

Fall 2019

Instructor title and name: Prof. Jonathan Manning	Instructor phone: 626-236-0008 (my personal cell)
Office location and hours: Taylor 110; by appointment	Instructor email: jmanning@pointloma.edu
Meeting times/days: 2:55p-3:50p MW	Meeting location: Fermanian School of Business #102
Final Exam: Wed, 12/18, 1:30p-4:00p	

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 becomes an expression of faith. Being of Wesleyan heritage, we aspire 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

Hanson, Rick. *Just One Thing*. Oakland, CA: New Harbinger Publications, 2011. ISBN 978-1608820313

McGuire, Sandra 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):

Carey, Jennifer. "Plagiarism vs. Collaboration on Education's Digital Frontier." *Powerful Learning Practice Blog*, December 16, 2013.

Couchman, Justin. "Should You Rely on First Instincts when Answering a Multiple Choice Exam?" *The Conversation*, September 3, 2015.

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

Gilroy, Susan. "Interrogating Texts: 6 Reading Habits to Develop in Your First Year at Harvard." *guides.library.harvard.edu*, October 23, 2013.

Lieberman, Charlotte. "Why You Procrastinate (It Has Nothing to Do With Self-Control)." *The New York Times*, March 25, 2019.

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.

Strauss, Valerie. "Test Anxiety: Why It Is Increasing and 3 Ways to Curb It." *The Washington Post*, February 10, 2013.

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	100 points	(13%)
• Class attendance	(25 points)	
• Tutorial attendance	(25 points)	
• Advising attendance	(25 points)	
• Class participation	(25 points)	
Vocabulary Quizzes	165 points	(22%)
Reading Reflections	150 points	(20%)
Assignments	135 points	(18%)
• University Communication Assignments	(30 points)	
• Calendar Assignment	(15 points)	
• Monthly Tutorial Calendar Check-Ins	(15 points)	
• Just One Thing Resilience Reflections	(45 points)	
• Spring Schedule Assignment	(15 points)	
• Note-Taking Assignment	(15 points)	
Midterm Exam	100 points	(13%)
Final Exam	100 points	(13%)
TOTAL POINTS	750 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-	

Assignment Details:

Attendance and Participation (worth 100 points total):

Class Attendance (25 points): From the PLNU Attendance Policy: “Regular and punctual attendance at all classes is considered essential to optimum academic achievement.” (See [Academic Policies](#) in the academic catalog.)

Total Sessions	28 (1 session = 3.5% of total sessions)
Lateness	2 tardies will count as one unexcused absence. Please arrive to class on time.
Unexcused Absences	Unexcused absence # 1-2 : 7% of sessions missed. Does not count against attendance grade. Unexcused absence # 3-4 : 14% of sessions missed. Attendance grade reduced by 12.5 <u>per day</u> . More than 10% of sessions (=3) missed for any reason: student attendance reported to vice provost More than 20% of sessions (=6) missed for any reason: student may be de-enrolled without notice
Excused Absences	No grade reduction. Requires a note or other documentation from a doctor or professor/coach (for sickness or official PLNU scheduled event). Notes from the PLNU Wellness Center are accepted, and if you are sick enough to miss class, you are strongly encouraged to go there.
Perfect Attendance	Students with <u>zero tardies</u> and <u>zero unexcused absences</u> at the end of the semester will earn 1% of extra credit toward the final course grade (e.g., a grade of 89% would boost to a 90%).

Tutorial Attendance (25 points): Students will meet regularly in group study sessions where peer tutors and professionals will be available as resources. Attendance at these sessions will be taken by tutors, and the attendance policy outlined above will also apply to FST1099.

Advising Attendance (25 points): Each student will be assigned an academic advisor, and will be responsible to meet with that advisor several times over the course of the semester. Advising sessions promote student success, and attendance at these sessions will be covered under the following policy:

Attended all sessions: full credit.

Missing sessions: grade reduced by 9 points per session until =0.

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. In this class you might not have the opportunity to speak up on a daily basis, but you should still come prepared to contribute something to discussion on a daily basis, and contribute periodically. Participation also encompasses engaging in assigned tasks, maintaining focus, and avoiding distraction of self and others.

Q: What will earn me the maximum participation grade?

A: Speaking up in class (productively), asking questions, remaining on-task during group discussion, not distracting others

Q: What will reduce my participation grade?

A: Remaining quiet during most class sessions, never asking questions, distracting others, untimely use of screen devices

Vocabulary Quizzes (worth 165 points total; 15 per quiz, 12 total quizzes, 1 lowest quiz dropped):

Rationale: When used properly, open-book online vocabulary quizzes (1) provide an opportunity for students to recall and reinforce material, while giving immediate feedback on areas of weakness, (2) make learning additionally durable by mixing (interleaving) previously-covered material throughout later quizzes, (3) shift quiz-taking time outside of scheduled class sessions, and most importantly, (4) create a lower-stress “free to try and fail” environment conducive to learning.

Instructions: Starting early in the semester, quizzes will be scheduled weekly. They are open-book, and may be retaken as many times as desired up until the due date (note that quiz questions are drawn randomly from a question pool, so when you retake, you will likely see some new questions). If a quiz is repeated, your highest score will be recorded. All quizzes are available on our class Canvas site.

For Best Results:

- Read and listen to podcasts first. Don't try to quiz before learning the material.
- Quizzes are open book, but you'll learn better by trying to rely less on resources and more on your thinking/memory.
- With each question, take time to actively think about class content, and to make mental connections between ideas.
- Spaced repetition increases learning. Repeat a quiz at least two times across two separate days, regardless of score.
- Learn from mistakes: incorrect responses show you where to revisit your reading and where to ask questions in class.

Reading Reflections (worth 150 points total; 15 per reflection, 10 total reflections):

Instructions: During the semester we will read various articles and essays about learning, studying, and university life. Virtually all of these readings are paired with reading reflection assignments. For each assignment, you will respond to a detailed prompt specific to the reading. Strong responses will demonstrate knowledge of the content, meaning, and implications of the reading, and will thoroughly answer the questions and reflect on the ideas present in the prompt.

Various Class Assignments (worth 135 points total; points per assignment vary):

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.

Midterm & Final Exams (worth 200 points total; 100 per exam, 2 total exams):

The course exams will be closed-book and comprehensive. There will be a review before each exam.

Extra Credit:

1. Maintain perfect attendance in class throughout the semester (see attendance policy above).
2. Complete and return your Student Information Sheet (see the back of the syllabus) when due for 3 points.
3. Make an appointment to meet with a career coach in OSV to discuss your Clifton StrengthsFinder results. After the appointment, complete the OSV assignment on Canvas for 15 extra points (the value of one quiz or reflection).

ACADEMIC ACCOMMODATIONS

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. (DRC@pointloma.edu or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

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. Faculty should follow and students may appeal using the procedure in the university Catalog. See PLNU's complete academic honesty policy under "Academic and General Policies" in the catalog: <https://catalog.pointloma.edu/>.

COPYRIGHT POLICY

Point Loma Nazarene University, 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 on the PLNU Class Schedules website (<https://www.pointloma.edu/offices/records/undergraduate-records>). No requests for early examinations or alternative days will be approved.

INCLUSIVE LANGUAGE

Point Loma Nazarene University approaches diversity from a biblical perspective, affirming that diversity is an expression of God's image, love, and boundless creativity. Recognizing that people have often used the English language in ways that imply the exclusion/inferiority of minority or marginalized groups—defined for example by characteristics such as sex/gender/orientation, race/ethnicity, ability/disability, etc.—I strongly urge you to avoid sexist, racist, classist, and ableist language in your public discourse, in classroom discussions, and in your writings.

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

- The Purdue University OWL: Stereotypes and Biased Language
 - https://owl.purdue.edu/owl/general_writing/academic_writing/using_appropriate_language/stereotypes_and_biased_language.html
- The California State University Chancellor's Office: Diversity Style Guide
 - <https://www2.calstate.edu/csu-system/csu-branding-standards/editorial-style-guide/Pages/diversity-style-guide.aspx>

INCOMPLETES AND LATE ASSIGNMENTS

Assignments are to be submitted/turned in by the beginning of the class session when they are due. The instructor reserves the right to refuse late work, and in fact, the course materials on Canvas are impossible to submit past the deadline without special permission. Please contact your professor if you foresee a problem in completing work on time.

A course grade of “incomplete” will only be assigned in exceptional circumstances.

USE OF TECHNOLOGY

Outside of class sessions: students are encouraged to use technology—including Canvas and PLNU email accounts—to communicate with the instructor and classmates and to complete assigned work.

During class sessions: screen devices such as phones and laptops will occasionally be used in class at the direction of the instructor (e.g., for evaluative purposes). Outside of these specific instances, screen devices should not be operated during class, due to their powerful capacity to distract both the user and those in proximity to the user.

COURSE SCHEDULE AND ASSIGNMENTS

Course schedule, topics, evaluation, and assignments may be changed at the instructor's discretion.

	TUTORIAL (VARIOUS DAYS)	MONDAY	WEDNESDAY
WEEK 01	<u>Tue/Wed:</u> **No session** <u>Fri:</u> Orientation + Advising Groups	SEP 02 NO CLASS: LABOR DAY	SEP 04 <i>Syllabus & Orientation</i>
WEEK 02 <i>University Communication</i>	<u>Tue/Wed:</u> Small groups @ FSB #108 <u>Fri:</u> Resilience #1 with Dr. Lambert	SEP 09 Read: <u>McGuire pp. 1-8 (Intro, Chs. 1-2)</u> Read: <u>Portwood-Stacer, "Email"</u> DUE: Student Info Sheet DUE: University Com. #1	SEP 11 Read: <u>Carey, "Plagiarism"</u> DUE: Carey Reflection DUE: University Com. #2
WEEK 03 <i>Metacognition I</i>	<u>Tue/Wed:</u> Small groups @ FSB #108 <u>Fri:</u> Large group @ FSB #101	SEP 16 Read: <u>McGuire pp. 9-58 (Chs. 3-5)</u>	SEP 18 Read: <u>Firth, "Spacing"</u> DUE: Firth Reflection
WEEK 04 <i>Time Management</i>	<u>Tue/Wed:</u> Small groups @ FSB #108 <u>Fri:</u> Large group @ FSB #101	SEP 23 Read: <u>Zimmerman, "Multitasking"</u> Read: <u>Vocab Set #1</u> DUE: Zimmerman Reflection DUE: Online Vocabulary Quiz #1	Meet in Bresee Lab SEP 25 DUE: University Com. #3
WEEK 05 <i>Grade Management</i>	<u>Tue/Wed:</u> Small groups @ FSB #108 DUE: October Calendar Check-In <u>Fri:</u> Large group @ FSB #101	SEP 30 Read: <u>Vocab Set #2</u> DUE: Online Vocabulary Quiz #2 DUE: Calendar Assignment	OCT 02 Read: <u>McGuire pp. 59-72 (Ch. 6)</u> Read: <u>Talley, "Self Advocacy"</u> DUE: Talley Reflection
WEEK 06 <i>Motivation</i>	<u>Tue/Wed:</u> Small groups @ FSB #108 <u>Fri:</u> Resilience #2 with Dr. Lambert Read: <u>Hanson pp. 1-45</u> DUE: Just One Thing Reflection #1	OCT 07 Read: <u>McGuire pp. 73-88 (Chs. 7-8)</u> Read: <u>Vocab Set #3</u> DUE: Online Vocabulary Quiz #3	OCT 09 Read: <u>Lieberman, "Procrastinate"</u> DUE: Lieberman Reflection
WEEK 07 <i>Exam Taking</i>	<u>Tue/Wed:</u> Small groups @ FSB #108 <u>Fri:</u> Large group @ FSB #101	OCT 14 Read: <u>McGuire pp. 89-104 (Chs. 9-10)</u> Read: <u>Vocab Set #4</u> DUE: Online Vocabulary Quiz #4	OCT 16 Read: <u>Couchman, "First Instincts"</u> DUE: Couchman Reflection
WEEK 08 <i>Midterm Week</i>	<u>Tue/Wed:</u> Small groups @ FSB #108 <u>Fri:</u> Large group @ FSB #101	OCT 21 <i>Midterm Exam Review</i> Read: <u>Strauss, "Test Anxiety"</u> Read: <u>Vocab Set #5</u> DUE: Strauss Reflection DUE: Online Vocabulary Quiz #5 DUE: Review Group Presentations	OCT 23 <i>Midterm Exam</i> DUE: Midterm Exam Essay: "My Semester So Far"
WEEK 09 <i>Metacognition II</i>	<u>Tue/Wed:</u> Small groups @ FSB #108 DUE: November Calendar Check-In <u>Fri:</u> Resilience #3 with Dr. Lambert Read: <u>Hanson pp. 90-132</u> DUE: Just One Thing Reflection #2	OCT 28 Read: <u>Brown pp. ix-45 (Pref., Chs. 1-2)</u> Read: <u>Vocab Set #6</u> DUE: Online Vocabulary Quiz #6	OCT 30 Read: <u>Pan, "The Interleaving Effect"</u> DUE: Pan Reflection

	TUTORIAL (VARIOUS DAYS)	MONDAY	WEDNESDAY
WEEK 10 <i>Notetaking</i>	<u>Tue/Wed:</u> Small groups @ FSB #108 <u>Fri:</u> Large group @ FSB #101	NOV 04 Read: <u>Brown pp. 46-66 (Ch. 3)</u> Read: <u>Vocab Set #7</u> DUE: Online Vocabulary Quiz #7	NOV 06 <i>Meet in Bresee Lab</i> <i>Spring Registration</i> DUE: Spring Schedule Assignment
WEEK 11 <i>Notetaking</i>	<u>Tue/Wed:</u> Small groups @ FSB #108 <u>Fri:</u> Large group @ FSB #101	NOV 11 Read: <u>May, "A Learning Secret"</u> Read: <u>Vocab Set #8</u> DUE: May Reflection DUE: Online Vocabulary Quiz #8	NOV 13 Read: <u>Brown pp. 67-101 (Ch. 4)</u>
WEEK 12 <i>Exam</i> <i>Debriefing</i> <i>Critical Reading</i>	<u>Tue/Wed:</u> Small groups @ FSB #108 <u>Fri:</u> Large group @ FSB #101	NOV 18 <i>Guest Lecture: Dr. Kris Koudelka</i> Read: <u>Vocab Set #9</u> DUE: Bring a Graded Exam to Class DUE: Online Vocabulary Quiz #9	NOV 20 Read: <u>Brown pp. 102-130 (Ch. 5)</u> Read: <u>Gilroy, "Interrogating Texts"</u> DUE: Gilroy Reflection
WEEK 13 <i>Critical Reading</i>	NO TUTORIAL: THANKSGIVING BREAK	NOV 25 Read: <u>Brown pp. 131-161 (Ch. 6)</u> Read: <u>Vocab Set #10</u> DUE: Note-Taking Assignment DUE: Online Vocabulary Quiz #10	NOV 27 NO CLASS: THANKSGIVING BREAK
WEEK 14 <i>Synthesis:</i> <i>Studying and</i> <i>Learning</i>	<u>Tue/Wed:</u> Small groups @ FSB #108 DUE: December Calendar Check-In <u>Fri:</u> Resilience #4 with Dr. Lambert Read: <u>Hanson pp. 134-170</u> DUE: Just One Thing Reflection #3	DEC 02 Read: <u>Brown pp. 162-199 (Ch. 7)</u> Read: <u>Vocab Set #11</u> DUE: Online Vocabulary Quiz #11	DEC 04 <i>(Nothing due in class today—rejoice as you come to class)</i>
WEEK 15 <i>Synthesis:</i> <i>Studying and</i> <i>Learning</i>	<u>Tue/Wed:</u> Small groups @ FSB #108 <u>Fri:</u> Large group @ FSB #101	DEC 09 Read: <u>Brown pp. 200-253 (Ch. 8)</u> Read: <u>Vocab Set #12</u> DUE: Online Vocabulary Quiz #12	DEC 11 <i>Final Exam Review</i> DUE: Review Group Presentations

FINALS WEEK	FST1000 Sec. 1 (regularly meets MW @ 2:55pm) <u>Final Exam Day/Time:</u> Wednesday, 12/18, 1:30pm-4:00pm DUE: Final Exam Essay: "Metacognition and Learning"
--------------------	--

STUDENT INFORMATION SHEET

Name: _____

Phone Number (one where you can be reached during the semester): (_____) _____

Intended Academic Major (it's ok if you answer "I don't know"): _____

Why do you plan to choose your particular major (if you have a major in mind), and what are your larger vocational/career goals?

Your first language is: _____ English _____ Other: _____

This is a course in thinking, learning, and collegiate study skills. On a scale of 0-10, where "0" represents total lack of knowledge or skill and "10" represents extremely strong knowledge or skill,

How do you rate your own personal **knowledge about study skills and "best practice" academic habits**? _____

How do you rate your own personal **ability to embody/practice strong academic habits or study skills**? _____

Is there something you would particularly like to learn in this course?

Is there any additional information about yourself you would like me to know? (e.g., medical issues that may affect class performance, specific learning needs or preferences that you want to bring to my attention, etc.)
