

**RSP 130: Strategies for Student Success
Master Syllabus
Spring 2011**

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Office Hours:	M-F; 8:00am – 5:00pm		

CATALOG DESCRIPTION

RSP 130 is designed to inform and educate students about the concepts of personal motivation as well as introduce to them academic strategies that will directly impact their individual success and retention. The presentation of motivational theory and practical study skills is supported by self-assessment and group interaction.

COURSE GOALS AND OBJECTIVES

Through successful completion of this course the student will gain KNOWLEDGE of and SKILLS in:

- study strategies, including time management, test preparation, and overcoming procrastination
- motivation theory and goal setting, including the student's personal motivation for success
- written expression, evaluated through academic writing and personal reflections
- presentation techniques, through both group and individual activities.
- strategies to communicate effectively with University faculty and staff

The course will also provide the student:

- the opportunity for self-exploration of motivation and goals
- an understanding of his or her learning and the opportunity to apply individual learning strategies

PRIMARY TEXTS

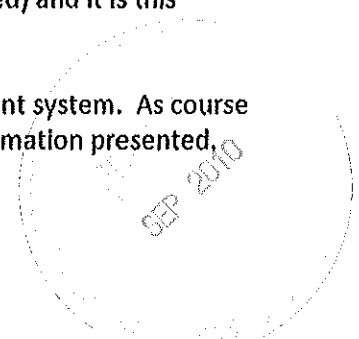
Sellers, D., Dochen, C. W., & Hodges, R. (2011). *Academic transformation: the road to college success* (2nd Ed). Upper Saddle River, NJ: Prentice Hall.

Motivational novel as chosen by the instructor.

ATTENDANCE POLICY & CLASS CANCELLATIONS

This 2-credit hour course meets twice weekly. Students are allowed two absences throughout the semester and any absence beyond two will result in a 10-point reduction in the participation grade. The student is responsible for any work that is assigned or completed in class during an absence (excused or unexcused) and it is this student's responsibility to contact the instructor for details within one week.

Students are required to log-in regularly to Blueline – Creighton's online course management system. As course updates and additional assignments are posted here, students are responsible for the information presented.



Class will be cancelled in the event Creighton University is closed due to inclement weather. Check 402.280.5800 for weather alerts affecting the University. If the instructor is ill, students will be notified at least 4 hours in advance via Creighton's email system.

STATEMENT OF RESPONSIBILITY

This university is committed to excellence and exists for students and learning. It maintains that students are personally responsible for completing all requirements and expects each student to maintain appropriate standards in his/her academic and personal lives. Therefore students, like all members of an academic community, have the responsibility to create and support an educational environment.

Each student in this course will accept responsibility for learning and be prepared to discuss assigned material for each class session. As each student possesses the right to learn, she/he should be treated with respect and dignity while not infringing upon the rights of other individuals. With those rights, it is the responsibility of the academic communities to promote those opportunities, protections, and privileges for its students that provide the optimal climate for learning.

ACCOMMODATIONS: Students with disabilities who require special accommodations need a letter that documents the disability from the Office of Disability Accommodations (280-2166). This letter should be presented to the instructor at the beginning of the semester, so that accommodations can be discussed.

POLICY ON ACADEMIC HONESTY

"... [the University] expects and requires academic honesty from all members of the University community. Academic honesty includes adherence to guidelines established by the University, its Colleges and Schools and their faculties, its libraries, and the computer center.

'Academic or academic-related misconduct' includes, but is not limited to, unauthorized collaboration or use of external information during examinations; plagiarizing or representing another's ideas as one's own; furnishing false academic information to the University; falsely obtaining, distributing, using or receiving test materials; falsifying academic records; falsifying clinical reports or otherwise endangering the well-being of patients involved in the teaching process; misusing academic resources; defacing or tampering with library materials; obtaining or gaining unauthorized access to examination or academic research material; soliciting or offering unauthorized academic information or materials; improperly altering or inducing another to improperly alter an academic record; or engaging in any conduct which is intended or reasonably likely to confer one's self or another an unfair advantage or unfair benefit respecting an academic matter" (*Creighton University Bulletin*, 2009-10, p.92).

Any student who engages in academic dishonesty as described in the University Bulletin will receive a zero (0) for the test/assignment/product, etc., and may risk receiving an "F" in the course, depending upon the severity of the infraction. Additional information regarding Academic Honesty Procedures may be found on the CCAS website under "[Student Policies and Procedures](#)".

COURSE REQUIREMENTS

Any of the assignments listed below submitted after the due date will receive a point reduction appropriate to the assignment. None of these assignments will be accepted 2 weeks after the due date.

Academic Strengths Assessment – Creighton University's Office of Student Success is committed to the personal success of each student enrolled in RSP 130. Therefore, it is critical that students receive every opportunity for assistance in their academic pursuits. The Office of Student Success, in consultation with Creighton's Counseling Services has designed a program that assesses each student's strengths and areas of difficulty. Each student will be assigned to a group that will meet four times, facilitated by the Academic Success Psychologist. This is a fundamental aspect of the RSP 130 course and participation is mandatory (failure to complete the experience will result in a 20% deduction from the final point tally). During the first week of the spring semester, each student enrolled in RSP 130 will complete several screening questionnaires and a brief interview, which will assist in the assignment process. The sessions will all conclude prior to spring break. (Please note that there will be no opportunity to make up this work.)

The First Year: Group Project and Presentation – As the University continually looks to improve the services it provides first-year students, it is important that students who benefit from these services have the opportunity to comment on what is being offered. To this end, the class will be divided into groups and each group will design a University effort or program based on the group's analysis of the needs of first-year students. More detailed information will be provided, but major components of this project will include research on the needs of first-year students, an examination of other universities' efforts to reach out to first-year students and a formal recommendation for a program that could be created for Creighton to enhance its efforts in this area. The group will be required to prepare a formal report that will be turned in and will present its findings and ideas to the class.

Journals – Students will be asked to complete three journals, each 2 pages in length and each covering a different topical area. Journals should be typed, double-spaced, and use a 12-point font with 1" margins. The journals will cover in turn each of the following three perspectives:

1. **Personal Motivations:** What motivates you to succeed? How has your experience at Creighton contributed to this? Reflect on the influential people and events from your life – Does spirituality play a role, and if so, how?
2. **Discipline and Balance:** Reflecting on your academic record from the fall semester, what areas of your life were out of balance? What types of challenges are you willing to undertake in order to better discipline and balance your life so that you can achieve greater success?
3. **Your Role in Society:** How would you describe your vocation? What are your career aspirations and goals? How have they changed from when you first applied to Creighton? Regardless whether you have a chosen career yet, what kind of impact do you hope to make in society? How will you be a woman or man for others?

Motivational Presentation – This presentation is directly tied to this first journal on personal motivation. Reflect on a book, movie, song, article, poem, or other media that you find particularly motivating. How has it impacted you and your beliefs, attitudes, and actions? For your presentation, you will give a brief "media review" sharing reasons why it personally motivates you and why others should pay attention to it. A one-page summary of your presentation must be submitted.

Written Faculty Profile – Students will be asked to interview a Creighton faculty member and write a 2-3 page profile about that person. A template of questions with areas of discussion will be provided. This profile will focus on a faculty perspective on how he/she believes freshman can be successful in the short and long term.

Class Activities and Participation – Students are required to read the assignments in advance of the class and participate in class discussions and activities. In-class activities and homework assignments will be assigned on a regular basis and quizzes (both announced and unannounced) will be given. These activities together with an assessment of the student’s preparation, earn significant points toward the final grade.

GRADING PROCEDURES

Grading Procedures

The grading scale for RSP 130 courses is presented below, along with the breakdown of possible points for the projects within this course and grading rubrics for each of the projects. Should a student wish to contest a grade given for a project or for the course itself, it is incumbent on the student to first seek out and meet directly with the instructor to discuss their performance. Students are advised that failure to do so will likely jeopardize the grade appeal.

<p>Grading Scale A = 93-100 B+ = 90-92 B = 86-89 C+ = 82-85 C = 79-81 D = 70-78 F = 69 and below</p>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: left;"><u>Project</u></th> <th style="text-align: right;"><u>Possible Points</u></th> </tr> </thead> <tbody> <tr> <td>Academic Strengths Assessment</td> <td style="text-align: right;">50</td> </tr> <tr> <td>The First Year: Group Project and Presentation</td> <td style="text-align: right;">100</td> </tr> <tr> <td>Journals (3 at 20 points each)</td> <td style="text-align: right;">60</td> </tr> <tr> <td>Motivational Presentation</td> <td style="text-align: right;">50</td> </tr> <tr> <td>Written Faculty Profile</td> <td style="text-align: right;">50</td> </tr> <tr> <td><u>Class Activities and Participation</u></td> <td style="text-align: right;"><u>90</u></td> </tr> <tr> <td style="text-align: right;">Total</td> <td style="text-align: right;">400</td> </tr> </tbody> </table>	<u>Project</u>	<u>Possible Points</u>	Academic Strengths Assessment	50	The First Year: Group Project and Presentation	100	Journals (3 at 20 points each)	60	Motivational Presentation	50	Written Faculty Profile	50	<u>Class Activities and Participation</u>	<u>90</u>	Total	400
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GRADING RUBRICS

Grading Rubric: Academic Strengths Assessment

General Grading Criteria:

1. Attends and participates in each of the assigned sessions.
2. Points are awarded by the Academic Success Psychologist from Creighton’s Counseling Services.

Grading Rubric: The First Year: Group Project and Presentation

General Grading Criteria:

1. Information is complete, well researched, and presents the unique needs of first-year students.
2. At least 3 different universities are examined and referenced.
3. The proposed program is well designed, cites learning outcomes, includes budget and cost analysis, and summarizes possible challenges.
4. The presentation has been rehearsed and presents the information in a clear, creative, and logical way.
5. The paper is well written – proper grammar, spelling, and punctuation.
6. All members of the group play a role.

<u>Points</u>	<u>Guidelines</u>
100/100	All six criteria were clearly met.
93-99	All of the criteria were met but one or two were weak.
86-92	Only five of the criteria were met.
82-85	Only four of the criteria were met.
79-81	Only three of the criteria was met.
70-78	Needs Improvement. Showed some effort, but only partially met one-two of the criteria, and displayed limited understanding of the assignment.

Grading Rubric: Journals

General Grading Criteria:

1. The paper is well written – proper grammar, spelling, and punctuation.
2. Logical flow of information -- purpose is stated, necessary background information is provided, relevant points are made, and conclusion is drawn.
3. Personal experiences and examples are used.
4. Information and ideas from other sources (such as course readings and presentations) are used to underscore personal thoughts and ideas.

<u>Points</u>	<u>Guidelines</u>
20/20	All four criteria were clearly met.
18-19	Only three of the four criteria were met.
16-17	Only two of the four criteria were met.
15	Only one of the four criteria was met.
< 14	Needs Improvement. Showed some effort, but only partially met one of the criteria and displayed limited understanding of the assignment.

Grading Rubric: Motivational Presentation

General Grading Criteria:

1. Book is effectively summarized.
2. Impact on your "beliefs, attitudes, and actions" is shared.
3. The presentation has been rehearsed and presents the information in a clear, creative, and logical way.
4. The notes, outline, or powerpoint slides are turned in.

<u>Points</u>	<u>Guidelines</u>
50/50	All four criteria were clearly met.
47	All of the criteria were met but one or two were weak.
45	Only three of the criteria were met.
42-44	Only two of the criteria were met.
40-41	Only one of the criteria was met.
38-39	Needs Improvement. Showed some effort, but only partially met one of the criteria and displayed limited understanding of the assignment.

Grading Rubric: Faculty Profile

General Grading Criteria:

1. The paper is well written – proper grammar, spelling, and punctuation.
2. Logical flow of information -- purpose is stated, necessary background information is provided, relevant points are made, and conclusion is drawn.
3. Personal experiences and examples are used.

<u>Points</u>	<u>Guidelines</u>
50/50	All three criteria were clearly met.
45-49	All of the criteria were met but one or two were weak.
40-44	Only two of the criteria were met.
35-39	Only one of the criteria was met.
< 35	Needs improvement. Showed some effort, but only partially met one of the criteria and displayed limited understanding of the assignment.

TENTATIVE CLASS SCHEDULE – SPRING 2011

<i>Date</i>	<i>Topic, Readings, and Activities</i>	<i>Notes</i>
W - Jan. 12	Topic Class Activities Course Overview Introductions Review Syllabus and Class Expectations	
M - Jan. 17	Topic Class Activities <i>DUE</i> Assessments Individual Assessments (Self-Assessments; BDI...) <i>Personal Questionnaire (BlueLine)</i>	
W - Jan. 19	Topic Readings for Today Class Activities <i>DUE</i> Motivation and Achievement De Sellers, Chapter 1 (The Road to Autonomous Learning) MBTI <i>Monthly Calendar and Syllabus Summaries</i>	
M - Jan. 24	Topic Readings for Today Motivation and Achievement – cont'd De Sellers, Chapter 8 (Self-Regulation, Will, and Motivation)	
W - Jan. 26	Topic Class Activities <i>DUE</i> Academic Strengths Interviews Work on Individual Presentations <i>Journal 1 & Motivation Presentation Topics</i>	Meet in CSSR (4 th floor Harper)
M - Jan. 31	Topic Readings for Today Motivation and Achievement – cont'd Motivational Novel	
W - Feb. 2	<i>Class Meeting is Academic Strengths Session</i>	
M - Feb. 7	Topic <i>DUE</i> Motivation Presentations <i>Motivation Presentation</i>	
W - Feb. 9	<i>Class Meeting is Academic Strengths Session</i>	
M - Feb. 14	Topic Procrastination and Time Management	

	Readings for Today	De Sellers, Chapter 9 (Strengthening Academic Self-Regulation)
W - Feb. 16	<i>Class Meeting Is Academic Strengths Session</i>	
M - Feb. 21	Topic Readings for Today	Study Strategies Review De Sellers, Chapter 3 (Learning In Class) De Sellers, Chapter 6 (Preparing for Performance)
W - Feb. 23	<i>Class Meeting Is Academic Strengths Session</i>	
M - Feb. 28	Topic Readings for Today	Active Listening and Reading De Sellers, Chapter 4 (Learning Outside of Class)
W - March 2	Topic Readings for Today DUE	MBTI De Sellers, Chapter 12 (Exploring the Diversity of Individuality) Journal 2
Mar 7-11	No Classes – Spring Break	
M - Mar. 14	Topic Readings for Today	Critical Thinking De Sellers, Chapter 2 (Thinking and Intellectual Performance)
W - Mar. 16	Topic DUE	Critical Thinking – cont'd <i>Group Presentation Outline</i>
M - Mar. 21	Topic Readings for Today	The Learning Process and Learning Styles De Sellers, Chapter 5 (Academic Learning and Neural Development)
W - Mar. 23	Topic Readings for Today	Personal Responsibility De Sellers, Chapter 10 (Making Behaviors Work for You)
M - Mar. 28	Topic DUE	Relationships <i>Faculty Profile</i>
W - Mar. 30	Topic Readings for Today	Resiliency De Sellers, Chapter 13 (Appropriate Stress Reduction Strategies)
M - Apr. 4	Topic Readings for Today	Self-Confidence De Sellers, Chapter 11 (Patterns in Human Development)
W - Apr. 6	Topic	Self-Confidence – cont'd
M - Apr. 11	Topic	Exam Prep
W - Apr. 13	Topic Readings for Today Class Activities	Career Development and Your Future De Sellers, Chapter 7 (Establishing Direction in Your Life) Career Center guest lecture; Academic Plans
M - Apr. 18	Topic Class Activities	The First Year of College Group Presentations
W - Apr. 20	Topic	The First Year of College

	Class Activities DUE	Group Presentations Journal 3
M - Apr. 25	No Class- Easter Vacation	
W - Apr. 27	Topic Class Activities	Course Wrap-up Course Evaluations
May 2-6	No Classes – Final Exam Week	