Course Description:
In this course you will explore, experiment with, and practice college-level strategies and skills in time management, reading, speaking, writing, and test preparation. You will learn how to identify your own learning preferences, and how to apply them in different academic contexts.

The learning change model in Working Smarter will help you to reduce negative judgments you may have about your learning strategies in favor of strengthening successful strategies and developing new ones. You will create an engaged, active learning approach to meet your learning and critical thinking needs and balance important life goals. You’ll develop eight skill areas: Focusing, overviewing, reframing, summarizing, planning, questioning, clustering, and self-direction through homework reading and exercises, and your project, below.

A research project--the Exploration project--will support your exploration of an area of academic or career interest, and will introduce you to a variety of methods for accessing resources on the Stanford campus. You’ll visit, on-line and in person, libraries; academic departments, their faculty and staff; and student support centers. In addition, you will work with a team to document your progress.

Required Texts:


- Other articles, handouts, and texts as assigned in class.

Recommended Text: (not required to purchase)


Grading Basis/Units: 2 units; credit/no credit

Attendance and Classroom Expectations:

- Attendance. The course meets once a week during the 8-week summer session. Please attend every meeting. If you miss more than one class, you may fail the class. If you are ill, or called away for an emergency, notify the instructor as soon as possible so that you will not fall behind in your work. As in any college-level
course, you are expected to be in your seat by the beginning of class, with notebook, writing implements, and your full attention.

• **Enrollment; Term Deadlines.** Please check your enrollment status on Axess, and note the term deadlines (ask for help **before** the deadlines from your instructors or your advisors).

• **Assignments and in-class work**
  Working Smarter assignments are due on the assigned date. Late homework may not count if continually late. You’re expected to be on time, to stay for the entire class, and to be attentive.

  o **Note:** **Collaboration is encouraged for this class**, including homework. If you are only copying the answers of your classmates, you won’t benefit from the class; if you are doing the work together, and discuss what you don’t agree on, then you will both learn from the questions you challenge--we learn what we know by explaining something to someone else).

**Note-taking in class** Using electronic devices for email, phone calls, texting, etc. during class distracts the user and the user’s neighbors, so refrain! Taking notes on a laptop is acceptable, with permission from your instructor (I will review your computer notes at the end of class). **ESL students:** please inform the instructor if you are using an electronic dictionary in class.

**U.S. college classroom culture.** During each class session, students will participate in discussions, listen attentively to the professor’s and peers’ perspectives, and be prepared to discuss the homework, including handouts from previous class sessions. Class participation is valued and expected. We’ll be attentive to the classroom cultures of students from various parts of the world. All students are encouraged to speak slowly and clearly so that all can hear.

**Quizzes, Assessments, and Grading:**
33% of grade – Class participation, in-class group projects and oral reports, weekly quizzes
33% of grade – Exploration project and presentation
33% of grade – Midterm Assessment (Week 4) and Final (Week 8)

**Exploration Project:**

**Investigating an Academic Area of Interest**

Each student, alone or in a pair with another student, will conduct research on an area of interest, identify and make an appointment with a faculty member or other practitioner in the target area, conduct and write up an interview, and present the outcome of the interview in class.

To accomplish this project, each student will receive active support in and out of class, and will typically follow a series of steps that are detailed in a separate handout (see, also, p. 8).
Your project might focus on an area of interest, such as art, biology; writing and literature; math; economics; dance/theater; technology; Asian, Chicano, African-American, Native American/Pacific Island culture and society; Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning (LGBTQQ) issues; management science and engineering; Feminist (Women's) Studies/Gender Studies; history; languages; international and area studies, international business; international relations; religious studies; computing/computational science; media and communication arts; economics; HIV/AIDS; business; civil, electrical, industrial, or other engineering (see the list of Stanford undergraduate majors on the project handout). Each student will follow a deliberate path to a series of outcomes:

- Brainstorming, writing
- Research; using sources
- Group discussion
- Networking and informational interviewing; interviewee is a faculty member/local professional
- Oral presentation in class, including practice sessions
- Summary writing: describe your interests and findings from your interview in a 2-3 page paper

Materials to complete the project will be provided in class, or available on campus through resource centers or Stanford Libraries.

**Good Study Locations:** See the map of libraries on campus, along with Tresidder Union, empty classrooms, etc. Some students prefer a moderate amount of background noise, such as that of a café, while others prefer the quiet environment of a library or empty classroom. Try saving your bed for rest, while taking advantage of the many university study resources.

**Syllabus**

**Wednesday June 26 – Class 1**
--Your goal(s) for the class
--Group Strategy #1: brainstorm
--Exploration Project

*Introduction to Learning Strategies.* What would you like to learn from this course? What are your learning goals? What questions do you have?

**Topics:**
- Syllabus, your goals for course
- Writing Exercise: Brainstorming your *Exploration Project* topic
- Change model. Beliefs about how you learn, Learning Paradigms
- Exploring time management: create a draft of your Weekly Schedule
- In groups, identify individual goals for the week
- Reading strategies to try out Week 1 (June 26-July 2).
  --Scoping Out = Reconnaissance on the Structure
  --Strategic Overviewing = Reconnaissance on the Content
Wednesday July 3 – Class 2.
--Library Tour: Meet at Green Library
--Workshop your schedules: Group Strategy #2
--[Exploration] project update

Homework Due in Class today:

1) Read & Study: Pauk & Owens, pp. xiv-xxvi; Ch. 1,2; Ch. 12, 1st half (pp 307-324).

2) Do: all exercises; write or type answers on separate paper to turn in for Ch 1 and 2 in Pauk & Owens. It is not necessary to repeat the question, simply provide the answer (on page 33, your answer would be: 1. Destination).

3) Turn in 3 sources for Exploration Project with your homework (see below).

4) Keep a log on your experimental and actual schedules (Time Management Schedule for Week 1 & Week 2). Share in class, and turn in 7/3.

5) Practice reading 15 minutes/day at the same time each day. Write on your time on your schedule to turn in.

Introduction to the [Exploration] project:

- Visit the Career Center Resource Library, 2nd Floor of the Student Services Building (Office of Accessible Education is on the 1st Floor). It is located on Campus Drive, across from the Haas Center, and next to Munger Graduate Residence 2, open from 9 a.m. – 12:00 noon; 1 – 5 p.m. 
  Familiarize yourself with career information on your area of interest before your interview.
  - You’ll find books and electronic resources—see the series of books “Careers in Arts & Entertainment,” “Business,” etc. for a good start. If you have a specific question about a resource, ask the reference specialist for help. Note: The CDC is not a resource for locating a person to interview. 
    Visit the website: cdc.stanford.edu

- Find someone to interview: To identify a person you will interview (look for 2 or 3, so you have a back-up), use the departmental lists, and their websites, the online University Bulletin, your advisors and teachers for networking. Ask Leslie for resources. Student Services officers in each department may have useful information.

- Find 3 sources online, or in a campus library, or at the CDC, write the citations on your homework. This is your preliminary bibliography. Sources could be books by someone you are interviewing, websites, departmental information, etc. The Stanford Bookstore maintains a table of books by faculty authors for you to browse.
o Meet with partners in class to share information/strategize about Exploration topics.

**Wednesday July 10 - Class 3**
--Stress ~ balancing competing needs
--Vocabulary and thinking; reading practices
--Exploration project oral presentations

1) Due in class:
   - Homework for Ch 3, 4, and read/study 2nd half of Ch 12.
   - Schedules from week of July 3rd.

2) Due in class: Review Ch 1-4, and Ch. 12, review homework answers—any trends? What do you observe about your preferred learning channel(s)?

3) Reading Practice:
   - Hot potato reading.
   - Scoping out, and
   - Strategic overview of a textbook.

4) Exploration Research Topic—1-2 minute oral presentation progress to the class; strategies; interview exercises.

5) Weekly Schedule: experiments.
   Mix it up, try studying at a different time; try having 8 hours’ sleep several days in a row; try reviewing for a week before a midterm.

6) Prepare Midterm Assessment by Tuesday, July 16th, bring printed copy to class.

**Wednesday July 17 - Class 4**
--Mid term assessment of your progress; Discussion of outcomes
--Exploration elements
--Smart reading; lectures—who’s listening?

1) Assignment due today:
   Read: Pauk & Owens Ch 5 & 6
   Write: Do all exercises for Ch 5 & 6.
   Print: draft 20 questions for your interview—may be shared with interviewee

2) Exploration topic, elements due by class time today:
   - Make appointment for interview (contact in person, on line/email, with a note. Visit departments to learn who is available.)
   - See the Career Center’s Networking recommendations:
     http://studentaffairs.stanford.edu/cdc/networking
     http://studentaffairs.stanford.edu/cdc/networking/how-to#sample
• Write 20 questions for your interview to share and discuss with teams and the class.

3) Reading strategies, in class: **Previewing, hot potato** reading.

**Wednesday July 24 – Class 5**
--Questions drive information gathering
--Learning channels; Memory and forgetting

1) Due in class today:
   Read: Pauk & Owens Ch 7-9
   Write: Do all exercises for Ch 7-9.

2) **Exploration** Interview scheduled or completed, **no exceptions**
   Prepare to practice interview in class

3) In class: Reading Fixations and Regressions

**Wednesday July 31 – Class 6**
--Note taking – shaping information
--Review, recite, reflect
--Discussion in the college classroom

1) Due in class today:
   Read: Pauk & Owens Ch 10, 11, & 13
   Write: Do all exercises for Ch 10, 11, & 13.

2) Due: Exploration Interview scheduled or completed, **no exceptions**

3) Prepare to practice interview in class

4) In class: Mock interviews; Speech strategies

**Wednesday August 7 – Class 7**
--Exam preparation, revisited
--Brief focus on the research paper

1) Due in Class:
   Read: Pauk & Owens Ch 14, Review Ch 12
   Write: Do all exercises for Ch 12 and Ch 14.

2) **Exploration** Interview completed, **no exceptions**, present in class
   Interview Presentations Round 1: approximately 5 minutes
Wednesday August 14 – Class 8  Presentations + Final Assessment + Celebration

1) Email FINAL ASSESSMENTS by Tuesday August 13
2) Complete Course Evaluations
3) Exploration Interview Presentations: approximately 5 minutes (continued from last class)

Good luck on your return to school,

Your college applications, grants, research projects, internships,

and

Fulfilling your academic and personal aspirations
EXPLORATION PROJECT

What is the Exploration Project?
Each student will identify an area of interest to explore that is, ideally, represented by an academic department or program on the Stanford campus. Either alone or in pairs, students will:
  o do some background research (using on-line or in-library resources, department websites, Career Center library, etc.) on their area of interest, then will:
  o contact a faculty member, researcher, scientist, artist, or some other experienced professional on campus, by email, phone, in-person request, to
  o arrange for an informational interview. After the interview, students will
  o write a 1-3 page summary of their research, and their interview, and will
  o present the outcome of their interview, in an oral presentation, to the class.

Strategies for finding someone to interview, writing the email to potential interviewees, developing questions, conducting the interview, and sending follow-up notes of appreciation will all be discussed in class.

Why do an Exploration Project?
Stanford offers a wide array of intellectual and cultural resources for students, including many that are new to visiting students. The project encourages you to become familiar with an area of thinking you are curious about, and to meet in person with an expert. You’ll take advantage of Stanford’s extensive research resources, visit the library, the career center, and learn how to contact and interact with a professor, thereby becoming more skillful at creating goals and following up on them. Often college students hesitate to make contact with faculty; the exploration project supports your exposure to and practice with student-faculty interaction.

Also, informational interviews, where you learn about your interviewee’s path (such as educational preparation) to their work, their mentors, current projects or research, projections about the future of their field, recommendations for other experts and publications to review, salary expectations, day-to-day work life, and, finally, their advice to you, will help you increase your skills for considering college majors and graduate programs, obtaining internships, and later, careers and jobs.

How do I Decide what Area of Interest to Pursue?
Review the list of departments and programs (see separate handout) for inspiration. You may choose any area, not only one you expect to major in. Occasionally a student will interview a specialist off campus, e.g. a painter, an attorney, a journalist, or someone in the business world.

How is the Exploration Project Evaluated?
Your written summary and in-class presentation will provide information on your completion of the project for grading purposes.

When is the Project Due?
The final deadline is the last day of class, however you’ll give a presentation before that date, so you will need to complete your interview by week 6 or week 7.