



SYLLABUS: EXP 1500

STUDENT TECH FOR ACADEMIC SUCCESS

SUMMER 2019

M/W 1:30-3:30 P.M., 311 ENARSON

Course overview

Welcome to EXP 1500: Student Tech for Academic Success. We know many students love technology, but a lot of them are not yet aware of how technology can help with your academics

This is a hybrid course which will show students how to get the most out of technology in their classes and learning experiences, to take notes, study, do research, write papers and more. We will explore theories behind what is and is not true of the “digital native,” which technologies will help students be successful in academia and your future career, and how apps can enhance your learning. Hybrid means two-thirds of our time will be spent in class, but on-third will be similar to an online class.

This is not a passive class where we lecture and you listen. This is a hands-on exploration of teaching and learning where we work together to engage you in the marriage between learning and technology.

Instructors	
Name	Dr. Nicole Kraft
Email	kraft.42@osu.edu
Phone	614-247-6274
Office Hours	M/W 11:45 a.m. to 1:15 p.m. 3045E Derby Hall <i>Also by appointment</i>

Catalog course description

This course is designed to help students with the transition from high school to college level academics by improving study skills, regulating academic behaviors and continuing personal development. This course is designed to promote your self-awareness. This hands-on, active-learning course will also teach students how to engage with mobile technology for academic advancement and organization.

Course learning outcomes

By the end of this course, students should successfully be able to:

1. Learn how to accept personal responsibility and gain more control over the outcomes that they create in academics and in life
2. Acquire insight on the importance of time management, classroom etiquette and success strategies (i.e. note-taking, professor communication, and goal setting)
3. Demonstrate an understanding of technological advances used in the classroom
4. Identify and engage in productive and ethical student behaviors
5. Understand and reflect on fundamental concepts in the science of learning
6. Use a range of digital tools to manage their own learning
7. Work creatively across a range of digital media and systems
8. Use technologies and media to work in teams and collaborate.
9. Develop communication, organization, and presentation skills.

Course materials

Required Text

“Winning at the College Level: Thriving as a First-Year Student Athlete” by Shaun C. Tyrance and Nyaka Niilampti. ISBN: 978-0615413501

We will also provide you with weekly readings on the intersection of technology and learning.

Course Overview

Your College and Its Resources	Carmen, Websites, Policies, Academic Help, Student Activities, Counseling and Disability Help, Writing Center, Math / STAT Learning
Academic Development	Creating Effective Goals, Short and Long Term Goals, Time Management, Study Strategies, Note Taking Techniques, Academic Stress Management, Presentations, Test Taking Strategies
Personal Wellness	Personal Stress Management, Good and Bad Health Behaviors, GRIT, Social Support, Counseling

Leadership	Personal Definition of Leadership and Success, Interpersonal Awareness, Team Building, Conflict Management and Conflict Resolution
Personal Development	Decision Making, Communication, Professional Connections

Teaching Philosophy

I am a great believer in the power of students to engage in and drive their own education, which means taking a greater responsibility for an engagement in what happens in your classes. To that end, I do not subscribe to the “sage on the stage” class ideology, whereby I would lecture and you would (hopefully) listen. Instead, we follow what is known as the “inverted learning” model, which means you read and watch short videos at home on BEFORE CLASS.

Our class time is then dedicated to engaging with the material through a variety of “active learning” activities and assessments to determine and build your comprehension. With this active class model, students establish the foundation as part of that home pre-work, and then we build the structure of learning together, allowing us to see and correct weaknesses in the foundation and the structure.

The workload is the same—meaning for this three-credit class for every hour of work you do in class you will spend three hours working at home. The main difference is your class time will not be spent being lectured to; you will be engaged in actively learning the material through discussion, exercises, activities and assignments.

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Carmen:**
 - Carmen, Ohio State’s Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit [Carmen.osu.edu](https://carmen.osu.edu). Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit my.osu.edu.
 - Help guides on the use of Carmen can be found at <https://resourcecenter.odee.osu.edu/carmen>
 - This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.
 - [Carmen accessibility](#)

Baseline technical skills necessary for courses

- Basic computer and web-browsing skills
- Mobile technology familiarity
- Navigating Carmen

Necessary equipment (provided)

- iPad

Necessary software (provided)

- Word processing apps including Word, Notability. Design software including Explain Everything. Research via internet browsers (Safari or Chrome).
- OSU students have access to Microsoft Office products free of charge. To install, please visit https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733

Making Deadlines

All assignments are due either at the beginning or end of class on the date listed on the syllabus. This course relies heavily on access to iPads, specific apps, and the Internet.

Computers: Friend or Foe

At some point during the semester you will likely have a problem with technology. Your iPad will crash or the battery will die; a recording you make will disappear; you will accidentally delete a file; the wireless will go down at a crucial time.

These, however, are inevitabilities of life, not emergencies. Technology problems are not excuses for unfinished or late work. Bad things may happen, but you can protect yourself by doing the following:

Plan ahead: A deadline is the last minute to turn in material. You can start--and finish--early, particularly if challenging resources are required, or you know it will be time consuming to finish this project.

Save work early and often: Think how much work you do in 10 minutes. I auto save every 2 minutes.

Make regular backups of files in a different location: Between Box, Google Drive, Dropbox and iCloud, you have ample places to store and back up your materials. Use them.

Grading and Assignments

Grades

Assignment or category	Points and Percent
Attendance and Participation	100/10%
Syllabus and Weekly Assessments (5 @ 20 points each)	100/ 10%
Scavenger hunt with apps (2 @ 100 points each)	200/ 20%
Discussions + responses (5 @ 50 points each)	250/25%
Academic Skill Builders (6 @25 points each)	150/15%
Academic Development Plan	200/20%
Total	1000 /100%

See course schedule, below, for due dates

These points tallied together will give you your final grade of the following (100-93=A; 92-90=A-; 89-88 B+; 87-82=B; 81-80=B-; 79-78=C+; 77-72=C; 71-70=C-; 69-60=D; 59 and below=E). I am not able to negotiate grades, either during or after the semester.

Assignment submissions

All assignments are due at the beginning of the class on the date listed on the syllabus. In journalism, stories that miss the deadline often do not make it to publication, and yours will not be graded. Assignments will be submitted to Canvas. (I'll make sure you know how!)

Feedback

For large weekly assignments, you can generally expect feedback within **3 days**.

Assignment guide

Attendance / Participation (100 points)

Class attendance is mandatory and will be taken at each class session. Being more than 10 minutes late to class is considered an absence.

Syllabus and Assessments of Technology (5 @ 20 points each)

In the first week you will become acquainted with the syllabus, including our course policies. The 20-point syllabus quiz will measure what you have learned and ensure you have gained the necessary knowledge to complete the course.

Four additional times in the semester we will assess your engagement with apps we introduce you to in class. You will be graded on your participation in learning and demonstrating understanding of the apps usage in an academic setting.

Scavenger Hunt and app assessment activity -- 200 points (2 @ 100 points each)

The scavenger hunt will allow the students to get to know where certain things are around campus as well as getting to know one another. Students will be assigned to teams and find the locations on the list provided. These activities also include practicing tech skills we learn through our class materials and lectures, such as note taking, communication, completing and submitting assignments, etc.

Discussions – 250 points (5 @ 50 points each)

There will be **five** discussions throughout the semester. Each discussion is worth 50 points each. The quality of the initial post is worth 25 points (15 points for the post itself and 10 points for the quality of post). The response post is worth 25 points (10 points for the post itself and 15 points for the quality of post).

Academic Skill Builders – 150 points (6 @ 25 points each)

Throughout the semester, students will build their academic skill profile through 6 skill builders. The skill builders are intended to add to your academic profile throughout your academic career.

Academic Development Plan (200 points)

Students will work in teams to develop an action plan to train future students on academic engagement with student mobile technology. This will include:

- Identifying academic goals and objectives of using mobile technology;
- Assessing and explaining skill sets required to reach academic goals; and
- Developing a plan to acquire the skills and competencies needed to achieve short- and long-term academic technology objectives.

This will include developing instructions in how to conceptualize mobile technology for classwork, a step-by-step guide on getting started, explanations of three apps each team would recommend for academics and instructions on using.

Additional information

Syllabus

This syllabus is an agreement between the instructor and the student. The instructor reserves the right to make changes to the syllabus as deemed necessary. By staying enrolled in this class, the student agrees to abide by the policies described herein.

Every effort has been made to create a syllabus that is as comprehensive and accurate as possible, but each class is a living entity and changes may arise. Please know I will notify you by email and in our next class session as soon as any syllabus change may arise.

Attendance and Absences

Attendance is **mandatory** and will be taken at each class session. Being more than 10 minutes late to class is considered an absence. You will lose points. You are expected to be in class unless previously approved by the instructor. If you plan to miss extensive time (more than two consecutive classes) during the session, you may need to re-evaluate taking this class.

We spend have a lot of material to learn in a short period of time. It is important that you attend all of our class sessions. All of the material is available on Carmen at the beginning of the semester. Readings and videos must be consumed before our live class session so we can work on active learning experiences.

Missing more than two classes in the semester without documentation will result in the final grade being dropped a letter grade.

Late Assignments

Assignments turned in late **will not** be graded. If you are missing class, it is imperative you communicate with the instructor prior to the class session you'll be missing.

Student Behavior and Attitude

Food: May be eaten in class, but be respectful of other students in terms of smells and quantity.

Technology: This is an academic space and we will have students incorporate technology during class sessions. However, there will be no personal use of laptops, iPads or phones during class. If you are on your phone, laptop or iPad for personal use during class, this will be counted as an absence.

Faculty feedback and response time

We encourage you to communicate with us THROUGH CARMEN MESSAGING, and will respond to messages within 24 hours. Remember that you can call **614-688-HELP** at any time if you have a technical problem.

Student Academic Services

Arts and Sciences Advising and Academic Services' website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this website. The site is: <http://advising.osu.edu/welcome.shtml>

Student Services

The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: <http://ssc.osu.edu>

Grievances and Solving Problems

According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, "You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor: then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are

outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.”

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Managing Stress

College can be a stressful time, and I am always here to help you—in this class and beyond. If, however, you feel you need more support, I encourage you to reach out to the Student Advocacy Center at 292.1111. They will always work with professors on your behalf.

Safe and Healthy

Keeping students healthy and preventing the spread of illness is important to The Ohio State University—and to me. Students are encouraged to stay home if they are sick and may be asked to leave class if they are coughing/sneezing. Students who are sick and cannot attend class must contact me *BEFORE* class to receive class any materials and turn in assignments via the drop box or e-mail. If you do not notify me, your assignment will not be accepted.

Diversity

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other

concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Academic integrity policy

Policies for this course

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>

Accessibility accommodations for students with disabilities

Requesting accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may

be implemented in a timely fashion. SLDS contact information:
slds@osu.edu ; 614-292-3307; slds.osu.edu ; 098 Baker Hall, 113 W.
12th Avenue.

Course schedule

	Date	Topic	Readings and Assignment Due
Week 1	Wednesday June 19	Welcome to the (academic) show The Academic Transition Meet your iPad.	<ul style="list-style-type: none"> iPad intro Ice-breaker activities <i>Canvas on the iPad</i>
	At-home activities	Academic Skill Builder No.1 -Writing an Email Discussion: Please introduce yourself and share what you hope to learn in this class!	<ul style="list-style-type: none"> Read chapter 1, "Winning at the College Level," pp. 2-18 Discussion #1 Post due by 9 p.m. Thursday. Response due 9 p.m. Sunday. Syllabus quiz due Sunday by 9 p.m.
Week 2	Monday June 24	Welcome to the college classroom and learning expectations. Assessment: Exploring with Notability Assignment: Getting to know your classmate Writing Workshop: Writing a thesis SASSO visit: Edina Reo	<ul style="list-style-type: none"> App assessment: Note taking (Word, Notability)
	Wednesday June 26	The social and cultural transition Assessment: Combatting Stereotypes and Preconceptions Writing Workshop: Writing an Outline	<ul style="list-style-type: none"> Read chapter 3, "The social and cultural transition," pp. 63-92
	At-home activities	Assignment: Scavenger Hunt No. 1 Academic Skill Builder No. 2 – Taking notes Discussion 2: Managing time and stress	<ul style="list-style-type: none"> Discussion #2 Post due by 9 p.m. Thursday. Response due 9 p.m. Sunday. Scavenger Hunt Worksheet due by 9 p.m. Friday
Week 3	Monday July 1	Self awareness Assessment: Explaining with Explain Everything Assignment: Self awareness and goal setting <i>Presenter: Sports Psychologist</i>	<ul style="list-style-type: none"> Read Segment 1: Self Awareness, pp. 98-120
	Wednesday July 3	App Assessment Assessment: Making presentations with Keynote Writing Workshop: Introduction / Body Paragraphs	<ul style="list-style-type: none"> App Assessment: Keynote
	At-home activities	Discussion No. 3: Leadership Academic Skill Builder No. 3 -Office hours visit	<ul style="list-style-type: none"> Discussion #3 Post due by 9 a.m. Thursday. Reply due by 9 p.m. Sunday
Week 4	Monday July 8	Exploring academic success Assignment: Academic Success <i>Visit from Dr. Missy Beers</i>	<ul style="list-style-type: none"> Read Segment 2: Academic Success, pp. 121-149
	Wednesday July	In-Class Academic Skill Builder No. 4 -Scanning with CamScanner Writing Workshop: Citations COAM Presentation	<ul style="list-style-type: none"> App Discussion: Google Share Suite, Box/Dropbox

Week 5	10		
	At-home activities	Scavenger Hunt No. 2 Discussion 4: Teamwork and problem solving	<ul style="list-style-type: none"> • Discussion No. 4 Post due by 9 a.m. Thursday. Reply due by Sunday at 9 p.m. • Scavenger Hunt Worksheet due by 9 p.m. Friday.
	Monday July 15	A Leadership Reality Check In-Class Assignment: 12 Lessons in Leadership from John Wooden In-Class Assignment: 12 Lessons Video <i>Faculty/SASSO member visit</i>	<ul style="list-style-type: none"> • Read Segment 3: Social Adjustment and Life Skills, pp. 150-171
	Wednesday July 17	Writing Workshop: Conclusions <i>Writing Center Visit</i>	<ul style="list-style-type: none"> • Paper Rough Draft due IN CLASS at 2:30 p.m. • App assessment: Cloud Storage
	At-home activities	Academic Skill Builder No. 5 -Library Out Loud	<ul style="list-style-type: none"> • Library Out Loud assignment due FRIDAY at 9 p.m. • Work on final project at home.
Week 6	Monday July 22	Informational and digital literacy. Academic Skill Builder No. 6 -Letter to Yourself	<ul style="list-style-type: none"> • Work on final project in class.
	Wednesday July 24	Discussion 5: What have we learned? Final project due: Academic Development Plan	<ul style="list-style-type: none"> • Discussion Post No. 5: Due START OF WEDNESDAY CLASS • DUE: Academic development plan

**The course calendar is tentative and subject to change. Any changes will be announced via Carmen.*