: • May, "A Learning Secret" • Brown pp. 67-101 (Ch. 4)	Assignments Due: • **Week #11 Connections Journal (Monday)** • **Online Vocab Quiz #8 (Thursday)**
WEEK 12 *Critical Reading*	**MON, NOV 16 – SAT, NOV 21**	
	Reading Due: • Gilroy, "Interrogating Texts" • Brown pp. 102-130 (Ch. 5)	Assignments Due: • **Week #12 Connections Journal (Monday)** • **In-Class Vocab Quiz #9 (Thursday)**
WEEK 13	**MON, NOV 23 – SAT, NOV 28**	
	Reading Due: • Riener, "The Myth of Learning Styles" • Brown pp. 131-161 (Ch. 6)	Assignments Due: • **Week #13 Connections Journal (Monday)**
WEEK 14	**MON, NOV 30 – SAT, DEC 5**	
	Reading Due: • Brown pp. 162-199 (Ch. 7)	Assignments Due: • **Week #14 Connections Journal (Monday)** • **In-Class Vocab Quiz #10 (Thursday)** • **Note-Taking Assignment (Thursday)**
WEEK 15 *Semester Wrap-Up*	**MON, DEC 7 – SAT, DEC 12**	
	Reading Due: • Brown pp. 200-225 (Ch. 8)	Assignments Due: • **Week #15 Course Reflection (Monday)**
WEEK 16 *Finals Week*	**MON, DEC 14 – FRI, DEC 18** ****Final Exam will take place Thursday, Dec 17, 2026 @ 10:30am-1:00pm****	
	Reading Due: n/a	Assignments Due: n/a