Instructors:
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Office of the Vice Provost for Teaching & Learning
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Course Description:
Once you get into the school of your dreams, how will you be sure you can succeed there? College coursework often entails work of higher complexity, volume, and intensity than in high school settings, and students need a different set of skills in order to succeed. This class will use research-based practices to help students gain insight into effective learning strategies and will help students gain comfort with college level writing, oral presentations, reading and study skills, note-taking techniques, and time management.

At the end of this course, students will be able to
- Distinguish between empirically validated approaches and commonly held misconceptions about how people learn
- Apply empirically validated approaches to your own studying and learning
- Give a college-level presentation using effective public speaking techniques
- Write a college-level paper that makes appropriate use of evidence
- Specify how psychological factors such as mindset, motivation, and stress can affect college achievement
- Develop effective strategies for reading, note taking, studying, and time management

Additional links through canvas.stanford.edu

Grading:
35%  Presentation
35%  Paper
20%  Short assignments (4 assignments worth 5% each)
10%  Attendance & participation: This includes regular class attendance and participation in class activities and conversations. This also includes listening attentively to others and communicating respectfully with all class members.

You will receive grades on assignments to help provide feedback on your course performance. The course as a whole is graded on a Satisfactory / No Credit (S/NC) basis. Your course average must be above 70% to receive a grade of Satisfactory for the course.
# Class Schedule

*(Subject to change)*

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<thead>
<tr>
<th>Week</th>
<th>Class Topics</th>
<th>Reading Due</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>6/22</td>
<td>Introduction to the Course; Shallow Processing vs. Deep Processing</td>
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<tr>
<td>6/29</td>
<td>Multitasking; How to give a presentation</td>
<td><em>Study Less, Learn More</em>, pages 1-36</td>
<td>Assignment #1</td>
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<tr>
<td>7/6</td>
<td>Memory Techniques</td>
<td><em>Study Less, Learn More</em>, pages 37-55</td>
<td>Assignment #2</td>
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<td>Watch “Joshua Foer: Feats of memory anyone can do” at ted.com</td>
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<tr>
<td>7/13</td>
<td>Presentations</td>
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<td>Presentations</td>
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<tr>
<td>7/20</td>
<td>Writing</td>
<td>Links from canvas:</td>
<td>Assignment #3</td>
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<tr>
<td></td>
<td>Motivation</td>
<td>What Good Writers Know;</td>
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<td>High School vs. College Writing</td>
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<td><em>Study Less, Learn More</em>, pages 79-93</td>
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<td>7/27</td>
<td>Time management; Success strategies for all students</td>
<td>Link from canvas:</td>
<td>Assignment #4</td>
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<td><em>New York Times</em> - Who Gets to Graduate?</td>
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<td>8/3</td>
<td>Note taking, study, and reading skills; Peer paper review</td>
<td><em>Study Less, Learn More</em>, pages 56-78</td>
<td>Draft paper for peer review</td>
</tr>
<tr>
<td>8/10</td>
<td>Health &amp; stress management</td>
<td><em>Study Less, Learn More</em>, pages 111-120</td>
<td>Final Papers</td>
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Relevant Campus Resources and Policies

Writing and Speaking Resources
Stanford’s Hume Center for Writing and Speaking is open throughout the summer with drop-in and appointment tutoring available for both writing and speaking.
Building 250, Lasuen Mall
650-723-0045
humecenter@stanford.edu

Disability Resources
Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations.
563 Salvatierra Walk
650-723-1066
http://oae.stanford.edu

Honor Code
There will be opportunities for feedback and collaboration in this course, but all papers and presentations must contain complete citations of all sources. Plagiarism and submission of work that is not your own is a violation of the Stanford Honor Code. If you have any questions about proper citations or how the Honor Code applies in this class, please talk to us.
http://studentaffairs.stanford.edu/communitystandards/integrity/honorcode