

TLC 199: TACKLING TIME

CRN 15935—FALL 2014—193 ANSTETT

Oct 21-Nov 6—TR 2-3:20

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Drop in Tues or Weds 10-noon or make an appt through TLC (541-346-3226, 68 PLC)



COURSE DESCRIPTION:

Tackling Time focuses on setting goals, identifying priorities, and managing time. We will analyze how we currently use time and whether this use of time is consistent with our goals. We will also explore barriers to effective time management and specific strategies for improvement.

COURSE OBJECTIVES:

This course is designed to provide students with tools and skills that allow them to more effectively manage their time so they can succeed academically. By the end of this course, students will be able to do the following:

- analyze their use of time
- use scheduling and prioritizing tools
- identify ways to use time more efficiently
- define reasons for procrastination and strategies for managing it
- set attainable goals
- understand how stress and wellness affect time management
- recognize how time management skills developed for college apply to other situations

COURSE MATERIALS:

Readings and handouts will be provided in class and posted on our Blackboard course site (go to <https://blackboard.uoregon.edu> and log on with your Duck ID and password).

GRADING AND REQUIREMENTS:

This is a one-credit, pass/no pass course. You must complete all requirements fully and satisfactorily in order to earn course credit. Examples and details will be provided throughout the course.

Attendance—Your presence and participation are necessary in order to make this course successful for you and your learning community. If you are unable to attend one class, please contact us as soon as possible—and remember that you are responsible for any missed work and information. If you miss more than one class meeting, you will not receive credit for the course.

Conference—Plan to meet with one of us at TLC for about 15-30 minutes to discuss your questions and feedback about TLC 199, your progress in and approach to your other courses, campus resources that may be useful to you, and/or whatever else crops up as relevant to your academic success. To schedule a conference, you can:

- add your name to a conference sign-up sheet during class
- come to TLC drop-in hours (Tues and Weds 10-noon)
- make an appointment through the main TLC office (68 PLC, 541-346-3226)

Journal Entries—Brief articles (posted on Blackboard) will provide us a shared basis for in-class discussion as well as specific information for reaching course objectives. Read through the ideas in each resource and write a summary and response (see Blackboard for details). Submit your work in your Blackboard journal prior to the deadline listed in the course schedule.

Portfolio—Throughout the course, you will learn, apply, and reflect on time management strategies. On the final day of class, you will submit a collection of your work. A passing portfolio must contain all elements described in the Tackling Time Portfolio Instructions. Additional details, practice activities, and examples will be provided during class time or on Blackboard.

ADDITIONAL STANDARDS:

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.

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

The University of Oregon is working to create inclusive learning environments. If aspects of the instruction or design of this course limit your participation, we encourage you to talk with us 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 uoac@uoregon.edu.

SCHEDULE:

Date	Assignment Due	Topic
Tues, Oct 21		Introductions and Contexts
Thurs, Oct 23	Reading Journal #1 (on Bb)	Scheduling
Tues, Oct 28	Reading Journal #2 (on Bb) Schedule Conference	Motivation and Goals
Thurs, Oct 30	Reading Journal #3 (on Bb) Time Audit	Procrastination
Tues, Nov 4	Reading Journal #4 (on Bb)	Organization and Efficiency
Thurs, Nov 6	Portfolio	Stress Management and Wellness

TACKLING TIME PORTFOLIO INSTRUCTIONS

Your portfolio is a compilation of your coursework, showcasing specific strategies as well as your overall observations and progress. Your completed portfolio will contain:

- a completed week-long time audit form with pie charts and a written reflection
- Time Takeaways

TIME AUDIT

Monitor your time usage for one full week, using the time audit form distributed in class. Periodically throughout each day, write down how you used each half-hour time block, and consider using colors or some other visual cue to indicate different “categories” of your life. Also, I encourage you to be specific—for example, instead of “study,” write “read/ take notes ch. 8 chem”). Continue this process until you have completed all seven days on the sheet. Bring your completed time audit form to our fourth class meeting.

After you finish recording your time use for one week, fill in two pie charts according to the instructions in the time audit handout. Then write a reflection that addresses your tracked time use. See the time audit form for specific prompts.

TIME TAKEAWAYS

Create your own resource for successful university time management. You may choose either of the following options (or propose your own idea by the third class meeting).

Whatever form you choose, you must use your own words (occasional, clearly cited quotations are okay) and provide examples from the course text and your own experiences.

- A) Consider Benjamin Franklin’s daily schedule (at right): Write a 3-page essay (typed, double-spaced, standard 12-point font) in which you explore the extent to which you find this kind of plan useful or not. Be sure to discuss Franklin’s morning and evening questions. How can you adapt this kind of self-evaluation in your practical life? What kind of plan do you need to help you make the most of your time? What is the point of *having* time, at all? What would someone think of *your* schedule? Support your response with specific examples from the course text, class discussions, and your own experiences. Be sure to cite your sources.
- B) Identify at least 5 pitfalls (common mistakes or challenges) of managing time as a university student. State each pitfall and, for each, write 1-2 paragraphs (at least 150 words) describing why the problem is common and then providing suggestions for attitudes, behaviors, and techniques that can help avoid or overcome the problem and lead to success. Support your recommendations with specific examples from the course text, class discussions, and your own experiences. Be sure to cite your sources.

The morning question, What good shall I do this day?	5	Rise, wash, and address <i>Powerful Goodness</i> ; contrive day's business and take the resolution of the day; prosecute the present study; and breakfast.
	6	
	7	
	8	
	9	Work.
10		
11		
	12	Read or overlook my accounts, and dine.
1		
	2	Work.
3		
4		
5		
	6	Put things in their places, supper, music, or diversion, or conversation; examination of the day.
7		
8		
9		
Evening question, What good have I done today?	10	Sleep.
11		
12		
1		
	2	
	3	
	4	