Course Times and Location: Monday and Wednesday, 12:30-1:20, DLMH 111

Instructors: Lori Honts Tongol, Center for Learning, Lower Moyer, Tongol@spu.edu; 281-2426
Linda Wagner, Center for Learning, Lower Moyer, lwagner@spu.edu; 281-2492

Drop-In Hours: Lori Honts Tongol: Monday 3-4pm
Linda Wagner: by appointment
Misty Anne Winzenried, Graduate Assistant: by appointment
Or call x2475 to make an appointment at another time.

Textbook: Practicing College Learning Strategies, 3rd edition; Carolyn H. Hopper

Course Purpose
The central purpose of this course is to help you develop skills that will increase your competence in completing college level academic tasks. What you learn in this course will apply to all your academic course work. In addition, this course intends to help you become an effective life-long learner. By using information from this course you will be able to prepare yourself for the varied learning experiences you will encounter throughout your life.

To accomplish these purposes, the Success Skills for College course will ask you to go through the process of reflecting on your present skills and abilities as a learner, your attitudes toward learning, and the challenges you encounter with academic tasks. Beyond this you will be asked to learn and use new information and strategies for approaching learning tasks. With greater self-awareness and strengthened strategies you will be able to make more considered choices about your use of time, academic efforts, co-curricular involvements and relationships with other students, faculty and staff.

It is our hope that by engaging with the content of this course you will experience increased joy in the great gift God has given us in our ability to grow and learn throughout our entire lives.

Integration with your overall learning at SPU
The University is committed to a learning environment that rests on a common foundation even while individual disciplines and courses have their own particular focus. For this reason, it is helpful for you to know the mission statement of the department offering this course and the University’s mission statement.

Center for Learning Mission Statement
The purpose of the Center for Learning is to support, encourage, and enrich the learning experience at Seattle Pacific University by interacting with students, student leaders, faculty and staff to remove obstacles to academic achievement and to foster abilities, actions, and attitudes that enable academic success and life-long learning.

University Mission Statement
Seattle Pacific University seeks to be a premier Christian university fully committed to engaging the culture and changing the world by graduating people of competence and character, becoming people of wisdom, and modeling grace-filled community.
University Resources

**Center for Learning** - (206) 281-2475 Call or stop by to make an appointment.

- The Writing Center is available to all students for feedback and suggestions on course papers.
- Individual study strategy/learning consultations are available by appointment.
- Tutoring in a variety of courses/subjects is available - both individual and small group tutoring.

**Disability Support Services** - (206) 281-2272 or (206) 281-2475  Sara Wetzel, Coordinator
If you have a specific disability that qualifies you for academic accommodations, please contact our office. Once your eligibility is determined, a Disability Verification Letter is sent to your professors indicating approved accommodations.

**Library** -
Your University librarians are a great source of help in doing research and finding material you need for this and other courses.

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### Course Objectives

Students taking this course will:

1. Experience useful approaches to managing the workload in college and develop an individualized time management system.
2. Learn about and practice effective university level text reading, note-taking, and test taking strategies.
3. Develop an understanding of their learning and information processing styles.
4. Acquire and apply an understanding of memory as it relates to learning at the University level.
5. Develop an understanding and appreciation of personal learning strengths and articulate ways in which they positively affect learning efforts.
6. Learn and demonstrate how to manage and implement changes in personal learning behaviors.

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### Course Expectations

**Attendance:** Your attendance at all class sessions or individual appointments is expected since class activities, personal interaction and feedback are primary components of this course. As a part of a learning community, courtesy in class is assumed.

**Assignments:** Assignments are due at the beginning of class and may be used as a part of the class session. You must turn in assignments yourself.

**Illness or Emergency:** If you are ill or if an emergency arises, let your instructors (Linda Wagner and Lori Honts Tongol) know via e-mail or voicemail (see front page for contact information). In such cases, please turn in assignments to the Center for Learning (Lower Moyer) as soon as possible.

**Academic Integrity:** The official University policy on academic dishonesty applies. If you have questions about use of sources, please ask your instructor or a university librarian. You can also refer to related information in The Everyday Writer. Plagiarism is a serious matter and will be treated as such.
## Class Schedule

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<th>January</th>
<th>Monday</th>
<th>Wednesday</th>
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| 5       | Time Management Revisited  
- **Read/Wed:** Self-Regulated Learning and College Students’ Regulation of Motivation  
- Overview & instruction on S.R. article | 7 Self-Regulation  
- **Due:** 1 page reading response #1/Self-Regulation  
- Discussion & application |
| 12      | Reading  
- Read: Handouts in class  
- **Due:** 1 page reading response #2/Reading  
- Quiz #1 (Self-Regulation) | 14 Quiz #2 (Reading - Take Home)  
- Discussion & application |
| 19      | Martin Luther King Holiday | 21 Project Instruction  
- Project Information sheet  
- **Due:** Take Home Quiz #2/Reading |
| 26      | Memory  
- Read: Chapter 4  
- **Due:** 1 page reading response #3/Memory | 28 Quiz #3 (Memory)  
- Discussion & application |

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<th>February</th>
<th>Monday</th>
<th>Wednesday</th>
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| 2        | Note-Taking  
- Read: Chapter 5 & 6  
- **Due:** 1 page reading response #4/Note-Taking  
- Project Proposal Due (#1) | 4 Quiz #4 (Note-Taking)  
- Discussion & application |
| 9        | Reading Day/Topic Research in Library  
- Baseline Analysis Due (#2) | 11 Project Update  
- Topic Research Due (#3)  
- Meet in “topic” groups/discussion  
- Sign-ups for Advising (23-27) |
| 16       | President’s Day Holiday  
*Project Activities begin this week!* | 18 Learning Styles  
- Read: Chapter 7  
- **Due:** 1 page reading response #5/Learning Styles  
- In Class Quiz #5 (Learning Styles)  
- Sign-ups for 1-1’s |
| 23       | “Focus Groups” - TBD  
Final Review of Project ‘packets’  
- Informational Interviews Due (#4) | 25 “Focus Groups” - TBD |

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<th>March</th>
<th>Monday</th>
<th>Wednesday</th>
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| 1     | Test-Taking & Exam Preparation  
- Read: Chapter 8  
- **Due:** 1 page reading response #6/Test-Taking | 3 Quiz #6 (Test-Taking)  
- Discussion & application |
| 8     | 1-1’s/Projects: NO Class  
- Project ‘packets’ Due (#5) | 10 1-1’s/Projects: No Class  
- Project ‘packets’ Due (#5)  
- In-class course review and final evaluations |
| 15    | Finals Week: No class | 17 FINAL (10:30-12:30) Oral Presentations (#6) |
Grading
Grades will be based on points given for **four major components** in this course:

- Reading and response assignments (6@ 10 pts. each) 60 points
- Weekly quizzes (6@ 15 pts. each) 90 points
- Discussion and in class application 90 points
- Quarter project assignment 160 points

**Total Course Points:** 400 points

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<td>375-400</td>
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<tr>
<td>90-94%</td>
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**Reading Response Description**
Each **one page** response paper should cover the following information:

1.) Summarize the reading. State clearly key information contained in the material.

2.) Are you already using these ideas, **yes** or **no**? If yes, how? If no, how can you see yourself using them in the future?

3.) Discuss how you see this topic being useful to learning in a University setting.

4.) What is still unclear about this topic or what else would you like to know?

**Weekly Quizzes**
A quiz will be given each Wednesday on the reading and lecture materials from Monday.

**Discussion and in class application**
Each week after reading and lecture are completed, you will have the opportunity to practice what you’ve learned through discussion, group activity and hands-on application. *Please note that active involvement in this component is worth 90 points of your grade.*

**Quarter Project Assignment**
This assignment will be centered around one of the topics covered in class. Based on your own learning needs and interests, you get to choose one course topic to explore and apply in greater depth. Through further research of this topic, you will apply what you’ve learned to other classes and present your findings in a final oral presentation. The specific components of this project will be given to you at a later date (see Class Schedule).