"To succeed... you need to find something to hold on to, something to motivate you something to inspire you."  Tony Dorsett

Study Smart I  
Auburn University  
Spring 2008

Instructor: Lisa Adams, M.Ed., LPC  
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Class Day/Time: Wednesdays 12:00  
Class Location: RBD 0176 B

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Required Text: Keys to Success, Building Successful Intelligence for College, Career and Life, 5th Edition

Course Introduction: The purpose of this course is to assist you in developing awareness of academic, career and personal issues that are negatively impacting your academic success. Additionally the course will provide you with strategies that will help you understand why you are in college and what you must do to be academically successful.

Attendance and Participation: Attendance is taken at the beginning of each class. If you are late you will be marked absent. Being in class is critical, to changing your academic patterns. You are expected to come to every class. Any absence must be excused, see Tiger Cub for acceptable excuses. Students who miss 2 classes for any reason may be dropped from the course. All assignments are due at the beginning of each class. If you have an excused absence assignments are due at the beginning of the next class period at the latest. If you miss a class, and it is not an excused absence, you will have 10 points deducted from your class participation points, additionally assignments due that day WILL NOT be accepted. Therefore when you miss a class it is possible to lose up to 110 points from your final grade.  Late assignments are only accepted with a documented absence.
E-mail is the official form of communication at Auburn University; the instructor will communicate with you via e-mail in most circumstances. You are expected to check your e-mail regularly.

**Students with Disabilities:** Students requiring special accommodations should inform the instructor and/or contact the Program for Students with Disabilities in 1244 Haley Center as soon as possible.

**Grading Policy:** Assignments are graded in the following manner:
- Autobiography 100 pts
- GPA Calculation 100 pts
- TypeFocus Paper 100 pts
- 10 Journals @ 10 pts each 100 pts total
- 10 Chapter Outlines @ 10 pts each 100 pts
- Class Participation 140 pts

640 possible points

Grading by points:
- 640 – 576 points A
- 575 – 512 points B
- 511 – 448 points C
- 447 – 384 points D
- 383 or below points F

**Academic Autobiography** – Write (type 12 pt font, double spaced 3-5 pages) about your academic experience, beginning with high school. What was high school like for you academically? Did you have to study much? What were your grades like? Looking back, do you think that high school adequately prepared you for college? When did you graduate? Then write about your college experience, semester by semester, including any semesters at other colleges and semesters that you weren’t in school. Why did you decide to attend Auburn? If you started off at another school, which was it and why did you start there? What classes did you take during each semester? What were your grades? What factors contributed to those grades? If you changed majors, when and why did you change? When were you first put on warning? Suspension (if applicable)? What did you do during the semester(s) that you weren’t taking classes? (When I read this
paper, I need to understand exactly what has happened. What exactly has contributed to your difficulties as a student, please be specific.)

**GPA Calculation** – Using the website on the Grade point Calculator handout, figure out how many hours of As (4.0) at 12 hours a semester you will need to raise your cumulative GPA to the 2.0 or 2.2 required to keep you from being suspended. Do the same for hours of Bs (3.0) and Cs (2.0). You will be doing 3 calculations. Print out each page to be turned in and then write a paragraph about what you learned from this exercise.

**TypeFocus:** Take the Type focus inventory on AU career center web site. Hand out will be given in class explaining this assignment, take TypeFocus and then answer questions on hand out accordingly.

**Journal:** 10 journal entries due weekly beginning 2/13, *type written, double spaced in 12pt font, and be AT LEAST two paragraphs in length*. Journal entry topics are provided in the course calendar. Journals will be graded according to their depth of thought, whether they answer the assigned question or cover the assigned topic. Journal entries will be read only by the instructor and/or co-instructor, who will respond with feedback and further questions, which require response in the next journal entry. *Journal entries must adhere to grammar rules*. Essay format is suggested.

**Chapter Outlines:** 10 chapter outlines. Ten of the texts 12 chapters are to be read, outlined and turned in on the date given in the syllabus beginning 2/13. Outlines are to be typed *(12 pt font, double spaced)* and give sufficient detail so I can tell if you read the chapter. Additionally a *thesis statement* is required to get full points. A sample outline is attached to this syllabus.

**Class Participation** is very important. You are expected to speak up in class, ask questions and appropriately interact with other class members. All class members are expected to be respectful of diverse points of view.

**NOTE:** Late assignments will not be accepted without a University approved excuse (See the Tiger Cub). Students are responsible for all work done in class, and for keeping up with assignments.
1/9: Course overview, assignments

1/16: **Academic Autobiography**

1/23: **GPA Calculation project**  
Syllabus Quiz

1/30: **TypeFocus paper**

2/6: NO CLASS

2/13: Chapter 2  
**Journal 1**: Choose a quote that motivates you, speaks to you. Why is this quote important to you? Why does it motivate you? How can you use the quote to focus and motivate yourself? [www.motivateus.com](http://www.motivateus.com)

Outline

2/20: Chapter 3  
**Journal 2**: What is (are) your learning style(s) according to pages 68-69? What study techniques are suggest to improve your learning? Discuss how do you plan to use these suggestions to your advantage this semester? What is an area of weakness? Brainstorm ways to compensate for your weakness and discuss.

Outline

2/27: Chapter 4  
**Journal 3**: Writing, p 121

Outline

3/5: Chapter 5  
**Journal 4**: What courses have posed the greatest reading challenge? What makes it tough – the type of material, the amount of material or the difficulty of the material? Thinking about the strategies in chapter 5, create and describe a plan that addresses this challenge. What techniques might help, and how will you use them? What positive effects do you think they will have?

Outline
3/12: Chapter 6

**Journal 5:** How do you react to the following statement? “We retain 10% of what we read, 20% of what we hear, 30% of what we see, 50% of what we hear and see, 70% of what we say, 90% of what we say and do.” How can you use this insight to improve your ability to retain information? What will you do differently as a result of this insight?

As we have discussed roadblocks to success in class, what thoughts have you had about yourself? How are you feeling about your future as a successful student? Describe how you felt when you first learned you were on warning or suspended and how you feel now.

**Outline**

3/19: Spring Break

3/26: Chapter 7

**Journal 6:** Do you experience test anxiety? Describe how tests generally make you feel (include a specific example of a test situation and what happened). Identify your specific test taking fears, and brainstorm ideas for how to overcome fears and self-defeating behaviors. (Resource list on page 222 may be helpful)

**Outline**

4/2: Chapter 8

**Journal 7:** Identify a piece of powerful writing that you have recently read. (It could be a work of literature, a biography, a magazine or newspaper, etc.) Describe in detail why it was powerful. Did it make you feel something, think something or take action? Why? What can you learn about writing from this piece that you can apply to your own writing?

Do you think you are a good writer? Explain why you think you are or are not a good writer. Brainstorm ways to strengthen your writing skills.

**Outline**

4/9: Chapter 10

**Journal 8:** Many people have, at one time or another had to cope with some kind of addiction. Describe how you feel about addiction in any form – to alcohol, drugs, food, sex, the internet, gambling. How has addiction ensnared you, if at all? How did you deal with it? If you have never faced an addiction nor been close to someone who did, describe how you think you would work through the problem if it ever happened to you.

**Outline**
4/16: Chapter 11

**Journal 9:** Describe your relationship with money. What do you buy? How much do you spend? Are you careful? Reckless? Inattentive? Focused on every detail? How much do you use credit cards – and do you pay credit card bills in full each month or run a balance? If you could change how you handle money, what would you do?

**Outline**

4/23: Chapter 12

**Journal 10:** Review the strategies for lifelong learning on pages 357 to 359. Which three do you feel you already do well? Which three do you think you need to develop further? For the three you need to develop further brainstorm ideas for how you will grow in those areas. Include your prediction for how this effort will benefit you.

**Outline**

*This syllabus is subject to change.*