



SYLLABUS: EDUCST 1500

STUDENT TECH FOR ACADEMIC SUCCESS

SUMMER 2023

MONDAYS AND WEDNESDAYS, 9:30-11:30 A.M.
29 DERBY HALL

Course overview

Welcome to the ESEPSY 1500: Building Skills for Academic Success! This course will show students how to get the most out of 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 approaching learning can enhance your collegiate experience.

We will meet TOGETHER twice a week (Monday/Wednesday, 9:30-11:30 a.m.).

This is not a passive class where you get lectured and do busy work. This is a hands-on exploration of learning where we work together to engage you in the collegiate learning.

Instructors	
Name	Dr. Nicole Kraft (<i>please call me Dr. Kraft or Dr. K</i>)
Email	kraft.42@osu.edu
Phone	614-407-6612
Office Hours	<i>By assignment (indicated in syllabus) and 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. It is hands-on with active-learning and will 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 the academic use of technological in the classroom
4. Identify and engage in productive and ethical student behaviors
5. Use a range of learning tools to manage their own academics
6. Use technologies and media to work in teams and collaborate.
7. 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

College and Its Resources	Navigating technology for academics Navigating Carmen How to tackle online courses Discussion board Communication Time management
Academic Development	Academic transition between high school and college Time Management skills Study Strategies Note Taking Techniques: Notability Test Taking Strategies Writing skills: Outlining Thesis statements Citations Avoiding academic misconduct
Leadership	Personal Definition of Leadership and Success Conflict management and resolution with faculty
Personal Development	Self-awareness and goal setting Faculty/student communication: Emails Office hours Study help

Battling stereotypes Navigating campus

Gentle Reminders

At the end of every week you will receive via Carmen announcement a “Gentle Reminder” announcement to look ahead at assignments and goals coming in the next week. Viewing your Gentle Reminder is REQUIRED and items in there WILL be included on weekly assessments.

Learning in a Collegiate Class

College classes require a significant amount of self-motivation and organization. Learning materials in the form of readings and videos will be provided EVERY week, and it is your responsibility to consume those materials in time to do our class assignments. You will be assessed on the readings and the videos, and the learning management system we use, Carmen, will let me see who is doing the work—and who is not. You will have a difficult time being successful if you do not keep up with the work.

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 24/7.

- **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
- Participating in video conferencing

Necessary equipment

- Computer or tablet

Necessary software (provided)

- Word processing apps including Word and Google Doc. Presentation like Google Slides or Power Point. 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. No late assignments will be accepted.

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.
- 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 Engagement (100 points)	100/10%
Syllabus and Weekly Assessments (5 @ 20 points each)	100/ 10%
Scavenger hunt (2 @ 100 points each)	200/ 20%
Discussions + responses (5 @ 50 points each)	250/25%
Academic Skill Builders (5 @30 points each)	150/15%
Academic Development Presentation + 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

Attendance and participation in our in-person session is mandatory, and attendance will be taken at each class session. Being more than 10 minutes late to class is considered an absence.

Syllabus and assessments – 100 points (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 you will have an assessment to gauge how much you understand from the readings, class videos and gentle reminders.

Scavenger Hunt – 200 points (2 @ 100 points each)

The scavenger hunt will allow the students to travel campus and use the Internet 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, screen capture, video and audio recording, 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 (5 @ 30 points each)

Throughout the semester, students will build their academic skill profile through six skill builders that will involve the use of the apps we learn and activities in the textbook. The skill builders are intended to add to your academic profile throughout your academic career.

Academic Development Presentation and Paper (100 points each/200 total)

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

- Identifying academic goals and objectives;
- 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 objectives.

You will also individually craft an academic paper that outlines your views of what a student needs to do to be successful academically. *Complete instructions are in Carmen.*

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 Engagement

Your participation in class and activities is paramount for your success throughout college. To get you used to that fact, we will grade you based on your participation in class and your attendance. Class attendance will be taken at each class session. Being more than 10 minutes late to class is considered an absence.

- If you attend all of our classes and engage fully, you get 100 points.
- If you attend and don't take part, your points will be reduced.
- We have 11 classes this semester. If you miss a class this semester, unless you notify Dr. Kraft and it relates to sickness or competition, you will be reduced 25 points for each class missed.
- If you miss more than two class sessions this semester, unless you get approval from Dr. Kraft and it relates to sickness or competition, you will receive a 0 for attendance.

Please know how much you matter to EVERY class, and we very much miss you when you are not with us!

I will communicate with you through Carmen messaging. You will need to respond to my emails within 24 hours or it will impact your engagement grade.

Late Assignments

Assignments turned in late **will not** be graded. College and high school differ in this way, in that there are no grace periods in most college classes. Deadlines are part of the “real” world, so meeting them is a skill we work to master here.

Faculty feedback and response time

We encourage you to communicate with us THROUGH CARMEN MESSAGING, and will respond to messages within 24 hours. 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 614.292.1111. 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

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

WEEK 1: JUNE 21

What to do: Read through this page for an overview of the class.

Learning outcomes for this session

Today, our activities, content, and assignments will help you to be able to do the following:

1. Understand how technology can be used in academics
2. Utilize your technology for learning experiences.
3. Recognize how college-level learning differs from high school.
4. Discover the goals of this course and how they will help shape your academic experiences at Ohio State.

Course roadmap

Here's everything you need to do and remember BEFORE the class.

- **Resources to review:**
 - [Read the syllabus](#)
- **[Do course readings \(and watch videos to help you!\)](#)**
 - Chapter 1, "Winning at the College Level," pp. 2-18
 - The myths of the digital native and the multitasker
 - The Myth of 'Learning Styles

Here's everything you need to do DURING our classes.

- **Practice and Application (Wednesday in class)**
 - [In-Class Activity No. 1: Ice-Breaker Activity](#)

Here's everything you need to do AFTER our classes.

- **At-Home Assignment (Due 11:59 p.m. Wednesday)**
 - [Academic Skill Builder No. 1: Writing an email](#)
- **Dialogue and Reflection (Due 11:59 p.m. Thursday; response due 11:59 p.m. Sunday)**
 - [Discussion No. 1: Let's Meet!](#)
- **Assessment (Due Sunday at 11:59 p.m.)**
 - [Assessment No. 1: Syllabus and Course Policies](#)

WEEK 2: JUNE 26 & 28

What to do: Read through this page for an overview of the class.

Learning outcomes for this session

Today, our activities, content, and assignments will help you to be able to do the following:

1. Work on academic writing for college assignments (thesis and outlines).
2. Learning to explore campus with a scavenger hunt!
3. How to take notes more effectively.

Course roadmap

Here's everything you need to do and remember BEFORE the class.

- **Do course readings**
 - Read chapter 3, “The social and cultural transition,” pp. 63-92.
 - Efficient Digital Note-Taking
 - How to Take Better Notes: The 6 Best Note-Taking Systems
- **Watch course videos**
 - How I take notes with Notability on my iPad
 - How to write a thesis for beginners
- **Assessment (do before Wednesday's class starts)**
 - [Assessment No. 2](#)

Here's everything you need to do DURING and AFTER the class.

- **Practice and Application (Monday)**
 - [In-Class Activity: Getting to know your classmate](#)
 - [In-Class Writing No. 1: Thesis Statement](#)
- **Practice and Application (Wednesday)**
 - Learning to take notes
 - [Scavenger Hunt No. 1](#)
- **Dialogue and Reflection (complete post at home by Thursday at 11:59 p.m.; responses posted by Sunday at 11:59 p.m.)**
 - [Discussion 2: Managing time and stress](#)
- **Practice and Application (complete at home by Sunday at 11:59 p.m.)**
 - [Academic Skill Builder: Taking Notes](#)

WEEK 3: JULY 3 & 5

What to do: Read through this page for an overview of the class.

Learning outcomes for this session

Today, our activities, content, and assignments will help you to be able to do the following:

- Learn to create compelling presentations
- Write an outline for your paper.
- Learn the theory and practical implications of academic misconduct.

Course roadmap

Here's everything you need to do and remember BEFORE the class.

- **Resource to review**
 - [Office of Academic Affairs site on student Academic Misconduct](#)
 - [Understanding Plagiarism](#)
 - [Review COAM slide deck](#)
- **Do course readings**
 - Read segment 1: Self Awareness pp. 98-120.
 - How to Give a Good Presentation
 - Four Main Components for Effective Outlines
 - How to Write a Five-Paragraph Essay, With Outlines and an Example (1 page)
- **Watch course videos**
 - 5 Ways to make a PowerPoint Presentation Awesome
 - How To Write A 5 Paragraph Essay
 - Plagiarism SNL (6:06)
 - The Dark Side - Academic Misconduct (10:12)
- **Assessment (due before Monday's class)**
 - [Assessment No. 3](#)

Here's everything you need to do DURING and AFTER the class.

- **Practice and Application (Monday)**
 - [In-Class Activity: Making Compelling Presentations](#)
 - [In-Class Writing No. 2: Outlines](#)
- **Practice and Application (Wednesday)**
 - Academic Integrity
- **Dialogue and Reflection (first post due Thursday at 11:59 p.m.; responses due Sunday at 11:59 p.m.)**
 - [Discussion 3: Leadership](#)

WEEK 4: JULY 10 & 12

What to do: Read through this page for an overview of the class.

Learning outcomes for this session

Today, our activities, content, and assignments will help you to be able to do the following:

- Learn the theory and practical implications of academic misconduct.

Course roadmap

Here's everything you need to do and remember BEFORE the class.

- **Resource to review**
 - [Research Resources](#)

Do course readings

- - How To Organize Your Files In College The RIGHT WAY
 - General APA Guidelines
 - In-Text Citations: The Basics
- **Watch course videos**
 - APA Format: The Paper Basics (6:42)

- **Assessment**
 - [Assessment No. 4](#)

Here's everything you need to do DURING and AFTER the class.

- **Practice and Application (Monday)**
 - Scavenger Hunt No. 2
- **Practice and Application (Wednesday)**
 - [Academic Skill Builder: Citations](#)
 - [Academic Skill Builder: Office hours meeting](#)
- **Dialogue and Reflection (first post Thursday at 11:59 p.m.; responses Sunday at 11:59 p.m.)**
 - [Discussion 4: Teamwork and Problem Solving](#)

WEEK 5: JULY 17 & 19

What to do: Read through this page for an overview of the class.

Learning outcomes for this session

Today, our activities, content, and assignments will help you to be able to do the following:

- To understand the keys and hindrances to academic success.
- Identify and describe their own thinking and feelings regarding their transition to college, especially as it relates to finding and using information.
- Locate the most appropriate resources for their different information needs.

Course roadmap

Here's everything you need to do and remember BEFORE the class.

- [Do course readings](#)
 - Segment II: Academic Success pp. 121-150
 - Segment III: Social Adjustment and Life Skills pp. 151-170
- [Watch course videos](#)
 - Learning styles don't exist
 - Inside Out: Emotional Theory Comes Alive
- **Assessment**
 - [Assessment No. 5](#)

Here's everything you need to do DURING and AFTER the class.

- **Practice and Application (Monday)**
 - Discuss learning style myths
 - Common Challenges Faced by First Years
 - Campus Information Scenarios
- **Practice and Application (Wednesday)**
 - Learning to use research
- **Practice and Application (at home)**
 - [Survey: Dr. K wants to know how you are doing!](#)

WEEK 6: JULY 25 & 27

What to do: Read through this page for an overview of the class.

Learning outcomes for this session

Today, our activities, content, and assignments will help you to be able to do the following:

1. Provide supportive feedback of work from our teammates.
2. Discuss meaningful ways to utilize our technology moving forward.
3. Determine best steps moving forward as college students.

Course roadmap

Here's everything you need to do and remember BEFORE the class.

- **Course Assessment**
 - Complete/submit your [Academic Development Presentation](#) and be prepared to present as a group in class.

Here's everything you need to do DURING and AFTER the class.

- **Practice and Application (Monday)**
 - Final Project Presentation Work
 - [Academic Skill Builder: Letter to Yourself](#)
 - Student Evaluations of Instructors
- **Practice and Application (Wednesday)**
 - Present [Final Project-Part 1: Academic Development Presentation](#) in class (submit link at start of class).
- **Dialogue and Reflection (due Thursday 11:59 p.m. No responses needed)**
 - [Discussion 5: What have we learned?](#)