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## **Mesearch: Using Psychological Science for College Success**

MWF 9-9:50am, Bush 228

**Instructor:** Dr. Jennifer Queen

**Course Number:** RCC 100

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**Office hours:** MTW 10-11am or by appt

Discussing ideas from readings or class with faculty members has been demonstrated to be highly beneficial to students' success (Micari & Pazos, 2012) – and meeting during office hours can provide that experience. Office hours are the times a faculty member has set aside for conferences with YOU! Please know the office hours for all your professors (they are on syllabi and posted on office doors) and suggest them as meeting times when you approach faculty for a discussion.

### **Required Texts**

Brown, P.C., Roediger, III, H.L., & McDaniel, M.A. (2014). *Make it stick: The science of successful learning*. Cambridge, MA: Belknap Press.

Diaz, J. (2007). *The brief wondrous life of Oscar Wao*. New York, NY: Riverhead Books.

Dweck, C.S. (2006). *Mindset: The new psychology of success*. New York, NY: Ballantine Books.

Gilbert, D. (2005). *Stumbling on happiness*. New York, NY: Vintage Books.

**Other Assigned Readings** – See BlackBoard (BB) for postings of articles/stories/advertising or handouts from various sources during the course of the semester.

### **Course Learning Objectives**

By the end of this course, you will:

- Understand the difference between a fixed and growth mindset and how they can affect your college experience.
- Recognize empirically based strategies for learning and how to apply them to your study habits.
- Appreciate the decision making process including its flaws and how to avoid them in your academic choices.
- Create a career portfolio appropriate for first semester college students.
- Know the difference between scholarly and non-scholarly sources.

**General Goals for Rollins College Conference Courses** – The objective of RCC courses is to facilitate you in becoming an engaged and integrated member of the Rollins community of learners.

To assist you with engaged learning, RCC courses:

- Are seminar courses that may serve as a venue for curricular experimentation.
- Limit class size to 15-18 students.
- Contain content and workload commensurate with introductory-level course in relevant discipline.
- Focus on development of learning skills and research skills.
- Have instructors who serve as your first-year academic advisor.
- Introduce and encourage use of Thomas P. Johnson Student Resource Center
- Introduce mission of Rollins College: responsible leadership and global citizenship.
- Introduce concept of liberal arts education and values of College: community of learners committed to a tradition of innovation, academic excellence, and lifelong learning and service.
- Introduce and explain our general education curriculum: Rollins Foundations in the Liberal Arts (rFLA).

To assist you with integrated learning, RCC courses:

- Have Peer Mentors serving as academic and social role models to help integrate you into academic and campus life.
- Require as part of their grade integrated co-curricular and extra-curricular activities coordinated by faculty and peer mentors to forge links between classroom and campus life.
- Involve activities focused around key dimensions of personal and social responsibility:
  - striving for excellence
  - cultivating personal and academic integrity
  - contributing to a larger community
  - taking seriously the perspectives of others
  - developing competence in ethical and moral reasoning

## **Graded Assignments**

There are several assignments that will comprise your grade. Each one along with its rationale is described below. You are responsible for knowing all assignments and due dates. I assume all assignments are pledged with the honor code as soon as they are turned in.

**Reading and Reflection Journals (40% of course grade)** - You will keep two journals via BB for this course: a reading journal (20% of course grade) and a reflection journal (20% of course grade). There are assignments in BOTH of these each week.

In the reading journal, you will summarize the assigned reading and reflect on it before we discuss it in class. Entries should clearly demonstrate completion of the reading by including summaries of the main conceptual points, answers to any questions posted on BB, and your own questions or reflections. The intention is to keep you up to date on your reading and to assess any misconceptions about the material as they occur. Dates for reading journal entries are indicated on the syllabus and questions will be posted on BB at least one week in advance. Reading journal entries are due electronically on BB half-an-hour BEFORE class begins. Grades for late entries will be reduced by one letter grade (10%) for the first 24 hours that it is late, 20% for the second 24 hours later, etc.

In the reflection journal, you will summarize and reflect on your experiences for the week. Your entries can be as long as you like and can include (but should not be limited to) pictures, videos, links to outside sources. Please *write* at least a paragraph each week. The intention is to document and contemplate your first semester at Rollins. Although I will occasionally *suggest* topics that you may want to write about, you may, in fact, write about anything that interests you – class reading, other reading, events in the news, perceptions of your own day. Try to make connections between what we are talking about in class and the rest of your college experience. Reflection Journal entries are due electronically by 5pm on Fridays. Because it is intended to be a weekly activity, ALL LATE REFLECTIONS WILL RECEIVE A ZERO, however, your lowest two scores will be dropped from your reflection journal grade.

Journals are private, reflective pieces of work, and as such, different writing rules apply. Although they should still be written in correct English, without slang, a more informal writing style is appropriate, with use of the first person, contractions, and idioms being acceptable. I will be reading and commenting on your journal entries throughout the semester. Entries will be graded based upon the following rubric:<sup>1</sup>

Category	Strong Work	Needs Development	Unsatisfactory
Content	Responded thoughtfully to prompts and reflected deeply on readings and course material	Responded to prompts but only summarized readings/course content with little analysis or critical thought	Did not respond to prompts or responded with no evidence of understanding material
Required Components	Followed directions of assignment and answered questions or reflected beyond expectations	Made an attempt to fulfill requirements of assignment but did not adequately answer questions or reflect	Did not follow instructions for assignment
Writing Mechanics	No spelling, punctuation, or grammar errors	Spelling, punctuation, or grammar errors are minimal	Frequent spelling, punctuation, or grammar errors

Entries deserving of an “A” grade (95) will be strong in all 3 categories. Entries that are strong in 2 categories but need development in the other will receive a “B” (85); a grade of a “C” (75) reflects a need for development in 2 or more categories or any category being unsatisfactory. “D” (65) work is unsatisfactory in 2 categories; and “F” (50) work, unsatisfactory in nearly all.

**Fact-or-Fiction Presentation & Paper (20% of course grade)** – Midsemester, you will pair up to investigate a common myth in psychology that relates to college success from a list of choices. You will report the findings of your investigation in two ways: a team presentation (10% of course grade) and a research paper (10% of course grade).

Each team will present their myth to the class in a short (15 minute) PowerPoint presentation. These presentations are intended to have you explore new material in collaboration with another

<sup>1</sup> Adapted from rubric posted on RCampus <http://www.rcampus.com/rubricshowc.cfm?code=BX528A8&sp=yes>

person and demonstrate your ability to work together to communicate information effectively. We will discuss this assignment further in the semester (around fall break) and a rubric will be provided at that time. All presentations will be week 12 of the semester (November 7<sup>th</sup>-11<sup>th</sup>). Make-up presentations are not allowed because the syllabus schedule is too tight. If you miss your presentation, you will be given a zero for that portion of your grade.

Additionally, each team member will write their own short (4-5 pages) research paper on the myth, where it came from, why it prevails, and what the literature actually says about it. We will discuss this assignment further in the semester (around fall break) and a rubric will be provided at that time. This assignment will require you to take a **completed** draft to TJ's during week 10 (October 24<sup>th</sup>-28<sup>th</sup>), so be prepared to write it before then. Final drafts of papers are due electronically on BB half-an-hour BEFORE class begins on the first day of presentations (November 7<sup>th</sup>). Grades for late papers will be reduced by 10% for the first 24 hours that it is late, 20% for the second 24 hours later, etc.

**e-Portfolio (20% of course grade)** – Throughout the second half of the semester you will be working on an e-Portfolio to demonstrate what you have learned in this course. The intention is for you to curate a collection of assignments, reflections, and experiences from your first semester at Rollins that you can share with family and friends on the web.

We will discuss this assignment further after fall break and a grading rubric will be made available. e-Portfolios are due on exam day in lieu of a final exam. Be prepared to share with the class at that time.

**RCC Event Participation (5% of course grade)** – There will be a total of 5 *Find Your Anchor* activities scheduled throughout the semester by your Peer Mentors which you are required to attend. Throughout the semester you will also have to complete some general surveys and assessments, such as MapWorks, RCC program assessment, and the Course and Instructor Evaluation (CIE) assessment at the end of the semester.

This grade is determined on a credit (100%)/no credit (0%) basis for each event or assessment. Failure to complete assessments (or to complete them late) will lower your RCC event participation grade. Should you not be able to attend a Find Your Anchor activity, there will be numerous make-up opportunities available through the Living Learning Community program in addition to numerous events on campus.

**In-Class Participation (15% of course grade)** – It is vital that you come to class prepared to engage with the material and your classmates and then actually do it. As Woody Allen once said, 80% of life is showing up. In this course its only 15%, but you get the gist. This grade will be updated periodically on BB. If you have questions about “where you stand” regarding your participation in this course, please come talk to me at any point during the semester. Remember talking to a professor with concerns at the end of the term does not leave much time for your improvement.

Your in-class participation grade will be determined based upon the following rubric:<sup>2</sup>

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<sup>2</sup> Adapted from Villanova University Leadership Learning Community. <http://www.teachphilosophy101.org/Default.aspx?tabid=143>

Category	Strong Work	Needs Development	Unsatisfactory
Listening	Actively and respectfully listens to peers and instructor	Sometimes displays lack of interest in others' comments	Projects lack of interest or disrespect for others
Preparation	Arrives on-time to class, fully prepared with all assignments completed, and notes on reading, observations, questions	Sometimes arrives late, unprepared or with only superficial preparation	Frequently arrives late, leaves early, is unprepared.
Quality of Contributions	Comments are relevant and reflect understanding of assignments; provides substantive feedback to colleagues during peer review	Comments are sometimes irrelevant or indicate lack of preparation	Comments reflect little understanding of the assignment
Frequency of Participation	Actively participates at appropriate times. If doesn't participate in class discussions, demonstrates that he/she is "tuned in"	Sometimes participates/is engaged in class discussion. At other times is "tuned out"	Rarely is engaged in class discussion. Almost always "tuned out"

Class participation deserving of an "A" grade (95) will be strong in 3 or more categories. Participation that is strong in 2 categories but needs development in the other 2 will receive a "B" (85); a grade of a "C" (75) reflects a need for development in 3 or more categories. "D" (65) work is unsatisfactory in 2 categories; and "F" (50) work, unsatisfactory in nearly all.

**Course Grades will be assigned as follows:**

		B+	87.50-89.99	C+	77.50-79.99	D+	67.50-69.99	F ≤59.99
A	92.50-100	B	82.50-87.49	C	72.50-77.49	D	62.50-67.49	
A-	90.00-92.49	B-	80.00-82.49	C-	70.00-72.49	D-	60.00-62.49	

**My Expectations of You/Course Policies**

**Attendance Policy** – Your attendance of every class session is essential, and since this is a Rollins College Conference Course, your participation in RCC activities (**Find Your Anchor**) is required.

You are allowed a total of **three (3)** absences, including class sessions and all RCC activities. Only **two (2)** absences may be for class sessions. Each absence over the specified limits will result in the final grade being dropped 1/3 of a letter. Therefore, if your final numerical grade is equivalent to a B-, and you have five absences, your final grade for the course would drop to a C+. Arriving after attendance has been taken counts as one half of an absence. You should save your absences for dire emergencies or serious illnesses. Meetings, job interviews, or early departures for weekend trips are not excused and will count as absences.

**Excused Absences** are defined as:

- Representing Rollins College formally on an athletic team or an approved academic/co-curricular experience.
- Religious holidays where your presence is required elsewhere.
- Extreme health emergency that requires hospitalization or medical intervention. A cold that results in a doctor's visit does not constitute an "extreme health emergency." In the case of a medical emergency, the student must provide written medical documentation.
- Extreme family emergency. For example, a death in the immediate family. Roommate problems, legal proceedings, arrests, are NOT considered "family emergencies." A parent or legal guardian must document any family emergency.

You must notify me of any absence in a timely fashion (by e-mail, phone, or in person). Timely is the beginning of the semester for athletic events or religious holidays and within 48 hours for other absences. If notification is sent by e-mail, I will respond and acknowledging the message. If no response is given, the e-mail is considered not received. Once I have been notified, all written documentation must be submitted in person within one week of the absence so that we can agree upon a plan for missed content/work.

I am the final arbiter of whether or not to consider an absence "excused" based on the circumstances and documentation on a case-by-case basis. Note: Traveling home early for holidays **IS NOT** an excused absence.

**YOU WILL RECEIVE A FAILING GRADE FOR THE SEMESTER IF YOU ARE ABSENT FROM MORE THAN 9 CLASSES.**

**Tardy Policy** – Students arriving late to a class meeting are disruptive to the class activity. Being tardy is defined as arriving **three minutes or more** after the class is scheduled to start which is when I will finish taking attendance. Arriving after attendance has been taken counts as one half of an absence.

**Academic Honor Code Reaffirmation** – Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. The student commitment to uphold the values of honor - honesty, trust, respect, fairness, and responsibility - particularly manifests itself in two public aspects of student life. First, as part of the admission process to the College, students agree to commit themselves to the Honor Code. Then, as part of the matriculation process during Orientation, students sign a more detailed pledge to uphold the Honor Code and to conduct themselves honorably in all their activities, both academic and social, as a Rollins student. A student signature on the following pledge is a binding commitment by the student that lasts for his or her entire tenure at Rollins College.

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, you, a student of Rollins College, pledge to show your commitment to these virtues by abstaining from any lying, cheating, or plagiarism in your academic endeavors and by behaving responsibly, respectfully and honorably in your social life and in your relationships with others. This pledge is reinforced every time you submit work for academic credit as your own. You should write on every paper,

quiz, test, lab report, etc., the handwritten signed statement: *"On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work."* Material submitted electronically is considered pledged in full.

**Credit Hour Statement** – Rollins College offers four-credit-hour courses that provide three (50-minute) hours of direct or indirect instructional contact. The value of four credit hours reflects the substantial individual attention each student receives from instructors as well as additional out-of-class activities. Faculty require that students undertake at least 7.5 (60-minute) hours of outside work per week, averaged over the course's duration and equaling two and one-half (2.5) 60-minute hours of outside work for every one (50-minute) hour of scheduled class time. In this course, the additional outside-of-class expectations are attending Find Your Anchor events, reading the Diaz novel, and taking RCC Assessments.

**Disability Services** – Rollins College is committed to equal access and inclusion for all students, faculty and staff. The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 create a foundation of legal obligations to provide an accessible educational environment that does not discriminate against persons with disabilities. It is the spirit of these laws which guides the college toward expanding access in all courses and programs, utilizing innovative instructional design, and identifying and removing barriers whenever possible.

If you are a person with a disability and anticipate needing any type of academic accommodations in order to fully participate in your classes, please contact the Disability Services Office, located in the Mills Memorial Building, Room 217, as soon as possible. You are encouraged to schedule a Welcome Meeting by filling out the "First Time Users" form on the website: <http://www.rollins.edu/disability-services/> and/or reach out by phone or email: 407-975-6463 or [Access@Rollins.edu](mailto:Access@Rollins.edu).

**Title IX Statement** – Rollins College is committed to making its campus a safe place for students. If you tell any of your faculty about sexual misconduct involving members of the campus community, your professors are required to report this information to the Title IX Coordinator. Your faculty member can help connect you with the Coordinator, Oriana Jiménez (TitleIX@rollins.edu or 407-691-1773). She will provide you with information, resources and support. If you would prefer to speak to someone on campus confidentially, please call the Wellness Center at 407-628-6340. They are not required to report any information you share with the Office of Title IX.

Sexual misconduct includes sexual harassment, stalking, intimate partner violence (such as dating or domestic abuse), sexual assault, and any discrimination based on your sex, gender, gender identity, gender expression or sexual orientation that creates a hostile environment. For information, visit <http://www.rollins.edu/titleix/>

**Disclaimer** – The schedule laid out in this syllabus is a publication of my best intentions for the coverage of topics and due dates. Because something almost always gets in the way of best intentions to keep them from being realized, I reserve the right alter it at any time. Any changes will be announced in class and posted on BB.

	<b>Class Topic</b>	<b>Reading Due</b>	<b>Assignment Due</b>
<b>Week 1</b>	Aug-22 Reading a Syllabus		Reflection Journal (11:59pm)
	Aug-24 Goal Setting & Personal Responsibility		Personal Calendar
	Aug-26 Self-Assessments		Reflection Journal (5pm)
<b>Week 2</b>	Aug-29 What's your Mindset?	Dweek Chps 1&2	Reading Journal (8:30am)
	Aug-31 Your Abilities & Values		Focus 2
	Sep-02 First Two Weeks		Reflection Journal (5pm)
<b>Week 3</b>	Sep-05 Labor Day -- No Class		
	Sep-07 Mindsets at Play	Dweek Chps 3&4	Reading Journal (8:30am)
	Sep-09 College Mission & Customs		Reflection Journal (5pm)
<b>Week 4</b>	Sep-12 rFLA Intro to Liberal Arts		
	Sep-14 Mindsets at Work	Dweek Chps 5&6	Reading Journal (8:30am)
	Sep-16 CCLP Resources		Reflection Journal (5pm)
<b>Week 5</b>	Sep-19 Changing Your Mindset	Dweek Chps 7&8	Reading Journal (8:30am)
	Sep-21 ePortfolio Assignment		Resume
	Sep-23 Academic Integrity		Reflection Journal (5pm)
<b>Week 6</b>	Sep-26 Time Management Strategies	Brown Chps 1&2	Reading Journal (8:30am)
	Sep-28 Reading for Classes		Personal Time Log
	Sep-30 Notetaking in Classes		Reflection Journal (5pm)
<b>Week 7</b>	Oct-03 Taking Exams	Brown Chps 3&4	Reading Journal (8:30am)
	Oct-05 Embracing Difficulties & Grit		
	Oct-07 Fact or Fiction (OLIN LIBRARY)		Reflection Journal (5pm)
<b>Week 8</b>	Oct-10 Fall Break -- No Class		
	Oct-12 Illusions of Knowing	Brown Chps 5&6	Reading Journal (8:30am)
	Oct-14 Debunking Learning Styles		Reflection Journal (5pm)



	<b>Class Topic</b>	<b>Reading Due</b>	<b>Assignment Due</b>
<b>Week 9</b>	Oct-17 Your Learning Plans	Brown Chps 7&8	Reading Journal (8:30am)
	Oct-19 Memory & Learning		
	Oct-21 ePortfolio Assignment		
<b>Week 10</b>	Oct-24 Wao Book Discussion	Diaz Novel	Reading Journal (8:30am)
	Oct-26 Diaz Visit		Completed FF Paper to TJ's
	Oct-28 Post Visit Discussion		Reflection Journal (5pm)
<b>Week 11</b>	Oct-31 Prospection & Subjectivity	Gilbert Pts 1&2	Reading Journal (8:30am)
	Nov-02 Choosing Future Profs		
	Nov-04 Choosing a Major		
<b>Week 12</b>	Nov-07 Presentations		Final Draft of Paper (8:30am)
	Nov-09 Presentations		
	Nov-11 Presentations		Reflection Journal (5pm)
<b>Week 13</b>	Nov-14 Fall Class Registration	Gilbert Pts 3&4	Reading Journal (8:30am)
	Nov-16 Presentism		
	Nov-18 Realism		
<b>Week 14</b>	Nov-21 Going Home Again		Reflection Journal (5pm)
	Nov-23 Thanksgiving Break -- No Class		
	Nov-25 Thanksgiving Break -- No Class		
<b>Week 15</b>	Nov-28 Rationalization	Gilbert Pts 5&6	Reading Journal (8:30am)
	Nov-30 Corrigibility		
	Dec-02 Stress Management		
<b>Exam Period</b>	What I Learned in College		e-Portfolio