"IF YOU ARE GOING TO ACHIEVE EXCELLENCE IN BIG THINGS, YOU DEVELOP THE HABIT IN LITTLE MATTERS. EXCELLENCE IS NOT AN EXCEPTION, IT IS A PREVAILING ATTITUDE."
~COLIN POWELL

"MY OWN BRAIN IS TO ME THE MOST UNACCOUNTABLE OF MACHINERY - ALWAYS BUZZING, HUMMING, SOARING, ROARING, DIVING, AND THEN BURIED IN MUD, AND WHY? WHAT'S THIS PASSION FOR?"
~VIRGINIA WOOLF

"THE BEAUTIFUL THING ABOUT LEARNING IS THAT NO ONE CAN TAKE IT AWAY FROM YOU."
~BB KING

Instructor: Amy Nuetzman
Contact: nuetzman@uoregon.edu, 541-346-3226, 53 PLC
Visit: TR 10-noon and by appointment

Having the right tools for a job can make the time you spend on it more efficient and more fun. It's possible to pound a nail with a frying pan, but it's pretty noisy, leaves marks on the wall, and postpones dinner. Your university experience is also greatly affected by the tools you use.

Through your work in this course, you will become better able to:

- Identify course themes and learning objectives
- Describe key principles of learning and memory
- Set and monitor process and outcome goals
- Use schedules and other organizational tools to plan and track activities
- Develop questions to clarify concepts, make requests, promote academic discussion, challenge thinking, and assess learning
- Analyze and evaluate texts
- Create review materials and study guides
- Utilize a variety of active learning strategies
- Employ effective test-taking strategies for objective and essay exams
- Identify attitudes and habits for managing motivation, attention, and procrastination
- Reflect on and provide evidence of learning

BLEND DESIGN

We will spend about two-thirds of our course time meeting face-to-face for discussions of readings, practice activities, and brief lectures. For the other one-third, we will work online, exploring and writing about a variety of academic success resources. This blend aims to bring out the best of both worlds: the depth and individualization of online study and the support and interaction of a face-to-face learning community. Ultimately this course is about change, so the more ways you have to discover and practice effective learning methods, the more success you will have incorporating them in your daily routine.
To keep our course running smoothly and to encourage behaviors conducive to academic success, we have some policies in place . . .

**Regular Attendance**
If you miss a class, please let me know—and be sure to follow up on any missed information. If you miss more than five classes, you will not be able to earn credit for the course, regardless of your scores from other coursework. Let’s work together to make this a class you don’t want to miss!

**Timely Work**
To receive full credit for your work, submit assignments on or before the deadline. Assignments submitted within a week after the deadline will receive half credit, and assignments submitted more than a week after the deadline will receive no credit. Be in touch if you believe your situation warrants an exception.

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**How you will invest your TLC 101 time:**

**ENGAGING, EXPLORING, EXPERIMENTING, EVALUATING**

**Engaging**—Registering for a study skills course will not make you a better student, but participating in one with curiosity, open-mindedness, respectful communication, and intellectual sweat can truly pay off.

**Exploring**—Through class discussions, readings, and online resources, you will gain greater understanding of academic culture and success.

**Experimenting**—Apply, apply, apply! Try out new ideas, attitudes, and methods fully before you decide what approach might be most useful for you.

**Evaluating**—Check in to see how your efforts are paying off, how you can adjust tools for your own purposes, and how you can continue to push toward your optimal self. One can never be too good at learning!

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**How you will earn your TLC 101 grade:**

**DEMONSTRATING YOUR INVESTMENTS AND OUTCOMES**

**10% for Participation**—For each face-to-face class meeting, you will earn up to 5 points for your preparation and contributions, including discussions, small-group activities, and individual writing. Showing up is necessary but not sufficient!

**5% for Conferences**—Two individual meetings with me are required for full credit in this area. More frequent visits are also encouraged.

**5% for University Experiences**—You will choose two university programs, events, or activities that are new to you, visit/attend/use them, and write about your experiences. Each submission is worth up to 5 points.

**30% for Work Samples**—Throughout the course, you will use specific strategies related to time management, note-taking, and test preparation and submit each example for up to 5 points each.

**30% for Online Modules**—Choose 6 of 9 topics to read and write about. Each module is worth up to 20 points.

**20% for Final Portfolio**—As the term progresses, you will develop a portfolio that documents your achievement of our TLC 101 learning objectives through explanations, examples, and other evidence.

*ADDITIONAL INSTRUCTIONS AND SCORING GUIDES ARE AVAILABLE ON BLACKBOARD.*

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**GRADING SCALE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
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<td>C+</td>
<td>77-79%</td>
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<tr>
<td>C</td>
<td>73-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>0-59% (and/or &gt;5 absences)</td>
</tr>
</tbody>
</table>

Students registered for the pass/no pass grading option need 70% or higher in order to receive course credit.
### Course Schedule

**SUBJECT TO CHANGE—DETAILS AND UPDATES WILL BE ANNOUNCED IN CLASS AND ON BLACKBOARD**

<table>
<thead>
<tr>
<th>DATES</th>
<th>MONDAY</th>
<th>WEDNESDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 31, April 2, 4</td>
<td>Learning Objectives</td>
<td>Goal Setting info sheet comp model</td>
<td>Discussions schedule conf lib arts</td>
</tr>
<tr>
<td>April 7, 9, 11</td>
<td>Scheduling term goals how to change</td>
<td>Procrastination disc questions column for nyd</td>
<td>Focus online module prep multitasking</td>
</tr>
<tr>
<td>April 14, 16, 18</td>
<td>Learning Principles progress summary how to win</td>
<td>Note Making time audit just showing up</td>
<td><em>Online Module</em></td>
</tr>
<tr>
<td>April 21, 23, 25</td>
<td>Reading time map 7 cr read strat</td>
<td>Annotations cornell notes better brain</td>
<td><em>Online Module</em></td>
</tr>
<tr>
<td>April 28, 30, May 2</td>
<td>Maps and Charts annotations close the book</td>
<td>Memory UNI EXPERIENCE 1</td>
<td><em>Online Module</em></td>
</tr>
<tr>
<td>May 5, 7, 9</td>
<td>Communication map or chart peer study</td>
<td>Critical Thinking progress summary drinking age</td>
<td><em>Online Module</em></td>
</tr>
<tr>
<td>May 12, 14, 16</td>
<td>Using Sources citations internet age</td>
<td>Test Anxiety bloom’s questions how to cram</td>
<td><em>Online Module</em></td>
</tr>
<tr>
<td>May 19, 21, 23</td>
<td>Objective Tests UNI EXPERIENCE 2</td>
<td>Essay Exams study plan writing essays</td>
<td><em>Online Module</em></td>
</tr>
<tr>
<td>May 26, 28, 30</td>
<td><em>Memorial Day</em></td>
<td>Peer Review final portfolio draft</td>
<td><em>Online Module</em></td>
</tr>
<tr>
<td>June 2, 4, 6</td>
<td><em>Conferences</em></td>
<td><em>Conferences</em></td>
<td><em>Final Portfolio Due</em></td>
</tr>
</tbody>
</table>

*Memorial Day*  

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“*I will always be glad that I dared to give it my all.*”

~UO Student

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### Academic Integrity

All students are expected to complete assignments in a manner consistent with academic integrity. Students must produce their own work and properly acknowledge and document all sources (ideas, quotations, paraphrases). Students can find more complete information about the University of Oregon’s Policy on Academic Dishonesty in the University of Oregon Student Handbook.

### Accommodations

If aspects of the instruction or design of this course limit your participation or success, I encourage you to talk with me as soon as possible so that we can strategize how you can get the most out of this course. If you have a disability, you are also welcome to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.

### Diversity

Open inquiry, freedom of expression, and respect for difference are fundamental to a comprehensive and dynamic education. The University Teaching and Learning Center is committed to upholding these ideals by encouraging the exploration, engagement, and expression of divergent perspectives and diverse identities.