

Course Syllabus
Working Smarter, CTL 53
Summer 2023

Wed. 3:00–4:20 p.m. (Section 1)

Wed. 4:30–5:50 p.m. (Section 2)

Location: 408 Panama Mall, Room 148

Contact Information

Instructors: Yvonne Ngo

Email: yyngo@stanford.edu

Check-In Hours: By appointment (on Zoom)

Virtual check-ins are opportunities to meet with me to discuss the material being covered in class, to raise questions or concerns you might have, and to address other related issues. Feel free to schedule a meeting even if you don't have any questions. We can use the time to get to know each other!

Required Text: *Teach Yourself How to Learn: Strategies You Can Use to Ace Any Course at Any Level* by Sandra Yancy McGuire with Stephanie McGuire. We will provide you a paperback copy of the text during your first day of class.

Course Description

Once you get into the school of your dreams, how will you be sure you can succeed there? The level of organization and study skills necessary for college success is often very different than in high school. In *Working Smarter*, you will learn evidence-based, college-level strategies for time management, note taking, studying, reading, writing, discussion, and oral presentations. This class is a great fit for high school students who want to prepare for college and for college students who want to expand their set of strategies for successful learning in STEM, social science, and humanities courses.

Note: Course details and deadlines are subject to change. Last updated 5/25/23.

Course Learning Goals

By the end of this course, you will be able to:

- Distinguish between research-based approaches and commonly held misconceptions about how people learn.
- Apply research-based approaches to your own studying and learning.
- Give a college-level presentation using effective public speaking techniques.
- Develop effective strategies for time management, note taking, studying, reading, writing, discussion, and oral presentations.
- Articulate how motivation and resilience are connected to effective learning and academic success.

Acknowledgement of Challenging Times & Message of Support

These are extremely challenging times. Students and instructors are still dealing with the ongoing effects of the COVID-19 pandemic, anti-Asian violence, and increasing legislation and discrimination against women and LGBTQ people. And the violence against Black communities in this country causes great distress for all of us, but particularly for our Black students and other students of color. As your instructor, I hope that we will all work together as a community to support one another as best as we can. If you have suggestions for how I might support your learning and your well-being in this course, please do not hesitate to let me know.

When you need to miss class

If you need to miss class because of illness, self-isolation, or a pressing personal/family issue, please make sure to:

- Notify the instructor as soon as possible via email
- Get notes for the day from your accountability partner (or another student)
- Read through the slide deck for that week to review the material
- Read and complete the assigned activities on Canvas to make sure you stay up to date
- If you are able, schedule a remote check-in hour appointment to discuss any questions you may have with the instructor
- Rest up and take care of yourself. Feel better soon!

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Course Privacy Statement

As noted in the University's [recording and broadcasting courses policy](#), students may not audio or video record class meetings without permission from the instructor (and guest speakers, when applicable). If the instructor grants permission or posts videos themselves, students may keep recordings only for personal use and may not post recordings on the Internet, or otherwise distribute them. These policies protect the privacy rights of instructors and students, and the intellectual property and other rights of the university. Students who need lectures recorded for the purposes of an academic accommodation should contact the [Office of Accessible Education](#).

Course Expectations

What you can expect from me

As your instructor, I hope to guide you through your learning journey. I aim to provide an inclusive, collaborative classroom that is a safe place for everyone to share their goals, experiences, successes, and challenges. I am here to support you, so I will do my best to give you the tools, feedback, and encouragement you need to succeed in this course and beyond.

What I expect from you

I ask that you try as best as you can to remain focused and engaged during class. I expect you to actively participate in this community by coming to class meetings prepared, being ready to share your perspectives and ideas, participating in all class activities, and meeting all assignment expectations. Please always show respect for others, even if you disagree with them. I anticipate that every student in this class will be enriching our classroom with their perspectives, values, and experiences. Overall, this class should challenge you, but I believe everyone has the ability to succeed with some effort. You will have the opportunity to work and learn together, and it is expected that you may do better in the class when you collaborate with your classmates. Let's work together and share resources.

Respect for Diversity

It is my intent that students from all diverse backgrounds, perspectives, and situations be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

Additionally, all people have the right to be addressed and referred to in accordance with their wishes. In this class, we will have the chance to indicate our names and, if we choose, to

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identify pronouns with which we would like to be addressed. We will do our best to address and refer to all students accordingly and support classmates in doing so as well.

Attendance and Expectations

Although I may provide background and context for the reading, the course will rely upon your active participation and your own exploration of the course concepts. Because our class discussions depend upon everyone's thoughtful contributions, attendance is required, and it is essential that you come prepared to discuss the homework material each week.

Assignments

To keep up with your course assignments, make sure you follow along with Canvas Modules! Please submit all assignments on Canvas by 4:00 p.m. on the date listed on the course calendar as .doc or .docx files or PDFs. For every day an assignment is late, 10% will be deducted from the assignment grade, and after five days, the assignment will be assigned no points, or a 0%, unless previous arrangements have been made with the instructor.

Final Oral Presentation: For this assignment, you will create a short (4–6 minutes) presentation on academic skills to present to your classmates on the final day of class. This presentation will take place “live” in class (though you will have a chance to request the option to pre-record your presentation beforehand as a video if needed). The presentation will have three parts: (a) your goals as a learner, (b) a synthesis of an article you have read regarding academic skills, and (c) tips for how your peers could use the information in their own learning. A rubric for the presentation will be posted on Canvas.

Contact Us

The best way to get in touch with me outside of class is by email. Please bear in mind that I will need at least 1 business day to reply to emails. I will primarily communicate with you via your Stanford email and Canvas accounts, so **please check these accounts several times a week**.

During check-in hours, I am happy to learn more about you, talk about your academic plans, or discuss any of the course content. Please note, given the short time we are together in the course, I have a blanket policy that I do not provide recommendation letters. I recommend reaching out to someone who can better speak to your academic and/or professional abilities such as a teacher, supervisor, mentor, coach, or advisor.

Technology

It is required that you have a device that connects to the internet so that you can access email, Canvas, and Zoom. All course details and materials will be posted on our Canvas course site.

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Course Grade Calculation

Grading:

45%	Individual homework assignments on Canvas
20%	Lecture attendance & participation
20%	Accountability hour engagement & group assignments
15%	Presentation

Attendance and participation includes regular class attendance and participation in class activities, both verbally and in writing. This also includes listening attentively to others and communicating respectfully with all class members.

You will receive scores 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.

To receive a grade of Satisfactory for the course, you must:

1. **Achieve a class grade of 70%**
2. **Submit and present your presentation**
3. **Attend 7 out of 8 classes**

Course Website on Canvas

All course materials, including announcements, assignment instructions, readings, and additional resources will be available on Canvas. Please submit homework and accountability hour assignments via the Canvas Assignments tab. Note that accountability hour assignments will be submitted as a group (only one person needs to submit something for your group).

University Policies

The Honor Code

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Class meetings and sections in this course will be highly interactive, you will hear plenty of great ideas from your peers, and if things go as planned, you might even change your mind based on what others say. However, you will be evaluated in this course as an individual and are expected to cite sources and individuals from whom you have learned and borrowed as a display of academic, intellectual, and creative integrity. Failure to do so is a violation of Stanford's Honor Code and is a serious offense, even when the violation is unintentional. Conduct prohibited by the Honor Code includes all forms of academic dishonesty, among them unpermitted collaboration and representing others' work as one's own. Please review [Stanford's Honor Code](#), [these recommendations](#) from the Office of Community Standards, and [documentation and citation resources](#) from the Hume Center for Writing and Speaking. When in doubt, contact me.

Students with Documented Disabilities

It is our intention to make this course as accessible as possible for all of you based on your unique learning needs. If there is anything that can make class more accessible for you, please email us, talk to us before or after class, or schedule a check-in hour to let us know. Students who may need an academic accommodation based on the impact of a disability must also 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. Please contact the OAE as soon as possible, because they require substantial advance notice to ensure accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066, email: oe-contactus@stanford.edu, URL: <http://oe.stanford.edu>).

Summer Academic Resource Center (SARC)

Students who are enrolled in Summer Session can access a variety of resources. SARC offers online tutoring for a variety of courses, foreign language conversation practice, academic workshops, and academic advising. For details, visit: [link to SARC website](#).

Course Schedule and Deadlines

Date	Topics	Accountability Hour	Homework Assignments on Canvas
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Week 1	Syllabus and Time Management	<i>No accountability hour this week - you will meet your accountability partner in class during Week 2!</i>	Due Tuesday 7/4 at 4:00 pm: <ol style="list-style-type: none"> 1. Create and submit your own weekly schedule using the template provided and strategies discussed in class 2. Complete and submit the Beginning of Class Student Questionnaire 3. Read <i>Teach Yourself How to Learn</i> pp. 6-8 (Chapter 2) and pp. 41 - 51 (part of Chapter 5 from "My Introduction of the Reading Strategies" through "Go to Class and Take Notes by Hand")
Week 2	Reading & Note-taking	By Monday 7/10 at 4:00 pm: Meet with your accountability hour partner. Follow instructions on Canvas - submit your group contract and response for the week!	Due Tuesday 7/11 at 4:00 pm: <ol style="list-style-type: none"> 1. Complete and submit topic reflection worksheet 2. Read <i>Teach Yourself How to Learn</i> pp. 9-39 (Chapters 3-4) and pp. 51-58 (part of Chapter 5 from "Use your Homework to Test Your Knowledge" to end of chapter) 3. Sign up for your individual consultation with Yvonne between 7/19/23 -7/25/23 to discuss progress on your learning plan and your presentation ideas
Week 3	Organizing your Learning & Study Strategies	By Sunday 7/16 at 4:00 pm: Meet with your accountability partner; follow instructions on Canvas & submit your response!	Due Tuesday, 7/18 at 4:00 pm: <ol style="list-style-type: none"> 1. Sign up for the topic and article(s) on which you would like to present (on Canvas) 2. Read and annotate the article using the strategies discussed in week 2 lecture (submit a copy of your notes to Canvas) 3. Complete and submit learning reflection (to discuss with

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			Yvonne during your consultation)
Week 4	Individual Consultations and Learning Plan	By Sunday 7/23 at 4:00 pm: Meet with your accountability partner; follow instructions on Canvas & submit your response!	**No class meeting on 7/19. Make sure you complete your individual consultation by Tuesday 7/25** By Tuesday, 7/25 at 4:00 pm: <ol style="list-style-type: none"> 1. Watch this TED Talk on what makes a great talk: The Secret Structure of Great Talks 2. Watch these TEDx Talks: "How to Write a Speech Outline" and "How to Avoid Death by Powerpoint" 3. Review Oral Presentation Rubric 4. Read <i>Teach Yourself How to Learn</i> pp. 59 - 72 (Chapter 6)
Week 5	Effective Presentations	By Sunday 7/30 at 4:00 pm: Meet with your accountability partner; follow instructions on Canvas & submit your response!	By Tuesday, 8/1 at 4:00 pm: <ol style="list-style-type: none"> 1. Write and submit a 6-word story about an experience you had with academic failure 2. Read <i>Teach Yourself How to Learn</i> pp. 73 - 88 (Chapters 7 and 8)
Week 6	Resilience and Motivation	By Sunday 8/6 at 4:00 pm: Meet with your accountability partner; follow instructions on Canvas & submit your response!	By Tuesday, 8/8 at 4:00 pm: <ol style="list-style-type: none"> 1. Read <i>Teach Yourself How to Learn</i> pp. 97-104 (starting at "Super Exam Preparation Tips" in Ch. 9 and through the end of Ch. 10) 2. Finish drafting your final presentation ahead of a run-through during your final accountability hour!

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Week 7	Writing and Test-Taking Skills	By Sunday 8/13 at 4:00 pm: Meet with your accountability partner; follow instructions on Canvas & submit your response!	Due Tuesday 8/15 4:00 p.m.: <ol style="list-style-type: none"> 1. Sign up for your final oral presentation order. Also, review the rubric and keep practicing your presentation! 2. Submit slides (in .ppt form) for the final presentation on Canvas
Week 8	Final Presentations		<i>Congrats on all of your hard work, and have a great rest of your summer!</i>

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