

# ALS 116: Academic Success

Course Syllabus – Term

<u>Course Information</u>	<u>Instructor Information</u>
<b>Title:</b> Academic Success <b>Term:</b> <b>CRN:</b> <b>Section:</b> <b>Class Meetings:</b> <b>Class Location:</b> <b>Credits:</b> 2 <b>Anticipated workload:</b> Average 6 hours/week <b>Style of Grading:</b> Pass/No Credit <b>Total Points:</b> 150 (120/150 needed to pass) <b>Attendance Points:</b> 18 (15/18 needed to pass)	<b>Instructor:</b> <b>Prefer to be called:</b> <b>Pronouns:</b> <b>Email address:</b> <b>Office location:</b> <b>Office hours:</b>

## Course Description

ALS 116 is designed to develop skills and strategies to improve your academic success in the university. Together we explore the science behind our thinking, learning, and behaviors; and we identify strategies for time management, effective studying, and deep learning. This course is about you and your learning process. ALS 116 provides time and space to learn with and from other students, to try new learning strategies, and to apply what you're learning to your current courses.

## Readings Linked on Canvas

All readings for the course will be available through links on Canvas. **No purchase of a text is necessary.**

- APA (2019). Harnessing Willpower to Meet Your Goals.
- Doyle, T. & Zakrasjek, T. (2019). The New Science of Learning: How to Learn in Harmony with Your Brain. 2<sup>nd</sup> edition. Sterling, Virginia: Stylus.
- Dunlosky, J., et al. (2013). What Works? What Doesn't? Scientific American Mind.
- TEAL (2010). TEAL Center Fact Sheet No. 4: Metacognitive Processes.
- Zhu, J. (2017). What Is Self-Awareness and Why is it Important? Positive Psychology.

## Technology Resources

All of our readings, videos, and assignments will be completed online. Here are resources to support your process:

- Long-term laptop checkout is available at the [Valley Library](#) and the [Basic Needs Center](#)
- Learn about Canvas, Zoom, and other remote/online learning topics with the Academic Success Center's [Remote & Online Learning](#) resource.

## Learning Outcomes

At the end of the course, you will be able to

1. Explain how factors in and beyond the university impact student learning.
2. Apply strategies that support academic success and goal achievement (e.g., time management, active learning, and willpower).
3. Identify and apply effective study practices that align with cognitive science research.
4. Reflect on and evaluate personal learning strategies and habits using course concepts.
5. Plan for success by integrating personal insights about individual needs with research-backed strategies.

## Strategies for Success in Our Course

1. **Communicate with me.** Ask questions, email, visit office hours, and work with me to make this a great class. If you have questions or want to connect about your grade, an assignment, or success strategies for another class, let's talk! I'm excited to get to know you and support you this term. I'll do my best to reply to emails within 24 hours.
2. **Practice being generous and respectful listeners/reader and contributors in discussion.** Know that the class will benefit from what you contribute and from connections you make with other students' ideas. I hope we can approach discussion with generosity, curiosity rather than judgment, and a willingness to learn from each other's experiences and perspectives. We learn the most when each person is engaged and contributing.
3. **Develop a routine early in the term.** Our assignments are due on the same days/times most weeks. By developing a routine and dedicating specific days/times for the work, you can break the work into manageable chunks and are more likely to stay on track.
4. **Communicate your needs.** You have a lot going on. I recognize ALS 116 is not your only class or commitment, and that your well-being and the well-being of people you care about it important. I hope you'll share what you need to be successful. It's understandable if you need extra time for an assignment or want to complete a missed assignment. We can plan together, and I'll do my best to be flexible and to help you succeed.

### Before Class

- Read assigned readings
- Complete Critical Thinking Questions (CTQ), strategy tools, or other assignments
- Write questions you have about the topic of the day

### During Class

- Contribute your thoughts and ideas to class discussion and group work
- Engage in exploration and thinking with classmates
- Answer and ask questions
- Take notes and make connections with assigned reading

### After Class

- Reflect on what you've learned and where you are with the topic
- Use assignments to apply knowledge
- Ask new questions that come up

## Academic Deadlines for the Term

- [Date] – last day to drop a course by web (11:55 PM deadline)
- [Date] – last day to withdraw from a course by web (11:55 PM deadline)
- [Date] – last day to withdraw from the term
- [Date] – last day of term

## Assignments, Points, & Earning Your Grade

As a class, we will apply information from the field of cognitive science to learning in the university. You will engage the topics conceptually (What do concepts mean?), operationally (How can I use these strategies?) and reflectively (What worked well or didn't work?). ALS 116 uses a range of assignments to help you learn and to assess your understanding of course concepts:

### ***Critical Thinking Questions (CTQ) (60 points)***

Each week we will engage in readings or videos and will complete a brief assignment. CTQ are a chance to engage with readings and include multiple choice and open-ended questions that ask you to reflect, apply concepts from the reading, and use examples to support your thinking.

### ***Strategy Tools (60 points)***

Much of the learning in the course occurs through strategy tools and reflection on that experience. Not all strategy tools will work for you, but they are a starting point for identifying habits, approaches, or changes that can impact your experience as a learner. We reflect on strategy tools with in-class activities and discussions.

### ***Academic Success Plan (30 points)***

In your final, you'll synthesize your learning. The final has 2 parts: reflecting upon what you've learned about yourself during the term and synthesizing what you've learned from course readings, activities, assignments, reflection, and observation to create a plan for future academic success.

### ***Earning a "Pass" Grade***

There are 150 assignment points possible in the course, and 18 attendance points. You need to earn an assignment grade of 80% (120/150 points) or higher **and** an attendance grade of 83.3% (15/18 points) or higher to pass the course. ALS 116's structure reflects an emphasis on attending class and participating, fully completing work, and reflecting upon that work.

### **Attendance**

**Attendance is a key component of academic success in any class, but especially in our course which is a discussion rather than a lecture course.** Attendance is required, as much of our learning happens in class. You need to earn 15/18 attendance points (1 point per class) for a passing attendance grade.

- You can miss up to 3 days of class for any reason.
- You can make up 2 additional days of class beyond the 3 (missing 5 classes total; making up 2).
- Absences must be made up by Monday of Week 10. Absences during Week 10 must be made up by Friday of Week 10.
- Please communicate as soon as possible after 3 missing class sessions to plan make up work.
- You cannot pass the course if you miss 6 or more classes.
- Being tardy to class 3 times will count as 1 absence; missing half or more of a class will count as 1 absence.

The attendance policy is not intended as a barrier to passing the course. Please communicate with me if you have emergencies, ongoing/unexpected illness, or other life challenges that affect attendance. In these types of situations, we can work together to plan for your success in the course.

### **Late Work**

Late work is possible with communication. Much of our learning happens through assignments; please plan to complete an assignment even if it is late. Please prioritize communicating with me if you need to turn in an assignment late.

- Please contact me in advance of due date to request an extension; no explanation is required.
- If advance notice isn't possible (as with illness or unexpected life challenges), please contact me as soon as you are able to, and we can plan for a new due date.
- The Academic Success Plan cannot be turned in late without communication with me.

### **Completion & Revision of Assignments**

You can revise ALS 116 assignments to improve your grade and to demonstrate your understanding of course concepts. I hope you'll take advantage of this opportunity!

- You must communicate with me if interested in revision.
- All completion and revision of assignments Weeks 2-5 are due by Thursday of Week 6
- All completion and revision of assignments Weeks 6-9 are due by Monday of Week 10

## **Course Statements**

### ***Working Together to Create an Inclusive Learning Environment***

I am dedicated to establishing an inclusive learning environment for all students. This environment promotes diversity and is inclusive of students' identities—including race, ethnicity, gender, sexuality, caregiver status, veteran status, age, ability, and many other identities. In our course, diversity in perspectives, experiences, and communication help us understand a range of student experiences and deepens the learning we do together. I hope you'll work with me to create a learning environment based on mutual respect, where all students can be successful. If you notice or experience something that is discriminatory or harmful to you or others, please let me know. I am committed to making the course a positive experience for everyone. If you would prefer to talk with someone outside the course, you are welcome to contact Clare Creighton, the Chair of the ALS department ([Clare.Creighton@oregonstate.edu](mailto:Clare.Creighton@oregonstate.edu); 541-737-7971).

### ***Accommodations***

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at <http://ds.oregonstate.edu>. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

I know at times the documentation process for accommodations takes time, while you already may have a current need for our course. Please feel free to share any request for accommodation regardless of current documentation status through Disability Access Services. Examples of accommodations include but are not limited to course materials in alternate formats/colors or written notes from class sessions. I'm happy to work with you to the extent that I'm able and support you in identifying additional resources on or off campus.

### ***Basic Needs***

If you are having difficulty affording groceries or accessing sufficient food to eat each day, or if you need a safe and stable place to live, please contact the [Office of the Dean of Students](mailto:studentassistance@oregonstate.edu) ([studentassistance@oregonstate.edu](mailto:studentassistance@oregonstate.edu), 541-737-8748) for support. There are resources to support distance, Corvallis, and Cascades campus students. In addition, if you're comfortable talking with me about basic needs, please do, and I can help you connect with resources.

### ***Religious and Cultural Practices***

I am committed to providing accommodations for religious and/or cultural beliefs, observances, and practices. If you have commitments that overlap with course requirements, we can plan alternate deadlines so you can be successful in the course.

### ***Student Parents and Caregivers***

I understand that being a parent or caregiver comes with responsibilities and challenges. If there are challenges given course timing or deadlines, we can work and plan together for your success in the course.

### ***Student Success***

Knowing and using your academic support resources is a key element of academic success. You can always talk with me about ALS 116 or other courses. Please feel free to use office hours, make an appointment, or stop by my office to see if I'm available. I'd also encourage you to use your many success resources on campus such as [Academic Coaching](#), [ASC Strategists](#), the [Learning Corner](#), [Supplemental Instruction](#), and the [Writing Center](#).

### ***Reach Out for Success***

University students encounter setbacks from time to time. If you encounter difficulties and need assistance, it's important to reach out. Consider discussing the situation with an instructor or academic advisor. Learn about [resources that assist with wellness and academic success](#). If you feel comfortable sharing how a hardship may

impact your performance in this course, please reach out to me. I'm happy to think with you, share resources, and plan together so you can be successful in the course.

For mental health: If you are in immediate crisis, please contact the Crisis Text Line by texting OREGON to 741-741 or call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255).

For financial hardship: Any student whose academic performance is impacted due to financial stress or the inability to afford groceries, housing, and other necessities for any reason is urged to contact the Director of Care for support (541-737-8748).

### ***Student Bill of Rights***

OSU has twelve established student rights. They include due process in all university disciplinary processes, an equal opportunity to learn, and grading in accordance with the course syllabus:

<https://asosu.oregonstate.edu/advocacy/rights>.

### ***Academic Calendar***

All students are subject to the registration and refund deadlines as stated in the Academic Calendar: <https://registrar.oregonstate.edu/osu-academic-calendar>

### ***Use of Artificial Intelligence (AI) Applications***

ALS 116 focuses on your experience, strengths, habits, insights, and strategies for success. Within our course, learning takes place through reflection, writing, conversation with other students, and grappling with course concepts. AI applications are capable of listing and summarizing information, but they're not a substitute for what only you know about yourself, your experiences, and what strategies will work or not for you. I want to hear and understand your perspective, and our class will benefit from what you personally contribute.

Given the importance of your individual perspective and contributions within ALS 116, students are not permitted to use AI applications (e.g., Copilot, ChatGPT, Bard, Bing, etc.) for drafting any assignments in this course. Please draw from your own insights and perspectives and use the wealth of creative ideas we have in discussions to generate even more ideas that might work for you.

### ***Student Conduct Expectations***

Academic integrity is governed by the university's policies, as explained in the Office of Student Conduct information and regulations: <https://beav.es/codeofconduct>. I recommend reading the policy and proactively asking me any questions you may have related to this course, or questions you have about this policy in general to the Office of Student Conduct.

### ***Student Learning Experience Survey***

During Fall, Winter, and Spring term the online Student Learning Experience surveys open to students the Wednesday of week 9 and close the Sunday before Finals Week. Students will receive notification, instructions, and the link through their ONID email. They may also log into the survey via MyOregonState or directly at <https://beav.es/Student-Learning-Survey>. Survey results are extremely important and are used to help improve courses and the learning experience of future students. Responses are anonymous (unless a student chooses to "sign" their comments, agreeing to relinquish anonymity of written comments) and are not available to instructors until after grades have been posted. The results of scaled questions and signed comments go to both the instructor and their unit head/supervisor. Anonymous (unsigned) comments go to the instructor only.

All readings and videos are linked on Canvas and should be completed **prior** to the class for which they are listed.  
 All assignments are due on Canvas **prior** to class on the day listed unless noted otherwise.

## ALS 116 Course Calendar

Week and Topics	Monday	Wednesday
<b>Week 0-1</b> No Class – Preview Material	<b>**No Class Week 0 or Week 1 on Monday or Wednesday – Review course materials on Canvas and email questions**</b>	
<b>Week 2</b> Welcome! Introductions, Community, & Self-Awareness	Welcome! Introductions to Class and Each Other	<b>Reading:</b> Zhu - “What Is Self-Awareness”  <b>Due Friday:</b> Getting to Know You Survey
<b>Week 3</b> Sleep & Time Management	<b>Reading:</b> Doyle & Zakrajsek - <i>The New Science of Learning</i> - Chapter 2 “Sleep, Naps, and Breaks”  <b>Due:</b> CTQ 1	<b>Due:</b> Time Management Tool
<b>Week 4</b> Exercise, Office Hours, & Using Resources	<b>Reading:</b> Doyle & Zakrajsek - <i>The New Science of Learning</i> - Chapter 3 “Exercise and Learning”  <b>Due:</b> CTQ 2 & Reply to Instructor Comments on CTQ 1	<b>Due:</b> Office Hours Report
<b>Week 5</b> Metacognition & Intro to Memory	<b>Reading:</b> TEAL – “Metacognitive Processes”  <b>Due:</b> CTQ 3	<b>Due:</b> Metacognition Awareness Inventory

All readings and videos are linked on Canvas and should be completed **prior** to the class for which they are listed.  
 All assignments are due on Canvas **prior** to class on the day listed unless noted otherwise.

<b>Week and Topics</b>	<b>Monday</b>	<b>Wednesday</b>
<b>Week 6</b> Attention, Previewing a Reading, & Note-Taking	<b>No reading or assignments due</b>	<b>Due Wednesday:</b> Notes on a Course Reading  <b>Due Thursday:</b> All completion and revision of assignments weeks 2-5
<b>Week 7</b> Distributed Practice & the Study Cycle	<b>Reading:</b> Dunlosky, et al. – “What Works? What Doesn’t?”  <b>Due:</b> CTQ 4	<b>Due:</b> Study Cycle
<b>Week 8</b> Willpower & Procrastination	<b>Reading:</b> APA – “Harnessing Willpower to Meet Your Goals”  <b>Due:</b> CTQ 5	<b>Due:</b> Procrastination Awareness Plan
<b>Week 9</b> Wellness, Preparing for Finals Week, & Intro to Academic Success Plan	<b>Reading:</b> Choose from 1 of 4 videos posted on Canvas  <b>Due:</b> CTQ 6	
<b>Week 10</b> Case Studies & Course Wrap Up	<b>Due:</b> All completion and revision of assignments weeks 6-9	End-of-Term Wrap Up & Farewells
<b>DUE MONDAY, [DATE] BY 11:59 PM: ACADEMIC SUCCESS PLAN</b>		