NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course site for enrolled students and may be more current than this sample syllabus. Summer term courses may be accelerated – please check the Ecampus Schedule of Classes for more information.

ALS 116
ACADEMIC SUCCESS (2)

COURSE CREDIT:
(2) This course combines approximately 60 hours of instruction, online activities, and assignments for 2 credits.

PREREQUISITES, CO-REQUISITES AND ENFORCED PREREQUISITES:
None.

COURSE DESCRIPTION:
Assessment and development of strategies for succeeding in university-level academics. Topics include time management, goal setting, critical thinking, note taking, and study skills. Graded P/N.

CONTACT INFORMATION:
For more information, contact: JESSE NELSON, 102 WALDO, 541-737-2272.

Sample syllabi may not have the most up-to-date information. For accuracy, please check the ECampus Schedule of Classes to see the most current instructor information. You can search for contact information by name from the OSU Home Page.

LEARNING RESOURCES:
This class has an optional course packet that is specific to ALS 116. The course packet is available from the OSU Beaver Store for purchase (approximately $32). The course packet contains printed copies of resources within the course as well as optional supplemental reading and tools. If you are near the Corvallis campus, the course packet will also be on reserve in the Valley Library which you can check out for 3 hours at a time through the circulation desk if you ask for the course reserve for ALS 116 and provide your OSU ID. If you are an Ecampus student without an ID card, you can obtain one by visiting the ID Center on campus or by calling or emailing the ID Center to request a non-photo ID card sent by mail.
Technical Requirements
This course requires regular access to the Canvas course site, which is accessible from any
device with an internet connection. Although Canvas has a mobile app, use of a desktop,
laptop or larger tablet computer is recommended to allow on-screen viewing of articles and
websites. Most modules include video content so a connection that will support streaming
video is recommended. A scanner or digital camera is optional as an alternate method to
submit some assignments.
Students must be able to create and save documents, upload files, access and respond to
e-mail, open video and text files, explore informational websites, conduct internet research,
and engage in online discussion boards.

NOTE: For textbook accuracy, please always check the textbook list at the OSU
Bookstore website. Sample syllabi may not have the most up-to-date
information.

Students can also click the ‘OSU Beaver Store’ link associated with the course
information in the Ecampus schedule of classes for course textbook information
and ordering.

STUDENT LEARNING OUTCOMES:
At the end of the course, you will be able to:

1. Apply multiple tools and strategies to organize and manage your time.
2. Identify which time management and organizational strategies work best for you.
3. Describe the steps in the memory process and role of repetition and practice in
   learning.
4. Apply concrete study activities and tools that promote mastery of course content.
5. Apply study activities and tools to prepare for tests.
6. Describe resources designed to help you succeed and their impact on success.
7. Develop a plan for college success that includes effective goal setting, study skills, and
   personal health and wellness.

To help you achieve the above stated learning outcomes, I have designed the course to
include the following learning activities: watching videos, reading articles and book excerpts,
visiting websites, application of specific tools and strategies to your current classes,
discussion with your classmates, and writing personal reflections on your learning.

This class will give you the opportunity to enhance your study skills and thereby improve your
academic success. Together we will explore multiple strategies for studying, managing time,
taking notes, preparing for tests, memorizing, reading critically, and more. In the end, it will be
your commitment to your self designed college success plan that will bring you satisfaction
and success.
COURSE CONTENT AND POLICIES:

Prerequisite knowledge required
This course is intended for students who have completed at least one term of coursework at Oregon State University, and who are currently enrolled in at least one course other than ALS 116. The information in this course is structured to support students and no specific prerequisite courses or prior knowledge of study skills or strategies is required.

Communication
I will only use your ONID email address for email communication. I will make every effort to respond to questions within 24 hours. Messages received on the weekend may take slightly longer. Please read announcements, check your email regularly, and make your needs known.

Canvas
This course will be delivered via Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site, you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, please visit Ecampus Technical Help.

Canvas provides a user experience that is easy, simple, and intuitive. Special attention has been paid to making Canvas screen-readable. The Rich Content Editor encourages users to create universally accessible content. Canvas is designed to allow limited customization of colors and schemes to be accessible for all users. The National Federation of the Blind granted Canvas the Gold Level Web Certification in 2010. Find more information here: http://www.instructure.com/accessibility

Expectations
1. **Ensure you have regular and reliable access to the internet.** Reliable internet access from the first day of the class is a requirement for online courses. If you don’t have internet access at your residence, visit your local library, or otherwise make sure you can get online regularly. Logging on to the class site and actively participating in discussions and other assignments is the equivalent of attending and participating in an on-campus class—make sure you are “present” online.
2. **Netiquette.** We will practice being generous and respectful contributors to class. All your online communication needs to be composed with fairness, honesty and tact. Spelling & grammar are very important in an online course.
3. **Prepare & Participate.** Set aside regular times each week to log onto the class site, read and post messages, turn in assignments, and engage in exploration of course topics with your classmates. Know that the class will benefit from what you have to contribute. Please feel free to agree or disagree on course topics and discussions, respectfully. Deadlines are intentionally spread throughout the week to encourage you to log in often.

**Late Work Policy**
Late work is defined as any assignment submitted to the instructor after the due date & time. Unless you have an acceptable reason and give advance notice, I will deduct points for work that is turned in after the due date unless you have made prior arrangements. No credit will be given for late work received more than one week after the original due date. If you need to turn in late work, please contact me via email so we can work out the logistics of this together. The final Success Plan will not be accepted late without advance notice.

**Discussion Participation**
Students are expected to participate in all graded discussions. While there is great flexibility in online courses, **this is not a self-paced course.** You will need to participate in our discussions on at least two different days each week, with your first post due no later than Tuesday evening, your second post by Thursday, and comments due by the end of each week.

**Guidelines for a Productive and Effective Online Classroom**
Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the [University’s regulations regarding civility](#). Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:

- Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the second discussion board.
- Read your posts carefully before submitting them.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others
are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

Dedication to a welcoming and inclusive class environment

- As your instructor, I am dedicated to establishing a learning environment that promotes diversity of race, culture, gender, sexual orientation, and physical ability. Anyone noticing discriminatory behavior in this class or feeling discriminated against is asked to immediately bring it to my attention.
- Oregon State University strives to respect all religious practices. If you have religious holidays that are in conflict with any of the requirements of this class, please contact me immediately so that we can make alternative arrangements.
- Accommodations are collaborative efforts between students, faculty, and Disability Access Services (DAS). Students with documented disabilities who may need accommodations should email me as early as possible, no later than the second week of the term. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at (541) 737-4098 or: http://ds.oregonstate.edu/home/

Expectations for Student Conduct

Student conduct is governed by the university’s policies, as explained in the Student Conduct Code.

Course Content

Each week will have several learning activities you will watch, read, apply, research or discuss. With few exceptions that are clearly marked, all activities are required. You will take more value away from the course if you allow at least 6 hours per week to complete the required learning activities, discussion boards, and reflections.

Online Participation (42%): Points earned from daily work, discussions, activities and worksheets.

Although an online course has relatively few opportunities for face-to-face interactions among class members, sharing your responses, ideas, and stories is an important part of enriching your learning experience and building community within the class. You will do this by participating in weekly discussions with your classmates about the course topics. To earn credit, you must post two substantive posts (200+ words each) during the week the topic is assigned, and comment on posts by other students (2 minimum comment posts). The goal of this requirement is for you to create meaningful discussions about the course topics and help each student benefit from the wisdom and experiences of the others. This is the “attendance and participation” aspect of the course.

Synthesize & Apply Assignments (38%): Each week you will write a 500-word paper to synthesize and apply the learning from that week. The response papers are an opportunity to
engage with the material in your own way, and connect what you are reading and learning with your own thoughts, feelings, and ideas about academic success. It is also an opportunity for me to see you individually make connections between readings and discussions, and formalize some of the learning from the week. S&A assignment prompts and rubrics will be posted in each weekly folder.

Success Plan (20%): You will complete and submit a 1000-word personal academic success plan that reflects the range of topics we have covered as well as your own personal exploration of these topics.

The full assignment rubric is posted in the Week 10 folder and should be read before the assignments started.

**Weekly Flow of materials and assignments**

<table>
<thead>
<tr>
<th>Discussion Board #1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What:</strong> 200-300 word post to that explores the weekly topics as an introduction, worth 2.5 points.</td>
</tr>
<tr>
<td><strong>When:</strong> Completed before you do the &quot;weekly learning activities&quot; or read course content</td>
</tr>
<tr>
<td><strong>Why:</strong> Explore what you already know about the topic and identify questions you might want answered</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Weekly Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What:</strong> Readings, videos, and other learning activities relevant to the weekly topic</td>
</tr>
<tr>
<td><strong>When:</strong> To be completed and explored throughout the week</td>
</tr>
<tr>
<td><strong>Why:</strong> These activities give you more information about the topic, inform your discussion, and are part of my contribution to your learning for the week</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Discussion Board #2</th>
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<tbody>
<tr>
<td><strong>What:</strong> (Two parts) A 200-300 word discussion board post about the reading and weekly activities, worth 5 points; and a minimum of two substantive comments on postings made by your classmates, worth an additional 2.5 points</td>
</tr>
<tr>
<td><strong>When:</strong> Completed after you've finished the learning activities</td>
</tr>
<tr>
<td><strong>Why:</strong> This is YOUR contribution to our class learning. Create dialog with your classmates and engage in conversation through reading, responding and discussing</td>
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</table>

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<thead>
<tr>
<th>Synthesize &amp; Apply Assignment</th>
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<tbody>
<tr>
<td><strong>What:</strong> A writing assignment in which you summarize what you've learned this week and its impact, worth 10 points</td>
</tr>
<tr>
<td><strong>When:</strong> Completed after you do the &quot;weekly learning activities&quot; or course content</td>
</tr>
<tr>
<td><strong>Why:</strong> To tie together learning from the readings, course content and discussion and apply it to your own situation and needs</td>
</tr>
</tbody>
</table>
# Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>View Course Introduction Video Before Beginning Class</strong>&lt;br&gt;Students are encouraged to introduce themselves on the discussion board.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td><strong>Introductions &amp; Responsibilities</strong></td>
<td>• Discussion Board 1: Introduction – Due Tuesday at midnight&lt;br&gt;• Discussion Board 2: Responsibilities of Students – Due Thursday at midnight&lt;br&gt;• 2 Additional Comments – Due Sunday at midnight&lt;br&gt;• S&amp;A Assignment – Due Sunday at midnight</td>
</tr>
<tr>
<td>3</td>
<td><strong>Time Management</strong></td>
<td>• Discussion Board 1: Time Log Reaction / Reflection – Due Tuesday at midnight&lt;br&gt;• Discussion Board 2: Tools &amp; Strategies – Due Thursday at midnight&lt;br&gt;• 2 Additional Comments – Due Sunday at midnight&lt;br&gt;• S&amp;A Assignment – Due Sunday at midnight</td>
</tr>
<tr>
<td>4</td>
<td><strong>Memory Process &amp; Learning Tools</strong></td>
<td>• Discussion Board 1: What does studying look like? – Due Tuesday at midnight&lt;br&gt;• Discussion Board 2: The importance of your study space – Due Thursday at midnight&lt;br&gt;• 2 Additional Comments – Due Sunday at midnight&lt;br&gt;• S&amp;A Assignment – Due Sunday at midnight</td>
</tr>
<tr>
<td>5</td>
<td><strong>Reading</strong></td>
<td>• Discussion Board 1: Why do we read? – Due Tuesday at midnight&lt;br&gt;• Discussion Board 2: Case study analysis – Due Thursday at midnight&lt;br&gt;• 2 Additional Comments – Due Sunday at midnight&lt;br&gt;• S&amp;A Assignment – Due Sunday at midnight</td>
</tr>
<tr>
<td>6</td>
<td><strong>Test Preparation &amp; Studying</strong></td>
<td>• Discussion Board: Questions about studying – Due Tuesday at midnight&lt;br&gt;• Discussion Board: Responses and suggestions – Due Thursday at midnight&lt;br&gt;• 2 Additional Comments – Due Sunday at midnight&lt;br&gt;• S&amp;A Assignment – Due Sunday at midnight</td>
</tr>
<tr>
<td>7</td>
<td><strong>Test Taking &amp; Test Anxiety</strong></td>
<td>• Discussion Board 1: A recent testing experience? – Due Tuesday at midnight&lt;br&gt;• Discussion Board 2: Top 10 for Tests Lists – Due Thursday at midnight&lt;br&gt;• 2 Additional Comments – Due Sunday at midnight&lt;br&gt;• S&amp;A Assignment – Due Sunday at midnight</td>
</tr>
<tr>
<td>8</td>
<td><strong>Procrastination, Motivation &amp; Goal Setting</strong></td>
<td>• Discussion Board 1: Big Picture Thinking – Due Tuesday at midnight&lt;br&gt;• Discussion Board 2: Procrastination Reflection – Due Thursday at midnight&lt;br&gt;• 2 Additional Comments – Due Sunday at midnight&lt;br&gt;• S&amp;A Assignment – Due Sunday at midnight</td>
</tr>
</tbody>
</table>

(Subject to change)
University Learning Resources

Oregon State cares about your student success and has several learning supports in place:

- **Instructors** – always contact your instructor with any questions about course content, as well as to keep them informed about any personal or medical situations that may be impacting your academic success.
- **Ecampus Student Services** - If you have a comment or concern about a course, are having trouble connecting with your professor, or any other question about policies or procedures at OSU including registration deadlines, please contact 1-800-667-1465, option 1.
- **Ecampus Success Counselors** – This course is taught by an Ecampus Success Counselor. We also work one-on-one with students to develop or improve any academic skills. Common topics students are working on include time management, motivation and goal setting, academic reading, test-taking, managing stress or test anxiety, and work-life-school balance. You can request to work one-on-one with me directly by email, or connect with another Success Counselor at http://ecampus.oregonstate.edu/services/student-services/success-counseling-current.htm
- **Academic Success Center Learning Corner** - a website that provides information, tips, and strategies to help you maximize your learning and success. http://success.oregonstate.edu/learningcorner
- **NetTutor** – includes online content tutoring and writing support. NetTutor is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access
NetTutor from within your Canvas class by clicking on the NetTutor button in your course menu.

- Library Services - The OSU Libraries offer valuable research materials and services for students taking OSU Ecampus courses, including “ask a librarian” chat, research assistance, book borrowing direct ship to home, journal article requests, webinars and more. Visit OSU Libraries Ecampus Library Services for more student resources.

**Evaluation of Student Performance**
ALS 116 is graded “Pass/No Pass” and **“Passing” is defined by a final grade of 80% or better** based on the following assignments:

- **Canvas Participation** – 42%
  - 2 new posts each week
  - Minimum 2 additional comments each week
- **Synthesize & Apply Assignments** – 38%
  - 500 words due weekly
- **Success Plan** – 20%

To earn a “Pass” Grade in this course, your final point total must be 168 points (80% of 210) or higher.

**Course site login information**
Information on how to login to your course site can be found HERE.

**Statement Regarding Students with Disabilities**
Oregon State University is committed to student success; however, we do not require students to use accommodations nor will we provide them unless they are requested by the student. The student, as a legal adult, is responsible to request appropriate accommodations. The student must take the lead in applying to Disability Access Services (DAS) and submit requests for accommodations each term through DAS Online. OSU students apply to DAS and request accommodations at our Getting Started with DAS page.

Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

Additionally, Canvas, the learning management system through which this course is offered, provides a vendor statement certifying how the platform is accessible to students with disabilities.
Academic Integrity and Student Conduct (OSU policy)

Students are expected to be honest and ethical in their academic work. Intentional acts of academic dishonesty such as cheating or plagiarism may be penalized by imposing an “F” grade in the course.

Student conduct is governed by the universities policies, as explained in the Office of the Dean of Student Life: Student Conduct and Community Standards. In an academic community, students and faculty, and staff each have responsibility for maintaining an appropriate learning environment, whether online or in the classroom. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity, and respect.

Students are expected to conduct themselves in the course (e.g. on discussion boards, email postings, etc.) in compliance with the university’s regulations regarding civility. Students will be expected to treat all others with the same respect as they would want afforded to themselves. Disrespectful behavior (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors are unacceptable and can result in sanctions as defined by Student Conduct and Community Standards.

For more info on these topics please see:

Statement of Expectations for Student Conduct
Student Conduct and Community Standards - Offenses
Policy On Disruptive Behavior

Plagiarism

You are expected to submit your own work in all your assignments, postings to the discussion board, and other communications, and to clearly give credit to the work of others when you use it. Academic dishonesty will result in a grade of “F.”

Statement of Expectations for Student Conduct
Avoiding Academic Dishonesty

Turnitin Plagiarism Prevention

Your instructor may ask you to submit one or more of your writings to Turnitin, a plagiarism prevention service. Your assignment content will be checked for potential plagiarism against Internet sources, academic journal articles, and the papers of other OSU students, for common or borrowed content. Turnitin generates a report that highlights any potentially unoriginal text in your paper. The report may be submitted directly to your instructor or your instructor may elect to have you submit initial drafts through Turnitin and you will receive the report allowing you the opportunity to make adjustments and ensure that all source material has been properly cited.
Papers you submit through Turnitin for this or any class will be added to the OSU Turnitin database and may be checked against other OSU paper submissions. You will retain all rights to your written work. For further information on Turnitin please click HERE.

Technical Assistance
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

COURSE DEMO GETTING STARTED

Tutoring
For information about possible tutoring for this course, please visit our Ecampus NetTutor page. Other resources include:

Writing Center
Online Writing Lab

Student Evaluation of Teaching
The online Student Evaluation of Teaching form will be available in week 9 and close at the end of finals week. Students will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. Students will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted. Course evaluation results are very important and are used to help improve courses and the learning experience of future students. Results from questions are tabulated anonymously and go directly to instructors and unit heads/supervisors. Unless a comment is “signed,” which will associate a name with a comment, student comments on the open-ended questions are anonymous and forwarded to each instructor. “Signed” comments are forwarded to the unit head/supervisor.

Refund Policy information
Please see the Ecampus website for policy information on refunds and late fees.