

**CLS 105**  
**DR. JANINE NIERODA**

**FALL 2025**

## **COLLEGE LEARNING STRATEGIES 105**

### **LOCATION**

**SHAHER ART BUILDING: SHEMIN AUDITORIUM**

### **TIME/DAYS**

**12:45 PM-2:05 PM ON MONDAYS AND WEDNESDAYS**

### **COURSE DESCRIPTION<sup>1</sup>**

*Why am I here?*

I believe strongly in the positive ways this course can benefit you. Over the last 15 years, I have worked with hundreds of SU students<sup>2</sup> who have experienced positive results from using the learning strategies in CLS 105. I want you to succeed and thrive in my course and at SU. Every aspect of this course is designed to help you successfully complete the learning objectives. During our time together, you will learn to thrive in your academic pursuits through an intentional practice of strategies to assist you in achieving your goals. The time is now. Let's get started!

*What is College Learning Strategies 105?*

College Learning Strategies 105 is the study and application of strategic approaches to learning including reading, note-taking, exam preparation, and task management.

*What do we do in College Learning Strategies 105?*

We practice strategies so you may improve your learning in the context of lectures, readings, recitations, and independent learning situations including online learning modalities. College Learning Strategies 105 is based on the **application** of strategies. The goal of the course is for you **to use the strategies** to maximize your learning in the courses you take in college. We explore strategies in the following ways: **(1) what they are, (2) how to use them, (3) when to use them (4) why they are effective, and (5) how to adapt them.** I care about you and

---

<sup>1</sup> I revised the language and tone of the course description with a focus on welcoming and personable language to enhance student engagement and communicate my commitment to student-centered teaching. My decisions were informed by our discussion/content for fostering student engagement (CRI, Day1) as well as warming up the syllabus to communicate core values in teaching (CRI, Day 2).

<sup>2</sup> I changed the format of this section to lead with engaging questions so that the description of the course communicated student-centered and humanizing language. I added a more robust introduction to who I am and the passion I have for teaching and the course. This emanated from our Redesign Institute Day 2 content slides as well as our discussion within workshop wherein we engaged in substantive dialogue to inform how we create a teaching persona in alignment with our core passion in teaching.

your academic success. That means we also practice stress management and procrastination-busting techniques to boost your overall wellness.

### **COURSE LEARNING OBJECTIVES<sup>3</sup>**

**After taking this course, students will be able to:<sup>4</sup>**

1. Analyze learning strategies to improve your reading, notetaking, assessment preparation, memory, and<sup>5</sup> productivity. This means you will know how, when, and why to use a strategy to improve your learning.
2. Design and implement a personalized learning plan using strategies for reading, notetaking, assessment preparation, memory, and productivity.
3. Evaluate effectiveness of strategies and make adaptations from evidence of your self-assessment and assessment provided to you by your instructor.
4. Create your own learning tools from the learning strategies you practiced in this course to apply to other courses/areas of your life at SU.<sup>6</sup>

### **Your Teaching Team**

**Instructor: Dr. Janine Nieroda**

Email: [jnieroda@syr.edu](mailto:jnieroda@syr.edu)

---

<sup>3</sup> I created a course map informed by our content and reading assignments starting on day 1 of the CRI. The learning outcomes I created on the course map helped me revise the course objectives so that the objectives were specific, measurable, and realistic. I revised course objectives for clarity more appropriate active verbs to align with my redesigned course map. I used the CALMS acronym to inform my choices for verbs and redesign of the learning objectives: clear, attainable, learning-focused, measurable, specific. I utilized the Backwards Course Design framework so that both summative and formative assessments appropriately matched the learning objectives.

<sup>4</sup> CLS 105 is a project-based course with an emphasis on experimentation and students' self-regulated learning. Therefore, I referred to Bloom's taxonomy to inform my decisions for the learning objectives so that these objectives mapped appropriately to the skill acquisition necessary to successfully complete the assessments. As a result of our CRI assigned readings and discussion, I thought about the objectives from a student's perspective. I aimed to make the syllabus more of a user-friendly learning tool for students. I considered what really mattered to me in students' skill development and how those skills could be identified, practiced, and refined through the process of instruction and students' demonstration of skills on assessments.

<sup>5</sup> The revised course objectives helped me redesign activities and assessments to allow for more time for scaffolding and formative feedback (in my class calendar plan). My goal here was to provide students with greater transparency of assignments and low stakes assessments to emphasize experimentation with strategies in class sessions as well as outside of class (in their application of strategies from CLS 105 in their other courses).

<sup>6</sup> The fourth objective was embedded within the objectives in my previous iterations of the syllabus for the course, but it wasn't as transparent as it could have been. The CRI assisted me in dissecting my previous learning objectives so that I could get to the core of what I hoped students to learn and create as a result of the course. My intention with this revised learning objective is for students to identify the relevance of what they learn in CLS 105 to their current and future academic goals.

Student Support Time<sup>7</sup>: Wednesdays 2:00-3:00 PM (right after class on Wednesdays). I am also available to meet with you by appointment.

Office: 514 Huntington Hall

## Teaching Assistants (TA) on the CLS 105 Teaching Team<sup>8</sup>

You will be assigned to a Teaching Assistant(TA) as your go-to person for questions, individualized weekly check-ins for support and encouragement, and attendance. Contact information as well as a brief biographical description for each of the members of the TA team are located on our Blackboard site.

### **REQUIRED MATERIALS:**

- 1. Planner (paper and/or electronic):** A planner/calendar of your choice **that has BOTH a weekly and monthly view**. Planning and organization are essential skills we practice in this course.
- 2. Course Texts: you can purchase the ebook or print version:**
  1. Blumin & Nieroda-Madden: It's All about Choices: Strategies for Academic Success, 9<sup>th</sup> Edition. 2023. Kendall-Hunt Publishing Company.  
<https://he.kendallhunt.com/its-all-about-choices>
  2. A book of your choice on a topic relevant to College Learning Strategies 105 such as cognition, motivation<sup>9</sup>, memory, time and task management, stress management

---

<sup>7</sup> I changed the language of the syllabus from “office hours” to “student support time” as a direct result of our “Warming Up Your Syllabus” slide/content discussion in CRI Day 2. I aim to use welcoming language to convey approachability and better communicate with students. Rebranding office hours to students support time is a significant shift in intentional communication that is student-centered and fosters a climate of care for students’ needs in and out of the classroom.

<sup>8</sup> I made an intentional shift in communicating the role of Graduate Teaching Assistants to students with the distinction of a “teaching team.” Reference to a teaching team on the syllabus aligns with how I attempt to create an atmosphere of reciprocity and care within class sessions so that students can see that there are multiple educators with diverse roles working to support them in their learning. Teaching assistants are an important part of this course because student enrollment ranges from 65-85 students and I try to individualize the experience for each student as much as possible. Weekly check-in opportunities with a TA help to provide additional support to students based on their individual learning needs and goals.

<sup>9</sup> I added a choice text assignment to the materials and the course calendar to increase student autonomy and diversify the content for the course. I am hoping to enrich student engagement by having students self-select a topic of interest for further research and also share their findings with one another (student engagement: CRI, Day 1).

3. Weekly articles and resources based on the topics we cover are posted on Blackboard as outlined in our calendar<sup>10</sup> or

**Recommended:**

1. Nieroda-Madden & Roberts: My Career: A College to Career Workbook. 2021. Kendall-Hunt Publishing Company.

**REQUIRED ACTIONS:**  
**Your engagement in this course matters<sup>11</sup>**

- Growth mindset is imperative in this class. Be willing to try new things and communicate with Dr. Nieroda regularly. This course is all about your growth as a student in college. The more communicative you are with me, the better I can help you.
- Establish a consistent and productive routine outside of your class sessions. Devote at least 2 additional days and times per week to work on CLS 105. These days and times should be nonnegotiable and dependable. Try this practice with your other courses as well.
- Complete each assignment by the due date identified in the course calendar. If an alternative timeline is necessary for you, please consult with me. Please submit all assignments via Blackboard. If you ever have any questions about assignments or submission, please ask. I am here to support you!
- Connect with your assigned TA for an individual check-in every week. These check-ins are your personalized time to ask questions and receive positive encouragement. Individual check-ins occur in-person with your TA in Huntington Hall. Your TA will provide you with a sign-up schedule in Week 2. Zoom support sessions can also be arranged when necessary.

---

<sup>10</sup> In previous semesters, I curated the selection of online resources for students based on the topic for the week. What I plan to experiment with in Fall 2025 for further redesign of the course in Spring 2026 is for more student-led research of online resources so that we can build a collection together throughout the semester. I think a hybrid approach of self-selected materials with instructor-assigned materials is more student-centered than the way I created these resources before and could enhance student engagement by providing students with the opportunity to research, select, and share their findings with one another (Student-Centered Classroom Environments slide, CRI, Day 2). This approach also communicates my value in offering diverse methods/modes of interacting with course related material (CRI, Day 1) and how student engagement can be collaborative (How Can Engagement Be Collaborative slide, CRI, Day 2). For several semesters I have wanted to add student-created video content to the resources as well. Based on our discussion in CRI Day 2 about co-creating engagement to increase students' learning, I plan to add opportunities for students to make their own videos into a Blog or Vlog assignment (Co-Creating Engagement slide, CRI, Day 2).

<sup>11</sup> I revised this section of the syllabus and added "your engagement in this course matters" to speak directly to the ways I value students and offer multiple ways to earn credit for participation. I used more humanizing language (Warm Up Your Syllabus, CRI, Day 2), emphasized the importance of student engagement (CRI, Day 1), and hope to cultivate a classroom environment that is student-centered and co-creative (Aspects of Student-Centered Classroom Environments slide, CRI, Day 2).

## **ASSIGNMENTS SUMMARY & DESCRIPTION**

### **Weekly Assignments**

1. **Letter to Dr. Nieroda** beginning **Week #3 as noted on the course calendar**. 5 letters total<sup>12</sup>.
2. **Read and interact** with our ebook, It's All About Choices: Recipes for Academic Success, 9<sup>th</sup> Edition. There are many ways you will interact with material in our digital text: questions, surveys, charts/tables, and case studies.
3. **Progress Blog/Vlog**. You will post regularly to a blog/vlog to record your progress to improve your learning and application of strategies. Documenting what you do, how you do it, and what you want to change is critical in your growth and success in college. 5 Progress Blog/Vlogs total.
4. **Connect** with your assigned **TA** for an **individual check-in every week**. These check-ins are your personalized time to ask questions, self-assess/reflect, and receive positive encouragement. Individual check-ins are arranged with your TA to be in person and/or via Zoom.

### **Projects (due dates located on the Schedule of Topics/Assignments below and on Blackboard)**

1. **Faculty Connection Project-** *This assignment requires you to speak with 2 faculty members in a meeting (attending office hours or scheduling a special appointment) to maximize your understanding of expectations for that course and how you can succeed in it.*
2. **Exam, Paper, or Project Experiment Project-** *This assignment requires you to choose an exam, paper, or project within one of the other courses you are taking and prepare for it in a systematic way with the strategies you learn in CLS 105. The due date depends on the date of an exam, paper, or project in another course. You will consult with your TA to determine the due date and stick to it.*

---

<sup>12</sup> I had a significant shift in assessment consciousness during the CRI 2025 wherein I realized that more isn't always better when it comes to the number of assignments I required of students per week. The Backwards Course Design approach as well as the curriculum map I created (CRI, Day 1) provided insight in how the course learning outcomes could be achieved with a revised pace to allow for more formative assessment feedback and student led self-assessment (Student Engagement, CRI Day 1). I strive to provide students with detailed/substantive feedback for every assignment and I realized that in order to do that effectively, I would need to reduce the number of letter assignments from 10 to 5 so that these assignments could alternate with the other weekly assignment in the class, the Progress Blog/Vlog (Reducing Content slide, CRI Day 1). This may not appear to be that significant from reading the syllabus alone, but it was a major change for me in considering how I would pace, plan, and implement instruction as well as how I could provide space in class for mini-lesson on project development and students' interaction via collaborative learning (Co-Creating Engagement In Class slide, CRI Day 2). With this approach I hope to build in more intentional time and support for students' sharing and collaboration with peers in small groups about the process and product of their assignments with the added benefit of maintaining my goals for providing students with detailed and substantive feedback for each assignment (Aspects of Student-Centered Classroom Environments slide, CRI, Day 2).

**3. Portfolio of Strategies-** *This is a cumulative project encapsulating your use of the learning strategies in your courses to completed and presented at the end of the semester. There is a midterm and final. The portfolio is digital and will be submitted via Blackboard. You will present and discuss your final portfolio in small groups in class during the last two weeks of the semester<sup>13</sup>.*

## **Projects & Weekly Assignments Description**

<b>Letter to Dr. Nieroda</b>	Course Objective	Description	Plan, Format, & Take Action
Letter to Dr. N #1	3.4	Write me an introduction about who you are, why you are taking CLS 105, the goals you have, and problems/issues you have experienced or anticipate	Post your Reflection Journal on Blackboard by Wednesday 1-2 pages, 12-point Times New Roman font, 1.5 spacing, standard margins.  Optional: Include links to things you find interesting on the internet and/or pictures you'd like to share with me that encapsulate your experience so far
Letter to Dr. N #2	3.4	In the excerpts we read of James Clear's <u>Atomic Habits</u> , we learned about systems of positive habit formation and how to break/challenge negative habits. What are the specific 2-3 positive habits you want to develop this semester? Develop a plan for how you will implement these habits into your life.	Post your Reflection Journal on Blackboard by Wednesday 1-2 pages, 12-point Times New Roman font, 1.5 spacing, standard margins.  Optional: Include links to things you find interesting on the internet and/or pictures you would like to share with me that encapsulate your experience so far
Letter to Dr. N #3	1.2.3.4	What are the specific 1-2 positive habits you want to develop for the next 2 weeks? Develop a plan for how you will implement these habits into your life for the next two weeks. Identify and describe at least two specific CLS 105 strategies you will	Post your Reflection Journal on Blackboard by Wednesday 1-2 pages, 12-point Times New Roman font, 1.5 spacing, normal margins.  Optional:

<sup>13</sup> The CRI 2025 gave me insight into how I could more effectively provide students with opportunities to engage with one another in small groups in preparation for the portfolio project (Peer to Peer Connection slide, CRI, Day 1). All assignments in CLS 105 are project-based and individually designed. However, the CRI 2025 reading materials and workshop discussion/content provided me with ways that I could structure the preparation for the portfolio assignment (midterm) and final submission to allow for more opportunities for students to share their work with one another and engage in meaningful dialogue about their progress (Aspects of Student-Centered Classroom Environments, CRI Day 2).

		use to increase your effectiveness in achieving your plan. How will you assess your progress?	Include links to things you find interesting on the internet and/or pictures you would like to share with me that encapsulate your experience so far
Letter to Dr. N #4	1.2.3.4	What are the specific 1-2 positive habits you want to develop for the next 2 weeks? Develop a plan for how you will implement these habits into your life for the next two weeks. Identify and describe at least two specific CLS 105 strategies you will use to increase your effectiveness in achieving your plan. How will you assess your progress?	Post your Reflection Journal on Blackboard by Wednesday 1-2 pages, 12-point Times New Roman font, 1.5 spacing, standard margins. Optional: Include links to things you find interesting on the internet and/or pictures you'd like to share with me that encapsulate your experience so far
Letter to Dr. N #5	1.2.3.4	In what ways have you transformed as a student and as a person so far this semester? You've been through quite a transition since week 1. Please describe at least two important learning lessons from CLS 105. Identify and describe at least two specific CLS 105 strategies.	Post your Reflection Journal on Blackboard by Wednesday 2 pages, 12-point Times New Roman font, 1.5 spacing, standard margins.  Optional: Include links to things you find interesting on the internet and/or pictures you'd like to share with me that encapsulate your experience so far

Assignment	Course Objective	Description- see BB for full detail	Plan & Take Action
<b>Progress Blog/Vlog</b>			
Progress Blog/Vlog Intro	1.2.3.4	Create an Introduction Post including biographical information, interesting details about your college experience so far, some problems you anticipate, and goals you have	This is your platform to document your journey with strategy experimentation this semester. Add personal photos and additional links of interest to make it unique to you.
Progress Blog/Vlog #1	1.2.3.4	<b>Time and Task Management:</b> Show at least 2 strategies you used to become a more effective student.  REQUIRED in your post: written description, your tangible evidence of your strategy in use, photos/video of you using the strategy.	Use the week's readings, your notes, and your application of the strategies for your post.  Use one strategy in two different courses or two different strategies in one course.

Progress Blog/Vlog #2	1.2.3.4	<p><b>Note-Taking x Time Management:</b> Show at least 2 strategies you used to become a more effective student.</p> <p>REQUIRED in your post written description, your tangible evidence of your strategy in use, photos/video of you using the strategy</p>	<p>Use the week's readings, your notes, and your application of the strategies for your post.</p> <p>Use one strategy in two different courses or two different strategies in one course.</p>
Progress Blog/Vlog #3	1.2.3.4	<p><b>Reading x Time Management or Procrastination:</b> Show at least 2 strategies you used to become a more effective student.</p> <p>REQUIRED in your post written description, your tangible evidence of your strategy in use, photos/video of you using the strategy</p>	<p>Use the week's readings, your notes, and your application of the strategies for your post.</p> <p>Use one strategy in two different courses or two different strategies in one course.</p>
Progress Blog/Vlog #4	1.2.3.4	<p><b>Assessment Preparation: your time management, task management, and positive habits:</b> Show at least 2 strategies you used to become a more effective student.</p> <p>REQUIRED in your post written description, your tangible evidence of your strategy in use, photos/video of you using the strategy</p>	<p>Use the week's readings, your notes, and your application of the strategies for your post.</p> <p>This week try using one strategy in 3 or more different courses. Try something new!</p>
Progress Blog/Vlog #5	1.2.3.4	<p>Your choice of 2 strategies. Ensure that you name the strategy and its related topic: X-Minute Reading Strategy: Reading Or Chunking the Task: Time &amp; Task Management</p> <p>REQUIRED in your post written description, your tangible evidence of your strategy in use, photos/video of you using the strategy</p>	<p>Use the week's readings, your notes, and your application of the strategies for your post.</p> <p>This week try using 2 strategies in 3 or more different courses. Try something new!</p>



Assignment	Course Objective	Description- see BB for full detail	Plan & Take Action
<b>Faculty Connection Project</b>	2.3.4	This assignment requires you to speak with 2 faculty members (attending office hours or scheduling a special appointment) to maximize your understanding of expectations for that course and how you can succeed in it. You will complete the following steps: analyze a syllabus, create questions for the meeting, meet with your professor, compose a 1-2 page reflection recording what you learned from the project and action steps you will take	<ul style="list-style-type: none"> <li>• See Blackboard Assignments Folder for a step-by-step guide for the project.</li> <li>• You may interview a professor or TA for this project. Start by Week #3 of the semester.</li> <li>• Meetings may occur digitally if in-person meetings are not possible</li> </ul>
<b>Experiment Project</b>	1.2.3.4	This assignment requires you to choose an exam, paper, or project within one of the other courses you are taking and prepare for it in a systematic way with the strategies you learn in CLS 105	<ul style="list-style-type: none"> <li>• See Blackboard Assignments Folder for a step-by-step guide for the project.</li> <li>• This project's due date depends on when your exam, paper, or project occurs in your other class; we have a deadline to help narrow your focus for which to choose.</li> </ul>
<b>Portfolio of Strategies</b>	1.2.3.4	This is a cumulative project encapsulating your use of the learning strategies in your courses to be completed and presented digitally at the end of the semester. There is a midterm and a final.	<ul style="list-style-type: none"> <li>• See Blackboard Assignments Folder for a step-by-step guide for the project. This project has a midterm checkpoint and a final.</li> </ul>

## Schedule of Topics and Assignments

Date	Topic	Reading Due Monday	Assignments Due Wed	Activities & Strategies Experimentation	Objective
Week #1 8/25 & 8/27	Navigating the Transition to College/new semester: identify factors important to you  Learn the power of positive habit formation and how to change unproductive habits <sup>14</sup>	<ul style="list-style-type: none"> <li>Excerpt of Atomic Habits, James Clear</li> </ul>	<ul style="list-style-type: none"> <li>Show up ready to learn and try new things!</li> </ul>	<ul style="list-style-type: none"> <li>Get our digital book: It's All About Choices, 9<sup>th</sup> Edition</li> </ul>	<ul style="list-style-type: none"> <li>1.2.3.4</li> </ul>
Week #2 9/3 (No Class Monday, 9/1)	What is self-regulated learning?  Practice self-regulated learning: habit tracking, goal-setting, goal-practice, reflection, improvement <sup>15</sup> plan	<ul style="list-style-type: none"> <li>Excerpt of Atomic Habits, James Clear</li> </ul>	<ul style="list-style-type: none"> <li>Get our book: It's All About Choices: Recipes for Academic Success, 9<sup>th</sup> Edition</li> </ul>	<ul style="list-style-type: none"> <li>Complete the questions located in Chapters 1 &amp; 2 by end of week #3</li> </ul>	<ul style="list-style-type: none"> <li>1.2.3.4</li> </ul>
Week #3 9/8 & 9/10	Time & Task Management  Using a Syllabus to your advantage	<ul style="list-style-type: none"> <li><i>Blumin &amp; Nieroda-Madden Chapter 1</i></li> <li>Excerpt of Atomic Habits, James Clear</li> </ul>	<ul style="list-style-type: none"> <li>Letter to Dr. N #1 due</li> <li>Meet with an instructor from one of your courses for office hours or appointment</li> </ul>	<ul style="list-style-type: none"> <li>Complete the questions located in Chapter 1</li> </ul>	<ul style="list-style-type: none"> <li>1.2.3.4</li> </ul>
Week #4 9/15 & 9/17	Note-taking & Metacognition	<ul style="list-style-type: none"> <li><i>Blumin &amp; Nieroda-Madden chapter 2 &amp; 3</i></li> </ul>	<ul style="list-style-type: none"> <li>Blog/Vlog Introduction and #1 due</li> </ul>	<ul style="list-style-type: none"> <li>Complete the questions located in Chapters 2 &amp; 3</li> </ul>	<ul style="list-style-type: none"> <li>1.2.3.4</li> </ul>

<sup>14</sup> I revised my approach to pacing and lesson planning for the first two weeks of the semester with insight provided during the CRI 2025 (During the First Two Weeks slide, CRI Day 2). I am grateful for the CRI's emphasis on getting to know students and increasing student investment in the course by building a learning engaging environment of reciprocity (In-Class Practice Slide, CRI, Day 1).

<sup>15</sup> I have a goal to enhance meaningful and productive in-class practice time for this entire semester based on the resources and insights provided in CRI 2025. I am going to experiment with ways for students to work in small groups to problem-solve and utilize their understanding of learning strategies (Peer to Peer Connections slide, CRI Day 1). I am also going to create progress monitoring system for students so that they can more effectively track their learning and record the progression of their application of skills from CLS 105 to their other courses (Design Elements That Encourage Engagement slide, CRI Day 1).

	Exploring Note-taking Strategies Across Your Courses: Practical Uses Based on Subject  Procrastination		<ul style="list-style-type: none"> <li>Meet with an instructor from one of your courses for office hours or appointment</li> </ul>		
Week #5 9/22 & 9/24	Reading for optimal memory and effectiveness  Memory strategies to help you thrive	<ul style="list-style-type: none"> <li><i>Blumin &amp; Nieroda-Madden chapter 4</i></li> <li>See articles and resources posted on BB</li> </ul>	<ul style="list-style-type: none"> <li>Letter to Dr. N #2 due</li> <li>Meet with an instructor from one of your courses for office hours or appointment</li> </ul>	<ul style="list-style-type: none"> <li>Complete the questions located in Chapter 4</li> <li>Progress Blog #1 due</li> </ul>	<ul style="list-style-type: none"> <li>1.2.3.4</li> </ul>
Details	Topic	Readings Due	Assignments Due	Online Activities & Strategies Experimentation	Objective
Week #6 9/29 & 10/1	Exam Preparation & Exam Taking: strategies to help you prepare and do well on exams, tests, quizzes	<ul style="list-style-type: none"> <li><i>Blumin &amp; Nieroda-Madden Chapter 5</i></li> <li>See articles posted on BB</li> </ul>	<ul style="list-style-type: none"> <li>Progress Blog/Vlog #2 due</li> <li>Prepare for your Faculty Connection Project Submission <u>next week</u></li> </ul>	<ul style="list-style-type: none"> <li>Complete the questions located in Chapters 5</li> </ul>	<ul style="list-style-type: none"> <li>1.2.3.4</li> </ul>
Week #7 10/6 & 10/8	Collaborative Learning	<ul style="list-style-type: none"> <li><i>Blumin &amp; Nieroda-Madden Chapter 6</i></li> <li>See articles and resources posted on BB</li> </ul>	<ul style="list-style-type: none"> <li>Faculty Connection Project due</li> </ul>	<ul style="list-style-type: none"> <li>Complete the questions located in Chapter 6</li> </ul>	<ul style="list-style-type: none"> <li>1.2.3.4</li> </ul>
Week #8 10/15 (No class Monday, 10/13 Fall Break)	Problem-Solving  Academic Integrity and its importance in your life in college	<ul style="list-style-type: none"> <li><i>Blumin &amp; Nieroda-Madden Chapter 7</i></li> <li>See articles and resources posted on BB</li> </ul>	<ul style="list-style-type: none"> <li>Progress Blog/Vlog #3 due</li> </ul>	<ul style="list-style-type: none"> <li>Complete the questions located in Chapter 7</li> </ul>	<ul style="list-style-type: none"> <li>1.2.3.4</li> </ul>

Details	Topic	Readings Due	Assignments Due	Online Activities & Strategies Experimentation	Objective
Week #9 10/20 & 10/22	Experiment Project Preparation: identify a focus and due date  Stress Management & Motivation	<ul style="list-style-type: none"> <li>• Blumin &amp; Nieroda-Madden Chapter 8</li> <li>• Nieroda-Madden &amp; Roberts Chaps 1 &amp; 2 (recommended)</li> </ul>	<ul style="list-style-type: none"> <li>• Letter to Dr. N #3</li> </ul>	<ul style="list-style-type: none"> <li>• Complete the questions located in Chapter 8</li> </ul>	<ul style="list-style-type: none"> <li>• 1.2.3.4</li> </ul>
Week #10 10/27 & 10/29	Breaking-Through Procrastination  Changing Negative Habits and Negative Thinking	<ul style="list-style-type: none"> <li>• Blumin &amp; Nieroda-Madden Chapter 9 &amp; 10</li> <li>• Your Choice Book</li> </ul>	<ul style="list-style-type: none"> <li>• Midterm Portfolio due</li> </ul>	<ul style="list-style-type: none"> <li>• Complete the questions located in Chapters 9 &amp; 10</li> </ul>	<ul style="list-style-type: none"> <li>• 1.2.3.4</li> </ul>
Week #11 11/3 & 11/5	Reading & Note-taking for preparation of final exams, projects, papers	<ul style="list-style-type: none"> <li>• Blumin &amp; Nieroda-Madden Chapter 11 &amp; 12</li> <li>• Your Choice Book</li> </ul>	<ul style="list-style-type: none"> <li>• Progress Blog/Vlog #4 due</li> </ul>	<ul style="list-style-type: none"> <li>• Complete the questions located in Chapters 11 &amp; 12</li> </ul>	<ul style="list-style-type: none"> <li>• 1.2.3.4</li> </ul>
Week #12 11/10 & 11/12	Student Choice Awards: Your top picks for strategies this semester  Prepare and Plan for end-of-semester	<ul style="list-style-type: none"> <li>• Blumin &amp; Nieroda-Madden Chapter 13 &amp; 14</li> </ul>	<ul style="list-style-type: none"> <li>• Letter to Dr. N #5 due</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Self-Assessment Activity in class and submit on Blackboard</li> </ul>	<ul style="list-style-type: none"> <li>• 1.2.3.4</li> </ul>

		<ul style="list-style-type: none"> <li>Your choice book</li> </ul>			
Week #13 11/17 & 11/19	Prepare and Plan for end-of-semester  Student Choice Awards: Your top picks for strategies this semester	<ul style="list-style-type: none"> <li>Blumin &amp; Nieroda-Madden Chapter 15</li> </ul>	<ul style="list-style-type: none"> <li>Progress Blog/Vlog #5 due</li> </ul> Portfolio presentations and discussion	<ul style="list-style-type: none"> <li>In class: Final Portfolio small group presentations</li> </ul>	<ul style="list-style-type: none"> <li>1.2.3.4</li> </ul>
No CLASS	Thanksgiving Break				<ul style="list-style-type: none"> <li></li> </ul>
Week #14 12/1 & 12/3	Launching into your future college success	None	Portfolio presentations and discussion	<ul style="list-style-type: none"> <li>In class: Final Portfolio small group presentations</li> </ul>	<ul style="list-style-type: none"> <li>1.2.3.4</li> </ul>

### **Assessment Policy: Achieving Your Grade For the Course**

Your final grade is based on the following criteria:

<b>ASSIGNMENTS</b>	<b>POSSIBLE POINTS</b>
<b><i>Major PROJECTS</i></b>	<b>200 pts.</b>
Faculty Connection Project	50 pts.
Exam, Paper, or Project Experiment	50 pts.
Portfolio of Strategies	100 pts.
<b><i>Weekly ASSIGNMENTS</i></b>	<b>260 pts.</b>
Individualized Check-ins with TA Attendance	30 pts.
Letter to Dr. Nieroda	100 pts. <i>5 in total each worth 20 pts.</i>
Progress Blog/Vlog	100 pts. <i>5 in total each worth 20 pts.</i>
Weekly Completion of Blumin & Nieroda Chapters	30 pts <i>10 of 12 chapters of the book are assessed for your question completion, each worth 3 points.</i>

<b>TOTAL</b>	<b>460 pts.</b>
--------------	-----------------

### **POINT SYSTEM**

<b>GRADE</b>	<b>POINTS</b>	<b>GRADE</b>	<b>POINTS</b>	<b>GRADE</b>	<b>POINTS</b>
A	436 to 460	B	400 to 411	C	364 to 375
A-	424 to 435	B-	388 to 399	C-	352 to 363
B+	412 to 423	C+	376 to 387	D	316 to 351
				F	0 to 315

### **RELIGIOUS OBSERVANCE POLICY**

It is imperative that you follow the directions for religious observances because if you are NOT on the list on Myslice, it will count as an absence. SU's religious observance policy, found at [http://supolicies.syr.edu/emp\\_ben/religious\\_observance.htm](http://supolicies.syr.edu/emp_ben/religious_observance.htm), recognizes the diversity of faiths represented at the university. An online notification process, communicating to the professor your need to miss class, is available through MySlice/Student Services/Enrollment/ My Religious Observances from the first day of class until the end of the second week of classes. Missed assignments will be reassigned on a case-by-case basis.

### **STUDENTS WITH DISABILITIES**

Students who are in need of disability-related academic accommodations must register with the Office of Disability Services (ODS), 804 University Avenue, Room 309, 315-443-4498. Students with authorized disability-related accommodations should provide a current Accommodation Authorization Letter from ODS to the instructor and review those accommodations with the instructor. Accommodations, such as exam administration, are not provided retroactively; therefore, planning for accommodations as early as possible is necessary. For further information, see ODS website, <http://disabilityservices.syr.edu>

### **ACADEMIC DISHONESTY POLICY**

#### Zero tolerance for artificial intelligence use

All generative-AI tools are prohibited in this course because their use inhibits achievement of the course learning objectives. This policy applies to all stages of project and writing processes including researching, brainstorming, outlining, organizing, and polishing. Do not use Generative-AI tools to create any content (i.e., images and video, audio, text, code, etc.). If you have any questions about a feature and whether it is considered Generative-AI, please ask Dr. Nieroda.

Syracuse University's Policy is available to you at <http://academicintegrity.syr.edu> The policy is based on honesty, integrity, and respect for others as fundamentals at SU.

**The penalty in this class for academic dishonesty is no points for the assignment (at a minimum) or an F grade in the course.** In addition, a letter describing the incident is placed in the student's permanent file in the Dean's Office of their college or school. Appeal procedures are available to the student and will be discussed on a case-by-case basis.

## **STUDENT WORK**

In compliance with the federal Family Educational Rights and Privacy Act, works in all media produced by students as part of their course participation at Syracuse University may be used for educational purposes, ***provided that the course syllabus makes clear that such use may occur***. It is understood that registration for and continued enrollment in a course where such use of student works is announced constitutes permission by the student.

After such a course has been completed, any further use of student works will meet one of the following conditions: (1) the work will be rendered anonymous through the removal of all personal identification of the work's creator/originator(s); or (2) the creator/originator(s') written permission will be secured. As a generally accepted practice, honors theses, graduate theses, graduate research projects, dissertations, or other exit projects submitted in partial fulfillment of degree requirements are placed in the Library, University Archives, or academic departments for public reference.