



Class meets Section 2: MWF 12:00 – 12:50 in 210 LRC

- Texts** (required)
1. Downing, Skip. *On Course: Strategies for Creating Success in College and in Life*. Study Skills Plus 2nd edition. Boston: Wadsworth Cengage, 2011.
ISBN: 978-1-133-30974-1
 2. Halvorson, Heidi Grant. *Succeed: How We Can Reach Our Goals*. New York: Plume, 2010.
ISBN: 978-0-452-29771-5
 3. A composition notebook.

How to reach Mrs. Carrier

During office hours: By appointment only. Please email me to schedule an appointment.
Office Location: 206 LRC
By phone: 940-3148 (If not in, leave message.)
By e-mail: kds5044@psu.edu
By campus mail: Mailbox: 144 LRC (downstairs in the LRC)

In case of 2-hour delay, this class will meet from 1:00-1:35 in 210 LRC.

Important dates

This is a partial list from the official University calendar. Please consult <http://www.altoona.psu.edu/registrar/calendar.php?value=sp> for more information.

Event	Date
Classes begin	August 26
Regular drop deadline	September 4
Late drop begins	September 5
Add deadline	September 5, 8:00 a.m.
Satisfactory/unsatisfactory filing period	September 5-16
Last day to complete registration	September 20
Cancellation date for incomplete registration	September 23
Final exam conflict filing period	September 30 – October 18
Thanksgiving Break – no classes	November 25-30
Late drop deadline	November 15
Withdrawal Deadline	December 13
Classes End	December 13
Study Days	December 14-15
Final Exams	December 16-19

Course Description

EdPsy 297A is a 3-credit course that focuses on improving study skills, time management techniques, and other topics that should help students improve their academic lives.

Course Objectives

After taking EdPsy 297A you should be able to answer the following questions:

1. **Self-assessment.** Where are you? Where do you want to go? Students will complete three self-assessment instruments (two at the beginning of the course, one at the end).
2. **Personal responsibility.** How can you make wise choices that will help you meet your goals? Students will review the personal-choice process as it applies to their academic progress.
3. **Self-motivation.** How can you create a life plan? Students will develop a set of both long-term and short-term goals. How do you stay motivated? Students will explore a variety of motivation techniques and determine which apply to their individual situations.
4. **Self-management.** How do you avoid procrastination? How do you discipline yourself? Students will explore time-management techniques and self-management tools. They will then develop individual plans for self-management.
5. **Interdependence.** What relationships can help you reach your goals? Where can you go for help? Students will explore campus resources and develop a set of resources.
6. **Self-awareness.** How can you recognize when you are sabotaging your academic success? How can you get back on track? Students will analyze conscious and unconscious forces that aid or hinder academic achievement.
7. **Lifelong learning.** What is your preferred learning style? How can you adapt your study habits to take advantage of this preference? How can you learn from feedback given by others? Students will complete a learning styles self-assessment and develop a plan for using their preferences when studying.
8. **Emotional intelligence.** How can you cope with stress? Each student will develop a self-care plan.

Classroom Conduct

As mentioned above, you will lose attendance points for cell phone usage or leaving the room during class. I also will not tolerate the use of smokeless tobacco; Penn State Altoona is a tobacco-free campus except for the smoking huts. Eating is permitted and encouraged in class. However, please avoid noisy foods like potato chips.

Class cancellation policy

If I must cancel class because of bad weather or illness, I will use the class cancellation system. I will also post a sign on the classroom door. If Penn State Altoona cancels classes, I will not make additional announcements. The class cancellation system and local media will carry the announcement. If the college announces a two-hour delay with compressed schedule, please refer to the compressed schedule for our new meeting time.

Plagiarism policy

The University policy on academic integrity is provided below. My own policy is that any time I discover an incident of academic dishonesty, the student's course grade automatically becomes an "F," and I will report the offense to Judicial Affairs for disciplinary action.

Senate rule 49-20, Academic Integrity (See also <http://www.psu.edu/oue/integrity.html>)

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. At the beginning of each course, it is the responsibility of the instructor to provide a statement clarifying the application of academic integrity criteria to that course. A student charged with academic dishonesty will be given oral or written notice of the charge by the instructor. If students believe they have been falsely accused, they should seek redress through informal discussions with the instructor, department head, dean, or campus executive officer. If the instructor believes that the infraction is sufficiently serious to warrant referral of the case to Judicial Affairs, or if the instructor will award a final grade of F in the course because of the infraction, the student and instructor will be afforded formal due process.

Classroom Guidelines

As a class, we have agreed upon the following guidelines:

1. Have an open mind and be open to new ideas.
2. Respect the person that is talking.
3. Do not use inappropriate language.
4. Work as a team.
5. Everyone needs to participate.
6. No personal attacks during a discussion.

Anyone found in violation of these rules will be expected to provide cookies for the next class.

Attendance policy (220 points)

Attendance is very important, particularly in a course such as this that relies on in-class discussion and projects. Therefore, each class you attend will **have the opportunity to** earn 5 points. If you are not present when I take roll, you will lose 2 of your 5 points. Arriving late to class is very disruptive. If you can't get to class on time, please enter quietly and sit near the door. If you sleep during class or otherwise disrupt a class, you will be counted as absent.

In case of very unusual circumstances such as a death in the family or a serious illness, contact me to discuss your options. I will—as much as I am able—help you catch up if you must miss class, but you will be responsible for all work for the course. If you anticipate frequent absences, it is to your advantage to drop the course and reschedule it when your crisis or health improves.

Journal Project (660 points)

You are required to write a journal for this course. If you fall behind, your journal will not get the careful attention it deserves, so stay on schedule. (See page 6 for the schedule of readings and journal entries.) Think of your journal as an opportunity to get the most out of this course, and not as something that will be a problem. You should take your journal seriously, but don't waste time and energy panicking about the journal project. If you are unsure about whether something is appropriate for your journal, feel free to call, e-mail, or stop by during office hours.

The journals will be devoted to developing strategies for success in college. ***Please do not use the journal as a kind of diary.*** Only the instructor will read the journals; you will not be asked to share your journal with your classmates. You can be sure that I will maintain confidentiality; however, I am not qualified to offer advice on topics such as girlfriend/boyfriend problems (unless they involve issues like time management), so focus on how such things relate to your academic life.

All journals must be handwritten (neatly, please) in a composition notebook. You will complete 25 journal assignments. Journal assignments 1-10 and 33 will be mandatory. You will have the opportunity to select the other 14 assignments from textbook journal prompts numbered 11-32. Due dates are listed for the mandatory journals as well as for the selected journals. If you have questions, don't hesitate to ask me.

Grading policy for journals

Area of Assessment	Outstanding	Satisfactory	Unsatisfactory
Promptness (5 points)	The journal entry was submitted on or before the due date at the beginning of class. (5 points)	The journal was submitted up to 48 hours after the due date. (3 points)	The journal was submitted more than 48 hours after the due date. (0 points)
Formatting (5 points)	The journal includes name, date, journal #, directions, legible writing, and separate paragraphs. (5 points)	The journal is missing 1 item from the "Outstanding" column. (3 points)	The journal is missing two or more items from the "Outstanding" column. (0 points)
Completeness (5 points)	The journal answers all parts of directions, uses vocabulary from chapter, and uses personal examples. (5 points)	Answers all parts and uses vocabulary from the chapter. (3 points)	Does not answer all parts or does not use chapter vocabulary. (0 points)
Diving Deep (5 points)	The journal has personal examples that show self-reflection. The journal shows how the student can apply the concept to his/her own life. (5 points)	The journal has personal examples, but they are less specific. (3 points)	The journal is superficial and relies on generalizations and stereotypes. (0 points)
Total Score			

Quizzes (60 points)

There will be at least six reading quizzes administered at the beginning of class throughout the semester. Quizzes cannot be made up in the event of an absence. These quizzes will typically take place on the first day we discuss a chapter. These quizzes are designed to motivate you to read the chapter **before** class because you will gain a better understanding of the lecture by reading the material before it is covered. The quizzes will be based solely on the readings and not classroom discussions. You may find the textbook website useful in studying for these quizzes.

I will allow the use of handwritten **notes** during the quizzes. I will not, however, allow the use of the textbook during the quizzes. Take notes on important information you encounter as you read.

Succeed Book Project (220 Points)

You will complete a project based on the book *Succeed*. You will be required to create 22 “trading cards” based on the ideas presented in the book. Each card must display the concept you’re describing and the page where the concept can be found in the book, on the front of the card. Each card must also list 5 important facts or tips related to each concept, on the back of the card. Please put your name on each card. Feel free to decorate your cards to make them visually appealing.

As you read the textbook, make note of important concepts. This will save you the burden of reading the book the night before the project is due.

Trading cards will be graded using the following rubric:

Criteria	Points per Card	Total Points (220)
Your name	1 point	22 points
The Concept Name	1 point	22 points
The Concept Page Number	1 point	22 points
Fact or Tip #1	1 point	22 points
Fact or Tip #2	1 point	22 points
Fact or Tip #3	1 point	22 points
Fact or Tip #4	1 point	22 points
Fact or Tip #5	1 point	22 points
Neatness	1 point	22 points
Creativity	1 point	22 points

Late projects policy

I understand that some weeks are very hectic; there might be times when you will have two midterms in the same week. So I will allow you to ask for an extension if you occasionally need extra time; however, you must ask for the extension in writing (by e-mail) at least **two classes** before the assignment is due. No last-minute requests. You must plan ahead.

Class Schedule

Class	Topic (C = On Course; S = Succeed)	Read before Class	Turn in (J = journal)
Week 1			
8/26	Intro to course		
8/28	Syllabus Questionnaire		
8/30	Syllabus, Planner Organization		
Week 2			
9/2	No class – Labor Day		
9/4	<i>Succeed</i> : Intro, Ch 1 & 2	S ix- 51	
9/6	<i>Succeed</i> : Ch. 3	S 55-76	
Week 3			
9/9	<i>Succeed</i> : Ch. 4 & 5	S 77-123	
9/11	<i>Succeed</i> : Ch. 6 & 7	S 125-156	
9/13	<i>Succeed</i> : Ch. 8-10	S 159-196	
Week 4			
9/16	<i>Succeed</i> : chapters 11-13, Epilogue, bonus	S 197-245	
9/18	In-class Assessments		
9/20	C 1: Taking the first step	C 1 (1-38)	Trading Cards Due
Week 5			
9/23	C 2: Accepting personal responsibility	C 2 (39-55)	Journals 1, 2, 3, 4
9/25	C 2: Wise Choice Process	C 2 (55-68)	
9/27	C 2: Reading	C 2 (69-89)	
Week 6			
9/30	C 3: Discovering self-motivation	C 3 (91-106)	Journals 5, 6, 7, 8
10/2	C 3: Affirmations	C 3 (106-118)	
10/4	No Class		
Week 7			
10/7	C 3: Note Taking	C 3 (119-137)	Journals 9, 10
10/9	C 4: Mastering self-management	C 4 (139-154)	
10/11	Time Management Activity		
Week 8			
10/14	Mid-Term Check-Up		
10/16	C 4: Developing self-discipline	C 4 (155-168)	Any 2 Journals (11-32)
10/18	C 4: Organizing study materials	C 4 (169-191)	
Spring break			
10/21	C 5: Interdependence	C 5 (193-205)	Any 2 Journals (11-32)
10/23	C 5: Respect	C 5 (205-217)	
10/25	C 5: Rehearsing and memorizing	C 5 (218-233)	

Class	Topic (C = <i>On Course</i> ; S = <i>Succeed</i>)	Read	Turn in (J = journal)
Week 9			
10/28	C 6: Gaining self-awareness	C 6 (235-246)	Any 2 Journals (11-32)
10/30	C 6: Rewriting Scripts	C 6 (246-258)	
11/1	C 6: Taking tests	C 6 (259-279)	
Week 10			
11/4	A Man Named Pearl		Any 2 Journals (11-32)
11/6	A Man Named Pearl, cont.		
11/8			
Week 11			
11/11	C 7: Adopting Lifelong Learning	C 7 (281-296)	Any 2 Journals (11-32)
11/13	C 7: Employing Critical Thinking	C 7 (297-309)	
11/15	C 7: Writing	C 7 (310-329)	
Week 12			
11/18	The King's Speech		Any 2 Journals (11-32)
11/20	The King's Speech, cont.		
11/22			
Week 13 – Thanksgiving, No Classes			
11/25	No Class		
11/27	No Class		
11/29	No Class		
Week 14			
12/2	C 8: Emotional Intelligence	C 8 (331-347)	Any 2 Journals (11-32)
12/4	C 8: Creating Flow	C 8 (347-357)	
12/6	C 8: Money	C 8 (358-365)	
Week 15			
12/9	C 9: Staying on course		Any 2 Journals (11-32)
12/11	C 9, cont.	C 9 (367-376)	Journal 33 (in class)
12/13	On Course Jeopardy		

Determination of final grades

Final grades will be assigned as follows:

Grade	Points
A	934-1000
A-	900-933
B+	866-899
B	834-865
B-	800-833
C+	766-799
C	700-765
D	600-699
F	0-599

Keep track of your course points below.

Project	Points possible	My points
Attendance	220	
Trading Cards	220	
Journal	500	
Quizzes	60	
Total	1000	

THE PENN STATE PRINCIPLES

The Pennsylvania State University is a community dedicated to personal and academic excellence. The Penn State Principles embody the values that our students, faculty, staff, administration, and alumni possess. It is understood that members of the Penn State community agree to abide by the Principles to ensure that Penn State is a thriving environment for living and learning. By endorsing these common principles, members of the community contribute to the traditions and scholarly heritage left by those who preceded them and promise to leave Penn State a better place for those who follow.

I will respect the dignity of all individuals within the Penn State community.

The University is committed to creating and maintaining an educational environment that respects the right of all individuals to participate fully in the community. Actions motivated by hate, prejudice, or intolerance violate this principle. I will not engage in any behaviors that compromise or demean the dignity of individuals or groups, including intimidation, stalking, harassment, discrimination, taunting, ridiculing, insulting, or acts of violence. I will demonstrate respect for others by striving to learn from differences between people, ideas, and opinions and by avoiding behaviors that inhibit the ability of other community members to feel safe or welcome as they pursue their academic goals.

I will practice academic integrity.

Academic integrity is a basic guiding principle for all academic activity at Penn State University, allowing the pursuit of scholarly activity in an open, honest, and responsible manner. In accordance with the University's Code of Conduct, I will practice integrity in regard to all academic assignments. I will not engage in or tolerate acts of falsification, misrepresentation or deception because such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

I will demonstrate social and personal responsibility.

The University is a community that promotes learning; any behaviors that are inconsistent with that goal are unacceptable. Irresponsible behaviors, including alcohol or drug abuse and the use of violence against people or property, undermine the educational climate by threatening the physical and mental health of members of the community. I will exercise personal responsibility for my actions and I will make sure that my actions do not interfere with the academic and social environment of the University. I will maintain a high standard of behavior by adhering to the Code of Conduct and respecting the rights of others.

I will be responsible for my own academic progress and agree to comply with all University policies.

The University allows students to identify and achieve their academic goals by providing the information needed to plan the chosen program of study and the necessary educational opportunities, but students assume final responsibility for course scheduling, program planning, and the successful completion of graduation requirements. I will be responsible for seeking the academic and career information needed to meet my educational goals by becoming knowledgeable about the relevant policies, procedures, and rules of the University and academic program, by consulting and meeting with my adviser, and by successfully completing all of the requirements for graduation.



The Penn State *Alma Mater*

by Fred Lewis Pattee

For the glory of old State,
For her founders strong and great,
For the future that we wait,
Raise the song, raise the song.

Sing our love and loyalty,
Sing our hopes that, bright and free,
Rest, O Mother dear, with thee,
All with thee, all with thee.

(Softly)

When we stood at childhood's gate,
Shapeless in the hands of fate,
Thou didst mold us, dear old State,
Dear old State, dear old State.

(Louder)

May no act of ours bring shame
To one heart that loves thy name,
May our lives but swell thy fame,
Dear old State, dear old State.