

Fall 2024

<b>Instructor title and name:</b> Prof. Jonathan Manning	<b>Instructor phone:</b> 626-236-0008 (my personal cell)
<b>Office location and hours:</b> Salomon 103; by appointment	<b>Instructor email:</b> jmanning@pointloma.edu
<b>Meeting times/days:</b> 11:00a-11:55a TR	<b>Meeting location:</b> Rohr Hall 112
<b>Final Exam:</b> Tue, 12/17, 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, 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):

Barnett, Sofia. "ChatGPT Is Making Universities Rethink Plagiarism." *Wired*, January 30, 2023.

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

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.

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

Lieberman, Lisa. "AI and the Death of Student Writing." + Response Letter by Jay Jordan. *The Chronicle of Higher Education*, June 7-12, 2024.

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

McMurtrie, Beth. "Professors Ask: Are We Just Grading Robots?" *The Chronicle of Higher Education*, June 13, 2024.

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.

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

### List of Assignments and Point Distribution:

Attendance and Participation .....	100 points	(10.0%)
• Class attendance .....	(75 points)	
• Class participation .....	(25 points)	
Semester Grade Checks .....	75 points	(7.5%)
Reading Reflections .....	150 points	(15.0%)
Vocabulary Quizzes .....	150 points	(15.0%)
Other Assignments .....	225 points	(22.5%)
• University Communication Assignments .....	(100 points)	
• Calendar Assignments .....	(50 points)	
• Spring Schedule Assignment .....	(50 points)	
• Note-Taking Assignment .....	(25 points)	
Midterm Essay + Exam .....	150 points	(15.0%)
Final Presentation + Exam .....	150 points	(15.0%)
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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 100 points total):

**Class Attendance (75 points):** From the university-wide attendance policy in the PLNU Catalog (<https://pointloma-public.courseleaf.com/tug-catalog/academic-general-policies/>): “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 sessions: 28

10% threshold: 3 absences

20% threshold: 6 absences

For students attending >80% of sessions: On-time attendance at each class session earns full credit (3 points per session). Late arrival to and 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 grade in this category of the class and may (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 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.

### Reading Reflections (worth 150 points total; 15 per Reading Reflection, 10 total Reading Reflections):

During the semester we will read various books, articles, and essays about learning, studying, university life, and other topics within higher education. On ten separate weeks of the semester, students will compose a reflective response to the week's materials. Strong responses will demonstrate substantial engagement with the content, meaning, and implications of the reading, and will connect the weekly content to the student's own perspective and experiences.

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

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 material and where to ask questions in class.
- Remember that the ultimate goal is to learn this content well—taking shortcuts to pass a quiz will not enable you to learn and remember the material for subsequent use (i.e., on the course's written exams or in your life).

### Other Assignments (worth 225 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 150 points total):

The Midterm Essay is titled "My Semester So Far (How I Am Doing and Why)" and will center on student self-evaluation. Specific instructions will be discussed in class. The Midterm Exam will be a pen-and-paper exam and will be given during class. See Course Schedule below for specific scheduling information.

### Final Presentation + Exam (worth 150 points total):

The Final Presentation is an informal opportunity for each student to demonstrate and teach key ideas from across the semester. Specific instructions will be discussed in class. The Final Exam will be a pen-and-paper exam and will be given during finals week. See Course Schedule below for specific scheduling information.

## ACADEMIC ACCOMMODATIONS

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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 619-849-2486). 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 allowed accommodations. The EAC makes accommodations available to professors at the student's request.

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 so 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 should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. 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 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 special accommodations.

## ACADEMIC HONESTY

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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/>).

## ARTIFICIAL INTELLIGENCE / AI TOOLS

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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 is emphatically unwelcome in every aspect of this class. **Please do not use these tools, period.**

## COPYRIGHT POLICY

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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**

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Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted at this link: (<https://www.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**

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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://www2.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: ([www.pointloma.edu/bias](http://www.pointloma.edu/bias)).

## **SEXUAL MISCONDUCT AND DISCRIMINATION**

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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: (<http://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](mailto:counselingservices@pointloma.edu)) or find a list of campus pastors at this link: (<http://pointloma.edu/title-ix>).

## **USE OF TECHNOLOGY / SCREEN DEVICES**

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

During class sessions: screen devices such as phones, tablets, and laptops will occasionally be used in class at the direction of the instructor (e.g., for evaluative purposes). Outside of these specific instances, technology such as phones, tablets, laptops, airpods, and/or other screen or headphone devices, etc. should not be operated during class, due to their powerful capacity to distract both the user and those in proximity to the user. 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 your professor if you foresee a problem in completing work on time.

<b>WEEK 01</b>  <i>University Communication + Metacognition I</i>	<b>TUE, SEP 3 – SAT, SEP 7</b>  <u>Reading Due:</u> <ul style="list-style-type: none"> <li>Week 01 Canvas Module</li> <li>Portwood-Stacer, "How to Email Your Professor"</li> <li>McGuire pp. 1-8 (Introduction, Chs. 1-2)</li> </ul> <u>Assignments Due:</u> <ul style="list-style-type: none"> <li><b>University Communication #1 (Friday)</b></li> <li><b>Student Information Survey (Friday)</b></li> </ul>
<b>WEEK 02</b>	<b>MON, SEP 9 – SAT, SEP 14</b>  <u>Reading Due:</u> <ul style="list-style-type: none"> <li>Week 02 Canvas Module</li> <li>Sienkiewicz, "Professor Office Hours"</li> <li>Barnett, "ChatGPT"</li> <li>Lieberman, "Death of Student Writing" + Response</li> </ul> <u>Assignments Due:</u> <ul style="list-style-type: none"> <li><b>Week #2 Reading Reflection (Monday)</b></li> <li><b>University Communication #2 (Tuesday)</b></li> <li><b>University Communication #3 (Thursday)</b></li> </ul>
<b>WEEK 03</b>	<b>MON, SEP 16 – SAT, SEP 21</b>  <u>Reading Due:</u> <ul style="list-style-type: none"> <li>Week 03 Canvas Module</li> <li>McGuire pp. 9-58 (Chs. 3-5)</li> </ul> <u>Assignments Due:</u> <ul style="list-style-type: none"> <li><b>Week #3 Reading Reflection (Monday)</b></li> <li><b>Online Vocab Quiz #1 (Thursday)</b></li> <li><b>University Communication #4 (Thursday)</b></li> </ul>
<b>WEEK 04</b>  <i>Time + Grade Management</i>	<b>MON, SEP 23 – SAT, SEP 28</b>  <u>Reading Due:</u> <ul style="list-style-type: none"> <li>Week 04 Canvas Module</li> <li>Zimmerman, "Multitasking"</li> <li>Kaminske, "Time Management"</li> <li>McGuire pp. 89-96 (Ch. 9a)</li> </ul> <u>Assignments Due:</u> <ul style="list-style-type: none"> <li><b>Week #4 Reading Reflection (Monday)</b></li> <li><b>Online Vocab Quiz #2 (Thursday)</b></li> </ul>
<b>WEEK 05</b>	<b>MON, SEP 30 – SAT, OCT 5</b>  <u>Reading Due:</u> <ul style="list-style-type: none"> <li>Week 05 Canvas Module</li> <li>Talley, "Self-Advocacy"</li> <li>McGuire pp. 59-72 (Ch. 6)</li> </ul> <u>Assignments Due:</u> <ul style="list-style-type: none"> <li><b>Week #5 Reading Reflection (Monday)</b></li> <li><b>Online Vocab Quiz #3 (Thursday)</b></li> <li><b>Calendar Assignment #1 (Thursday)</b></li> </ul>
<b>WEEK 06</b>  <i>Motivation + Exam Taking</i>	<b>MON, OCT 7 – SAT, OCT 12</b>  <u>Reading Due:</u> <ul style="list-style-type: none"> <li>Week 06 Canvas Module</li> <li>Clear, "How to Stop Procrastinating"</li> <li>McGuire pp. 73-88 (Chs. 7-8)</li> </ul> <u>Assignments Due:</u> <ul style="list-style-type: none"> <li><b>Week #6 Reading Reflection (Monday)</b></li> <li><b>Online Vocab Quiz #4 (Thursday)</b></li> <li><b>Calendar Assignment #2 (Thursday)</b></li> </ul>
<b>WEEK 07</b>	<b>MON, OCT 14 – SAT, OCT 19</b>  <u>Reading Due:</u> <ul style="list-style-type: none"> <li>Week 07 Canvas Module</li> <li>Gwynne, "Reduce Test Anxiety"</li> <li>McGuire pp. 97-104 (Chs. 9b-10)</li> </ul> <u>Assignments Due:</u> <ul style="list-style-type: none"> <li><b>Week #7 Reading Reflection (Monday)</b></li> <li><b>Online Vocab Quiz #5 (Thursday)</b></li> </ul>
<b>WEEK 08</b>	<b>MON, OCT 21 – SAT, OCT 26</b> <div style="background-color: yellow; display: inline-block; padding: 2px;"> <b>**Midterm Exam will take place Tue, Oct 22, 2024 during class time**</b> </div>  <u>Reading Due:</u> <ul style="list-style-type: none"> <li>Week 08 Canvas Module</li> </ul> <u>Assignments Due:</u> <ul style="list-style-type: none"> <li><b>Midterm Essay: My Semester So Far (Tuesday)</b></li> </ul>

<b>WEEK 09</b> <i>Metacognition II</i>	<b>MON, OCT 28 – SAT, NOV 2</b> <u>Reading Due:</u> <ul style="list-style-type: none"> <li>• Week 09 Canvas Module</li> <li>• Firth, “Spacing in Teaching Practice”</li> <li>• Brown pp. ix-45 (Preface, Chs. 1-2)</li> </ul>	<u>Assignments Due:</u> <ul style="list-style-type: none"> <li>• <b>Week #9 Reading Reflection (Monday)</b></li> <li>• <b>Online Vocab Quiz #6 (Thursday)</b></li> </ul>
<b>WEEK 10</b>	<b>MON, NOV 4 – SAT, NOV 9</b> <u>Reading Due:</u> <ul style="list-style-type: none"> <li>• Week 10 Canvas Module</li> <li>• Pan, “The Interleaving Effect”</li> <li>• Brown pp. 46-66 (Ch. 3)</li> </ul>	<u>Assignments Due:</u> <ul style="list-style-type: none"> <li>• <b>Week #10 Reading Reflection (Monday)</b></li> <li>• <b>Spring Schedule Assignment (Tuesday)</b></li> <li>• <b>Online Vocab Quiz #7 (Thursday)</b></li> </ul>
<b>WEEK 11</b> <i>Notetaking</i>	<b>MON, NOV 11 – SAT, NOV 16</b> <u>Reading Due:</u> <ul style="list-style-type: none"> <li>• Week 11 Canvas Module</li> <li>• May, “A Learning Secret”</li> <li>• Brown pp. 67-101 (Ch. 4)</li> </ul>	<u>Assignments Due:</u> <ul style="list-style-type: none"> <li>• <b>Week #11 Reading Reflection (Monday)</b></li> <li>• <b>Online Vocab Quiz #8 (Thursday)</b></li> </ul>
<b>WEEK 12</b> <i>Critical Reading</i>	<b>MON, NOV 18 – SAT, NOV 23</b> <u>Reading Due:</u> <ul style="list-style-type: none"> <li>• Week 12 Canvas Module</li> <li>• Gilroy, “Interrogating Texts”</li> <li>• Brown pp. 102-130 (Ch. 5)</li> </ul>	<u>Assignments Due:</u> <ul style="list-style-type: none"> <li>• <b>Week #12 Reading Reflection (Monday)</b></li> <li>• <b>Online Vocab Quiz #9 (Thursday)</b></li> </ul>
<b>WEEK 13</b>	<b>MON, NOV 25 – SAT, NOV 30</b> <u>Reading Due:</u> <ul style="list-style-type: none"> <li>• Week 13 Canvas Module</li> <li>• Brown pp. 131-161 (Ch. 6)</li> </ul>	<u>Assignments Due:</u> <ul style="list-style-type: none"> <li>• <b>Week #13 Reading Reflection (Monday)</b></li> </ul>
<b>WEEK 14</b>	<b>MON, DEC 2 – SAT, DEC 7</b> <u>Reading Due:</u> <ul style="list-style-type: none"> <li>• Week 14 Canvas Module</li> <li>• Brown pp. 162-199 (Ch. 7)</li> </ul>	<u>Assignments Due:</u> <ul style="list-style-type: none"> <li>• <b>Week #14 Reading Reflection (Monday)</b></li> <li>• <b>Online Vocab Quiz #10 (Thursday)</b></li> <li>• <b>Note-Taking Assignment (Thursday)</b></li> </ul>
<b>WEEK 15</b> <i>Semester Wrap-Up</i>	<b>MON, DEC 9 – SAT, DEC 14</b> <u>Reading Due:</u> <ul style="list-style-type: none"> <li>• Week 15 Canvas Module</li> <li>• Brown pp. 200-225 (Ch. 8)</li> </ul>	<u>Assignments Due:</u> <ul style="list-style-type: none"> <li>• <b>Week #15 Course Reflection (Monday)</b></li> </ul>
<b>WEEK 16</b> <i>Finals Week</i>	<b>MON, DEC 16 – FRI, DEC 20</b> <u>Reading Due:</u> n/a	<b>**Final Exam will take place Tue, Dec 17, 2024 @ 10:30am-1:00pm**</b> <u>Assignments Due:</u> n/a