College Transition Seminar
Course # U O3 125 02
Open to all students
Syllabus (Spring 2020)
GENERAL INFORMATION

Meeting time: Fridays 1:00pm-2:00pm
Meeting location: TBD
Instructor: Liz Gilmore, M.S. Ed.
Office Phone: 314-935-5978
E-mail address: egilmore@wustl.edu
Schedule appointments with me as needed. To make an appointment, email me.
Attendance is mandatory and unexcused absences will lower your grade.

Course Description & Objectives
This course is designed to strengthen the study skills of students new to college or returning to the classroom. Students learn strategies and acquire resources that sharpen skills in reading comprehension, note-taking and review, and time management. These skills and strategies are applicable to all classes and target assignments and requirements in the students' current courses. In addition, students will:

- Identify strengths and assets that students can leverage for personal and academic growth.
- Effectively address procrastination, time management, study skills, and similar areas related to academic success.
- Enhance academic strategies such as note taking, effective reading strategies, and identifying/navigating resources to support your academic success.
- Build a community of mutual support and accountability with a small group of fellow students who are working through similar academic skills development.
- Connect and work most effectively with peer mentors, course instructors, and Washington University staff.

Section reserved for students with LD and/or ADHD diagnosis for student comfort to share about personal experiences, strengths, and relevant strategies.

Course Grades
Credit/No credit: 1.0 credit
Participation: 100% of final grade
No final exam

Course Materials
All students must select a planner/calendar. This may be a free online-electronic calendar or a purchased paper-based planner. All students have access to Outlook calendar, which is found in their
Outlook email. We will review how to access this resource during week 1’s class. Do not purchase/select planner until after learning about Time Management from Week 1’s lesson.

Schedule of Topics

Week 1 – January 17th

No class – finalize your schedule so we can discuss time management next week using our class schedules.

Week 2 – January 24th - Time Management – The Basics

Homework: Identify what type of planner/scheduler you will use for the semester and email Liz

Resources discussed in class.

Week 2 – January 31st – Spaced Practice for Time Management

Homework: Review all syllabi and input all assignments, study times, professor hours, exams, volunteering, etc. into planner/scheduler. Take a picture/screen shot and upload in Canvas prior to next class time for feedback.

Resources discussed in class.

Week 3 – February 7th – Utilizing Your Calendar/Planner for Effective Spaced Practice

Homework: Identify your strengths and areas of improvement with time management by keeping a time management self-reflection journal for 1 week. Share in class next week

Resources discussed in class.

Week 4 - February 14th – Procrastination and Self-Control – Increasing Motivation

Homework: Identify list of short-term goal rewards, daily goal rewards, weekly goal rewards, etc. and identify tools to help with distraction management (apps, schedule, environment, etc.) and upload to Canvas prior to next class time for feedback.

Resources discussed in class.

Week 5 – February 21st – Identifying What You Don’t Know – So you know what to study

Homework: Identify one concept you struggled with and how you identified you were struggling. When did the misunderstanding begin? Use the technique/strategy covered in class.

Resources discussed in class.

Week 6 – February 28th – The Basics of Study Skills

Homework: Identify locations/environments where you study best.

Resources discussed in class.

Week 7 – March 6th – Study Skills – Effective Reading Strategies/ Effective Note Taking

Homework: Practice using a type of note-taking style discussed in class (mind mapping or Cornell).
Exchange notes with one person in a course and identify how your notes differ. What did they capture that you didn’t and what did you capture that they didn’t? Upload a picture of your notes and their notes in Canvas prior to next class time for feedback. Discuss differences/similarities in next class.

*if missing class due to Spring break, students need to email Liz by March 2nd and set up one-on-one prior to class. The content covered in this class is very important and future classes will build upon the material covered in class. Homework of week 2 was to read all syllabi and put this note into calendar, so this should be no surprise to any students.

**Week 8 – March 13th – No class – Spring break!**

Homework: No Homework

**Week 9 – March 20th – Study Skills – Identifying Appropriate Resources**

Homework: Identify one concept you struggled with from your homework/assignments - based on previous lecture. Identify all resources on campus that relate. Upload concept you struggle with and list of possible resources that exist on campus to Canvas prior to next class time for feedback.

Resources discussed in class.

**Week 10 – March 27th – How to make the most out of your Professor Hours/Study group (Academic & professional development) OR group decides a different topic**

Homework: Email one professor and set up meeting or attend one professor’s office hours. Share how experience went during next class. What did you gain from the experience?

Resources discussed in class.

**Week 11 – April 3rd – Overview of Project - Work on Project**

Instructor will show projects from previous semesters.

Homework: Work on project

Resources discussed in class.

**Week 12 – April 10th – Review Strategies and make plans for next semester. Goals, Areas of improvement, reinforcing Strengths**

Homework: Set up calendar for next semester based on courses registered. Take a picture/Screenshot and upload to Canvas prior to next class time. Work on project.

Resources discussed in class.

**Week 13 – April 17th – Group decides topic**

Homework: Work on project if not finished.

**Week 14 – April 24th – Last Class Meeting – Project Presentations**

Project can be:

- Collage Poster board
• One-page paper
• One-minute video
• Series of 12 Memes
• One-minute Song
• Series of 12 photos
• Model Structure
• Something else that’s creative and demonstrated

All projects will be one-minute demonstrations during the last class meeting on December 6th, 2019

NOTE: Reading Week begins April 27th

UNDERGRADUATE STUDENT ACADEMIC INTEGRITY POLICY

Effective learning, teaching and research all depend upon the ability of members of the academic community to trust one another and to trust the integrity of work that is submitted for academic credit or conducted in the wider arena of scholarly research.

Such an atmosphere of mutual trust fosters the free exchange of ideas and enables all members of the community to achieve their highest potential.

In all academic work, the ideas and contributions of others must be appropriately acknowledged and work that is presented as original must be, in fact, original. Faculty, students and administrative staff all share the responsibility of ensuring the honesty and fairness of the intellectual environment at Washington University in St. Louis.

Resources for Students

1. DISABILITY RESOURCES: If you have a disability that requires an accommodation, please speak with instructor and consult the Disability Resource Center at Cornerstone (cornerstone.wustl.edu/). Cornerstone staff will determine appropriate accommodations and will work with your instructor to make sure these are available to you.

2. WRITING ASSISTANCE: For additional help on your writing, consult the expert staff of The Writing Center (writingcenter.wustl.edu) in Olin Library (first floor). It can be enormously helpful to ask someone outside a course to read your essays and to provide feedback on strength of argument, clarity, organization, etc. < The Engineering Communication Center http://engineering.wustl.edu/current-students/student-services/Pages/default.aspx offers students in the School of Engineering and Applied Sciences help with oral presentations, writing assignments, and other communications projects, as well as job-search documents such as resumes and cover letters.>
3. THE UNIVERSITY’S PREFERRED NAME POLICY FOR STUDENTS, with additional resources and information, may be found here: registrar.wustl.edu/student-records/ssn-name-changes/preferred-name-policy/preferred-name-policy-student/.

4. ACCOMMODATIONS BASED UPON SEXUAL ASSAULT: The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures. If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Coordinator. If you would like to speak with the Title IX Coordinator directly, Ms. Kennedy can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting her office in the Women’s Building. Additionally, you can report incidents or complaints to Tamara King, Associate Dean for Students and Director of Student Conduct, or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall.

5. BIAS REPORTING: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu

6. MENTAL HEALTH: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See: shs.wustl.edu/MentalHealth

Disclaimer

The instructor reserves the right to make modifications to this information throughout the semester.