

Fall 2020

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: 9:35a-10:30a TR	Meeting location: Virtual
Final Exam: Thu, 12/3, 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 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.

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

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	80 points	(12%)
• Class attendance	(20 points)	
• Tutorial attendance	(20 points)	
• Advising attendance	(20 points)	
• Class participation	(20 points)	
Discussion Forums.....	135 points	(21%)
Vocabulary Quizzes	135 points	(21%)
Assignments	100 points	(15%)
• University Communication Assignments	(45 points)	
• Calendar Assignment	(25 points)	
• Spring Schedule Assignment	(15 points)	
• Note-Taking Assignment	(15 points)	
Midterm Exam	100 points	(15%)
Final Exam	100 points	(15%)
TOTAL POINTS	650 points	(100%)

Grading Scale:

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

Assignment Details:

Attendance and Participation (worth 80 points total):

Class Attendance (20 points): From the PLNU Attendance Policy: “Regular and punctual attendance at all synchronous classes is considered essential to optimum academic achievement.” (See [Academic Policies](#) in the academic catalog.)

Total Sessions	~15 (1 session = 7% of total sessions)
Lateness	2 tardies will count as one unexcused absence. Please arrive to class on time.
Unexcused Absences	Unexcused absence # 1 : 7% of sessions missed. Does not count against attendance grade. Unexcused absence # 2-4 : 27% of sessions missed. Attendance grade reduced by 7 <u>per day</u> until =0 More than 10% of sessions (=2) missed for any reason: student attendance reported to vice provost More than 20% of sessions (=3) 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 seek medical care.
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 (20 points): Students will meet regularly in group study sessions where peer tutors and professionals will be available as resources. Attendance is regularly taken at Tutorial, and the attendance policy outlined above will apply.

Advising Attendance (20 points): Each student will be assigned an academic advisor, and will have the opportunity 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: score reduced by 9 points per session until =0.

Class Participation (20 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, inappropriate use of technology

Vocabulary Quizzes (worth 135 points total; 15 per quiz, 10 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). When a quiz is repeated, your highest score will always be remembered and recorded; a repeated quiz can never reduce your score. All quizzes are available on Canvas.

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.

Various Class Assignments (worth 100 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 for the midterm, 100 for the final):

Midterm and final exams will offer the chance to consolidate learning and make connections between class topics and ideas. Specific instructions and details will be given in class.

Discussion Forums (worth 135 points total—3 weeks @ 5 points; 3 weeks @ 10 points; remaining 6 weeks @ 15 points):

Rationale: In conjunction with the face-to-face learning we do during class sessions, our class forums serve as an online discussion space where students can post thoughts, questions, and/or insights regarding the week’s course material. This is a valuable space for forming/articulating ideas for your colleagues, and encountering theirs in turn. While not everyone is equally comfortable speaking up in class, forums give another avenue for collecting and expressing your thoughts.

Instructions: In every week with assigned forums, (1) ***post and maintain one main post***, and (2) ***post a minimum of two meaningful responses*** to other students’ main posts. (Note that these are minimum requirements and you are encouraged to become an active participant and engage with your colleagues beyond the basic quota when possible). Students will be randomly assigned into weekly small groups for forum discussion.

“Post and Maintain One Main Post”: In every week with assigned forums, post a main post by 11:59pm on Tuesday. This serves as your weekly personal response to the given week’s class materials. What do you find interesting, enlightening, problematic, troubling, helpful/unhelpful (etc.) and why? Ask relevant questions that the reading raises in your mind. You ***should not*** comment exhaustively on everything in the readings (that would be impractical/impossible); instead, choose several specific aspects that struck you personally and respond to those.

Your main post should be a minimum of 400 words. Posts should engage specific information from the week’s materials—avoid generalities. Never simply say, “I enjoyed what Smith said…” but instead, explain why. Use citations from class materials as evidence for your assertions or reference points for your ideas—though avoid quotations (especially lengthy quotations) from sources, since this is your space to respond, rather than to quote other writers.

For full credit, you are responsible to monitor your main post during the discussion period, and to maintain your post by thoughtfully responding to the comments of others on your post.

“Post a Minimum of Two Meaningful Responses”: post these by 11:59pm on Saturday. Respond to at least two different main posts written by your colleagues. Thoughtfully engage with the thoughts and ideas your colleagues articulate, demonstrating careful, critical reading of the class texts as well as the main post itself.

Your responses should demonstrate critical thought, and they should advance the discussion by responding substantively to what has been said with additional comments, claims, or clarifying questions. There is no length requirement for responses, but overly simplistic, minimal, or disengaged responses (e.g., “I agree!” or “That’s a good point.”) as well as irrelevant responses will earn no credit.

For Best Results: Be thoughtful, be clear, be specific, be respectful of others, make good observations, ask good questions, and faithfully maintain your forum presence by responding to people who respond to your main post.

Weekly Discussion Forum Expectations (Calendar Summary and Grading Rubric):

<i>Sunday</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>
Ongoing: Read/view weekly assigned class materials. Think about them, raise questions, form your response(s).		MAIN POST: due by 11:59pm	Ongoing: Read the main posts of your peers and respond to them (minimum of 2). Monitor your own main post and take time to reply meaningfully to responses.			RESPONSES: due by 11:59pm

NO CREDIT	BEGINNING	DEVELOPING	ACCOMPLISHED	EXEMPLARY
0% score	1-59% score	60-79% score	80-89% score	90-100% score
No forum posts submitted; forum posts entirely off-topic or of exceedingly poor quality.	Forum posts are incomplete, superficial, shallow, partially off-topic, poorly composed, contain numerous errors, and/or demonstrate little to no engagement with assigned readings.	Forum posts are generally timely, average in quality, and demonstrate cursory engagement with assigned readings. Posts may demonstrate various minor shortcomings.	Main post and 2+ responses are timely, well written and maintained, above average in quality, and demonstrate robust engagement with assigned readings.	Main post and 2+ responses are timely, well written and maintained, error-free, and demonstrate deep thought and exceptional grasp of assigned readings.

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

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the following page: (<https://help.pointloma.edu/TDClient/1808/Portal/KB/ArticleDet?ID=108349>), listing university Technology and System Requirements. Additionally, students are required to have headphone speakers compatible with their computer available to use. If a student is in need of technological resources please contact student-tech-request@pointloma.edu.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on State Authorization (<https://www.pointloma.edu/offices/office-institutional-effectiveness-research/disclosures>) to view which states allow online (distance education) outside of California.

SPIRITUAL CARE

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the Office of Spiritual Development (<https://www.pointloma.edu/offices/spiritual-development>)

COURSE SCHEDULE AND ASSIGNMENTS

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

<p>WEEK 01 <i>University Communication + Metacognition I</i></p>	<p>MON, AUG 17 – SAT, AUG 22</p> <p><u>Class Content:</u> Read: Week 01 Canvas Module Read: Portwood-Stacer, "How to Email Your Professor" Read: McGuire pp. 1-8 (Introduction, Chs. 1-2)</p> <p><u>Assignments Due:</u> DUE: Student Information Sheet (Thursday) DUE: University Communication #1 (Thursday)</p>
<p>WEEK 02</p>	<p>MON, AUG 24 – SAT, AUG 29</p> <p><u>Class Content:</u> Read: Week 02 Canvas Module Read: Carey, "Plagiarism vs. Collaboration"</p> <p><u>Assignments Due:</u> DUE: University Communication #2 (Thursday) DUE: Week #2 Discussion Forum (Tue/Sat)</p>
<p>WEEK 03</p>	<p>MON, AUG 31 – SAT, SEP 5</p> <p><u>Class Content:</u> Read: Week 03 Canvas Module Read: Firth, "Spacing in Teaching Practice" Read: McGuire pp. 9-58 (Chs. 3-5)</p> <p><u>Assignments Due:</u> DUE: University Communication #3 (Thursday) DUE: Week #3 Discussion Forum (Tue/Sat)</p>
<p>WEEK 04 <i>Time + Grade Management</i></p>	<p>MON, SEP 7 – SAT, SEP 12</p> <p><u>Class Content:</u> Read: Week 04 Canvas Module Read: Zimmerman, "Multitasking" Read: Kaminske, "Time Management"</p> <p><u>Assignments Due:</u> DUE: Online Vocab Quiz #1 (Tuesday) DUE: Week #4 Discussion Forum (Tue/Sat)</p>
<p>WEEK 05</p>	<p>MON, SEP 14 – SAT, SEP 19</p> <p><u>Class Content:</u> Read: Week 05 Canvas Module Read: Talley, "Self-Advocacy" Read: McGuire pp. 59-72 (Ch. 6)</p> <p><u>Assignments Due:</u> DUE: Online Vocab Quiz #2 (Tuesday) DUE: Week #5 Discussion Forum (Tue/Sat) DUE: Calendar Assignment (Thursday)</p>
<p>WEEK 06 <i>Motivation + Exam Taking</i></p>	<p>MON, SEP 21 – SAT, SEP 26</p> <p><u>Class Content:</u> Read: Week 06 Canvas Module Read: Lieberman, "Why You Procrastinate" Read: McGuire pp. 73-88 (Chs. 7-8)</p> <p><u>Assignments Due:</u> DUE: Online Vocab Quiz #3 (Tuesday) DUE: Week #6 Discussion Forum (Tue/Sat)</p>
<p>WEEK 07</p>	<p>MON, SEP 28 – SAT, OCT 3</p> <p><u>Class Content:</u> Read: Week 07 Canvas Module Read: Couchman, "First Instincts" Read: McGuire pp. 89-104 (Chs. 9-10)</p> <p><u>Assignments Due:</u> DUE: Online Vocab Quiz #4 (Tuesday) DUE: Week #7 Discussion Forum (Tue/Sat)</p>
<p>WEEK 08</p>	<p>MON, OCT 5 – SAT, OCT 10</p> <p><u>Class Content:</u> Read: Week 08 Canvas Module Read: Strauss, "Test Anxiety"</p> <p><u>Assignments Due:</u> DUE: Online Vocab Quiz #5 (Tuesday) DUE: Take-Home Midterm (Saturday) DUE: Midterm Exam Essay: My Semester So Far (Sat)</p>
<p>WEEK 09 <i>Metacognition II + Notetaking</i></p>	<p>MON, OCT 12 – SAT, OCT 17</p> <p><u>Class Content:</u> Read: Week 09 Canvas Module Read: Pan, "The Interleaving Effect" Read: Brown pp. ix-45 (Preface, Chs. 1-2)</p> <p><u>Assignments Due:</u> DUE: Online Vocab Quiz #6 (Tuesday) DUE: Week #9 Discussion Forum (Tue/Sat)</p>

WEEK 10	MON, OCT 19 – SAT, OCT 24 <u>Class Content:</u> Read: Week 10 Canvas Module Read: May, "A Learning Secret" Read: Brown pp. 46-66 (Ch. 3)	<u>Assignments Due:</u> DUE: Online Vocab Quiz #7 (Tuesday) DUE: Week #10 Discussion Forum (Tue/Sat)
WEEK 11	MON, OCT 26 – SAT, OCT 31 <u>Class Content:</u> Read: Week 11 Canvas Module Read: Brown pp. 67-101 (Ch. 4)	<u>Assignments Due:</u> DUE: Online Vocab Quiz #8 (Tuesday) DUE: Week #11 Discussion Forum (Tue/Sat)
WEEK 12 <i>Critical Reading</i>	MON, NOV 2 – SAT, NOV 7 <u>Class Content:</u> Read: Week 12 Canvas Module Read: Gilroy, "Interrogating Texts" Read: Brown pp. 102-130 (Ch. 5)	<u>Assignments Due:</u> DUE: Online Vocab Quiz #9 (Tuesday) DUE: Week #12 Discussion Forum (Tue/Sat) DUE: Spring Schedule Assignment (TBD)
WEEK 13	MON, NOV 9 – SAT, NOV 14 <u>Class Content:</u> Read: Week 13 Canvas Module Read: Brown pp. 131-161 (Ch. 6)	<u>Assignments Due:</u> DUE: Online Vocab Quiz #10 (Tuesday) DUE: Week #13 Discussion Forum (Tue/Sat) DUE: Note-Taking Assignment (Thursday)
WEEK 14 <i>Semester Wrap-Up</i>	MON, NOV 16 – SAT, NOV 21 <u>Class Content:</u> Read: Week 14 Canvas Module Read: Brown pp. 162-199 (Ch. 7)	<u>Assignments Due:</u> DUE: Week #14 Discussion Forum (Tue/Sat)
WEEK 15 <i>Thanksgiving Week</i>	MON, NOV 22 – SAT, NOV 28 <u>Class Content:</u> Read: Week 15 Canvas Module Read: Brown pp. 200-225 (Ch. 8)	<u>Assignments Due:</u> n/a
WEEK 16 <i>Finals Week</i>	MON, NOV 30 – SAT, DEC 5 <u>Class Content:</u> n/a	Final Exam period: Thu, Dec 3, 10:30am-1:00pm <u>Assignments Due:</u> DUE: Final Exam Essay: Metacognition and Learning (Thursday)

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 tendency 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.)
