**PSY 101 Z2 Introduction to Psychology (3 Credit Hours)**

**Online**

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**Office Hours (by appointment via skype or email)**

**Required Text:**

What is Psychology?

Foundations, Application & Integration

4th Edition

By Ellen Pastorino

Susann Doyle – Portillo

Cengage Learning

**Prerequisites and co-requisites** – EGL 093

**Course Description:**

Do you wonder why people do what they do? Why you love certain people, but not others? Why you think the way you do? Why you dream about specific things? If so, you are interested in psychology. Psychology is the scientific study of behavioral and mental processes in animals and humans. The field of psychology encompasses many areas including: research methods, social behavior, personality, human development, biological basis of behavior, consciousness, learning, memory, emotion, motivation and mental health and adjustment.

**Course Goals:**

At the end of the course students should be able to:

1. Understand how psychologists gather, analyze and apply information gained through the study of behavior.
2. Understand the major topic areas within the discipline of psychology.
3. Apply the knowledge and principles of psychology to individual lives.
4. Integrate psychological principles with content learned in other courses.
5. Apply computer skills and develop awareness of the Internet as a research tool in psychology.
6. Improve written communication.
7. Learn to work more effectively in groups.

**Requirements:**

1. Attend and participate in class.
2. Read assigned chapters/articles. Watch any assigned lectures or videos.
3. Complete weekly quiz to assess completion of reading.
4. Take 4 unit exams at the end of each designated unit. These are **not** comprehensive.
5. Complete all assignments, **including chapter readings, short answer, and chapter Exams**. Questions and instructions for assignments will be provided to students **via Blackboard** under the respective unit**.** All assignments and work product are to be turned in to **Blackboard** **prior to the start of the class** when they are due unless otherwise stated.

Note: Essays will be graded based on content and form (grammar, spelling, clarity of writing, organization, and document appearance which reflects post-secondary level performance). Essays should be written in **APA format**. Essays must be **typed and submitted via Blackboard using 12 point, Times New Roman font and 1” margins. Other homework assignments do not need a separate title or reference page, however if you use a resource you should properly cite that resource in-text (in APA format) and include a full citation at the bottom of the assignment (in APA format).** Students are encouraged to take essays to the Reading and Writing Lab on the 3rd floor of Arts and Sciences Building for assistance.

**Course Procedures and Policies:**

1. It is expected that students regularly attend and contribute, through preparation and participation, in class. This requires the student to complete reading assignments Attendance will be taken via online participation.
2. Some weeks (see course schedule for exact dates) a quiz will be given to assess completion of reading. Quizzes will be 5 questions in length. There will be 11 quizzes and the lowest score will be dropped at the end of the semester. Therefore your grade will be out of 10 quizzes.
3. Assignments are scheduled and due dates are located on the course calendar at the end of the syllabus.
4. Assignments are due, **via Blackboard**, at the end of each week as indicated on class the date listed. Late assignments are assignments submitted after the due date. Assignments turned in late will be marked down one letter grade. Assignments may be turned in within **1 week of the assigned due date**. No assignments will be accepted after this week has elapsed. **There is no late extension for extra credit opportunities.** **Those submitting late final assignments will have to turn in their assignment by 8 am on Thursday, 12/1/18.**
5. In the rare event that a student needs to make up an exam, make up exams will be granted at the discretion of the instructor. Students should email the professor as early as possible if they are going to miss the exam. Please do not assume that you can make up an exam. **These exams must be completed within 1 week of the exam date**. There will be no opportunities to make up a missed final exam.
6. Cecil College adheres to the highest standards of academic honesty. Students at Cecil College are expected to maintain that high standard by taking responsibility for their own academic success and achievement. All forms of academic dishonesty are serious offenses and will not be tolerated, and could lead to sanctions up to and including expulsion from the college. All members of the College community share the responsibility for the academic standards of the College. **Academic honesty is a cornerstone of the development and acquisition of knowledge and is a critical component of continued membership in the College community**. If I have concerns about academic honesty (plagiarism, incorrect use of APA citation, or cheating) I will arrange a conference with you to discuss my concerns. The policy will be reviewed and appropriate paperwork will be completed documenting the concern/infraction. Infractions can include, but are not limited to, being asked to redo the assignment, receiving a zero on the assignment or failing the course. Paperwork will be provided to the Academic Dean’s office, the Department Chair, the student and Dr. Lutz Stehl.

Student Link: http://www.cecil.edu/Content/Academic-Programs/Documents/College-Catalog.pdf#page=217

1. Standards for a “C” paper. The C essay is, for the most part, competent. The basic requirements of the assignment have generally been met. It has a clearly defined, though unremarkable, thesis statement. However, support for the thesis statement, while “adequate,” is weak, thin. Command of the subject matter is average—often due to the use of broad or even vague generalities in place of precise ideas. Stylistically, the introduction may fail to capture the reader’s attention, and the conclusion may be merely serviceable. The author’s voice may not be marked; the sense of the human being behind the words may be absent. The essay’s actual ideas and their expression may lack vigor. As concerns critical thinking, the paper may evidence ineffective explanations and analyses, and the content may not be as concrete, specific, or relevant as it might be. The essay’s pattern of development may, in places, suffer from a lack of clarity; in other places, that pattern may suffer from poor transitions between paragraphs. The essay’s sentences, while complete, may lack variety or may be choppy. In places, phrases may be awkwardly positioned. While generally satisfactory, the C paper’s diction may, at times, suffer from wordiness, awkwardness, clichés, and inexactness. Occasionally, the C paper may have errors in grammar, punctuation, mechanics, and spelling. While generally competent (there may be few “red marks” on the paper), the C paper lacks the rigor of thought and expression that would merit it as more than competent.

Students may request the “I” grade, but they need to make the request under the conditions established by the instructor. “It is the prerogative of the instructor to decide whether or not to issue an incomplete contract” (*College Catalog*).

Student C Standards link: <https://my.cecil/ICS/Academic/Student.jnz?portlet=Handouts>

1. At Cecil College, a credit hour is defined as the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:
   1. One hour of classroom or direct faculty instruction and a minimum of two hours out-of-class student work each week for approximately fifteen weeks or the equivalent amount of work over a different amount of time.
   2. At least an equivalent amount of work as required in item a of this definition for other academic activities, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.
2. The use of electronic communications devices (cell phones, IPads, laptops, ect.) in the classroom for both incoming and outgoing transmissions of a personal nature is prohibited. The instructor may authorize use of these devices as required by the nature of the course itself. A student with disabilities may make an electronic transcript of class lectures provided that his/her case is evaluated by the ADA Coordinator and he/she is given permission to do so. The ADA Coordinator must inform the course instructor that the making of an electronic transcript of class lectures is permitted under the Americans with Disabilities Act. Maryland State Law requires the consent of every party to a conversation in order to make a lawful recording. Accordingly, the electronic recording of the class must not include class discussions, peer/group discussions, and any other student presentations.
3. **Please be respectful of your own learning process, as well as that of your classmates by being on-time to class, turning off your cell phone, and only using your computer for class related activities.** You will be asked to leave your electronics outside of the classroom if they become a distraction. In addition, inappropriate or disruptive behavior will not be tolerated. If this occurs the professor will meet with the student to discuss the concern following the first offense. If the behavior continues the student will be asked to leave the class.

**Students enrolled at Cecil College are expected to demonstrate honesty, responsibility, civility, and respect at all times.**  These values are essential to the learning environment and are expected to be exhibited in conduct in all areas of the College grounds, including classrooms and labs and College sponsored events.  All students are subject to disciplinary sanctions, up to and including expulsion from the College, as detailed in the Student Code of Conduct.

http://www.cecil.edu/Catalog/Pages/Policies-and-Procedures.aspx#CodeOfConduct

Questions about the Student Code of Conduct should be directed to Cathy Skelley, Director of College Life, in the Student Life Office (TC 114) or via email at cskelley@cecil.edu.

1. Title IX is a federal civil rights law that prohibits discrimination on the basis of sex in any federally funded program or activity. In compliance with Title IX, Cecil College prohibits sex discrimination, inclusive of sexual harassment and sexual assault. Cecil College seeks a safe and healthy educational environment for all College community members. Title IX is a federal civil rights law that prohibits gender based and sexual misconduct in education, including sexual harassment, dating violence, domestic violence, sexual assault and stalking. The college Sexual Misconduct Policy outlines prohibited behaviors, policies and enforcement procedures. The policy can be found at:

http://www.cecil.edu/Catalog/Pages/Policies-and-Procedures.aspx#SexualMisconduct .

Cecil College is committed to supporting students who have been the victim of gender based harassment or sexual misconduct on the Cecil College campus. An individual who wishes to report a concern or complaint relating to violations of the sexual misconduct policy may do so by contacting one of the College’s Title IX coordinators: Colleen Cashill, Executive Director, Human Resources in Building A 324, 410-287-1087, ccashill@cecil.edu or Catherine Skelley, Director of College Life in Building D 114, 443-674-1988 [cskelley@cecil.edu](mailto:cskelley@cecil.edu).

If you have questions or concerns about gender based harassment, sexual misconduct or Title IX you may contact Cathy Skelley, Director of College Life, in the Student Life Office (TC 114) 443-674-1988 or via email at cskelley@cecil.edu.

1. Cecil College abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 that stipulates no student shall be denied the benefits of an education “solely by reason of disability”. Disabilities covered by law include, but not limited to, learning, psychiatric, hearing, sight and mobility disabilities. If you have a disability that may affect your work in this class and for which you may require accommodations, please see the Coordinator of Disability & Support Services, Robyn Hunt LCSW-C in the Technology Building Room 301, so accommodations may be arranged. You may reach the Disability & Special Services Program by Office Visit, phone call 443-674-1993 or email rhunt@cecil.edu.
2. If there is an emergency or inclement weather, and class needs to be cancelled, I will post an announcement on blackboard with instructions about how to make up the missed class time. Please make sure to check blackboard when these events occur. Make up work will count as your participation/extra credit points for the day missed. Failure to complete make up work by the date due will result in a zero for participation/extra credit points on that day. Also please register for e2campus so that you can be made aware of any weather or other changes to the college operating schedule. Information on how to sign up for this is found on my.cecil.edu
3. Blackboard is used regularly by this instructor to communicate information to students and to manage class. All assignments are to be loaded onto blackboard for grading, unless otherwise noted. Please check blackboard regularly. **Inadequate internet is not an excuse for late work. If you have concerns about technology please address them with Dr. Lutz Stehl before assignments are due. Uploading, or completing, assignments a few days prior to a due date is advised so that any technology issues can be addressed if they arise.**
4. If for some reason a student chooses to withdraw from the course, (s)he must officially withdraw by contacting his/her adviser and/or Registration. A participant who simply stops attending class and does not officially withdraw may receive a final grade of “F”. For refund and withdrawal dates the student should consult the College Catalog on page 72.
5. Office hours are listed on this syllabus, on blackboard, and outside of my office. Students are encouraged to use these times, or to arrange alternative times, to discuss any concerns.

**Grading:**

Course grade will be based on the total number of points earned on the required course activities.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assignment** | **Number given** | **Points** | **Total points** | **Time it will take you**  **(These are only approximations**  **each student will personally vary )** |
| Preparation for Class – Reading/Watching Videos/Participation assignments | Weekly |  |  | 2-3 hours per week |
|  | 11 (lowest scores will be dropped) | 10 x 5 | 50 | 1 hour of preparation |
| 4 Assignments | 4 | 10 | 40 | 2 hours per assignment |
| Exams | 4 | 50 | 200 | 8 hours of preparation/study time |
| Unit 1 short Essay | 1 | 20 | 20 | 4 hours |
| Unit 2, 3 short Essay | 2 | 10 | 20 | 7 hours per essay |
| Unit 4 short Essay | 1 | 20 | 20 | 8 hours |
| **Totals** |  |  | **350** |  |

|  |  |
| --- | --- |
| **Grade** | **Point Range** |
| A | 350-315 |
| B | 314-280 |
| C | 279-245 |
| D | 244-210 |
| F | 209 and below |

**\*\*Please note that you cannot pass this course if work is not completed. Work that is not turned in receives a zero in the grade book. Exam grades *are not enough* to achieve a passing score.\*\***

**All policies, procedures and requirements are subject to change.**

**Class chapter begin on Monday of each week**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit/Week** | **Date** | **What should I do before class?** | **Assignments Due or Exam Dates** |
| **UNIT 1**  Week 1 | M, 8/27  \_\_\_\_\_\_\_\_\_\_\_  Su, 9/2 | * Welcome to class * Read Course Syllabus * Read Chapter 1 The Science of Psychology * Read Part 1 Foundations in Biological Science * Watch assigned power point videos * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Complete Homework Assignment 1: submit answer on Blackboard | * **None**   **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Due: Sunday 9/2 at 11:59pm**  **Quiz (Ch: 1)**  **Homework Assignment 1: page 35 -Use it or Lose it Applying Psychology**  **Question Number 1** |
| Week 2 | M, 9/3  \_\_\_\_\_\_\_\_\_\_\_  Su, 9/9 | * Read Chp 2 Neuroscience * Watch assigned power point videos   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Due: Sunday 9/9 at 11:59pm**   * **QUIZ (Ch: 2)** |
| Week 3 | M, 9/10  \_\_\_\_\_\_\_\_\_\_\_  Su, 9/16 | * Read Chp 3 Sensation and Perception * Watch assigned power point videos None   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Due: Sunday 9/16 at 11:59pm**   * **Quiz (Ch: 3)** |
| Week 4 | M, 9/17  \_\_\_\_\_\_\_\_\_\_\_  Su 9/23 | * Read Chp 4 Consciousness * Watch assigned videos   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Due: Sunday 9/23 at 11:59pm Quiz (Ch: 4)** |
| Week 5 | M, 9/24  \_\_\_\_\_\_\_\_\_\_\_  Su, 9/30 | * Read Chp 5 Motivation and Emotion * Wrap up * Complete Unit 1 Short Essay project * Watch assigned power point videos * Review material in preparation for Unit 1 Exam   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   * Review material in preparation for Unit 1 Exam | * **Study for Unit 1 Exam** * **Complete Short Essay on Unit 1**   **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Due: Sunday 9/30 at 11:59pm**  **Unit 1 Exam**  **Short Essay Unit 1** |
| **Unit 2**  Week 6 | M, 10/1  \_\_\_\_\_\_\_\_\_\_\_  Su, 10/7 | * Read Part 2 Foundations in Cognitive Psychology * Read Chp 6 Learning * Watch assigned videos   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   * Complete Homework Assignment 2: submit answer on Blackboard | **Complete assignment**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Due: Sunday 10/7 at 11:59pm**    **Quiz (Ch: 6)**    **Homework Assignment 2: page 79 - Use it or Lose it Applying Psychology**  **Question Number 1** |
| Week 7 | M, 10/8  \_\_\_\_\_\_\_\_\_  Su, 10/14 | * It is Columbus Day, but we have class! * Read Chapter 7 Memory * Watch assigned videos   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Due: Sunday 10/14 at 11:59pm**   * **Quiz (Ch: 7)** |
| Week 8 | M, 10/15  \_\_\_\_\_\_\_\_\_  Su, 10/21 | * Read Chapter 8 Cognition, language and Intelligence * Watch assigned videos * Complete Unit 2 Essay Project * Review material in preparation for Unit 2 Exam | **Due: Sunday at 11:59 pm, 10/21**   * **UNIT 2 Essay Project** * **Unit 2 Exam** |
| **UNIT 3**  Week 9 | M, 10/22  \_\_\_\_\_\_\_\_\_\_\_  Su, 10/28 | * Read Part 3 Foundations in Developmental and Social Psychology * Chapter 9 Human Development * Watch assigned videos   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   * Complete Homework Assignment 3: submit answer on Blackboard | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Due: Sunday at 11:59 pm, 10/28**   * **Quiz (Ch: 9)**   **Homework Assignment 3: page 411 -Use it or Lose it Applying Psychology**  **Question Number 6** |
| Week 10 | M, 10/29  \_\_\_\_\_\_\_\_\_\_\_  Su, 11/4 | * Read Chapter 10 Social Psychology * Watch assigned videos   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Due: Sunday at 11:59 pm, 11/4**   * **Quiz (Ch: 10)** |
| Week 11 | M, 11/5  \_\_\_\_\_\_\_\_\_\_\_  Su, 11/11 | * Read Chapter 11 Personality in * Watch assigned videos   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   * Review material in preparation for Unit 3 Exam * Complete Essay 3 | * **Study for Unit 3 Exam**   **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Due: Sunday at 11:59 pm, 11/11**   * **Unit 3 Exam** * **UNIT 3 short Essay** |
| **UNIT 4**  Week 12 | M, 11/12  \_\_\_\_\_\_\_\_\_\_\_  Su, 11/18 | * Read Part 4 Foundations in Physical and Mental Health * Read Chapter 12 Health, Stress and Coping * Watch required videos.   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Due: Sunday at 11:59 pm, 11/18**   * **Quiz (Ch: 12)**   **Homework Assignment page 411 -Use it or Lose it Applying Psychology**  **Question Number 1 page 543** |
| Week 13 | M, 11/19  \_\_\_\_\_\_\_\_\_\_\_  Su, 11/25 | * Read Chapter 13 Mental Health Disorders * Watch required videos.   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   * Happy Thanksgiving | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Due: Sunday at 11:59 pm, 11/25**   * **Quiz (Ch: 13)** |
| Week 14 | M, 11/26  \_\_\_\_\_\_\_\_\_\_\_  Su, 12/2 | * Read Chapter 14 Mental Health Therapies * Watch required videos   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   * Complete Unit 4 Essay Project | **Due: Sunday at 11:59 pm, 12/2**   * **UNIT 3 short Essay** |
| Week 15 | M, 12/3  \_\_\_\_\_\_\_\_\_  Su, 12/9 | * There are two extra credit opportunities this Unit:   1: Extra credit for Exam 4 will be completed during the exam.  and   * Complete 5 point assignment for extra credit | * **Cengage extra credit Mental Health Assignment**   **Due: Su , 12/9** |
| **FINALS WEEK** | 12/10 | * Review material in preparation for Unit 4 Exam (FINAL EXAM) | * Final Exam will cover Unit 4 material only and will be taken in class during finals week. **Final is Due on Monday, 12/10** |

\*\*\*There is no comprehensive midterm or final examination.\*\*\*

**All policies, procedures and requirements are subject to change.**

**Top 10 Tips to Help You *Succeed* In Your Psychology Course**

**(and all your other courses too!)**

1. **Become an expert on course requirements and due dates.** Professors spend hours and hours preparing course syllabi and calendars so that you will know exactly what is expected of you -- and when. One of the lamest excuses a student can give a professor: "I didn't know it was due today."
2. **Meet with your professors.** Speaking as a professor, I can assure you there are **only upsides** to getting to know your professors, especially if later in the semester you run into some snags. Professors schedule office hours for the sole purpose of meeting with students -- take advantage of that time.
3. **Seek a balance.** College life is a mixture of social and academic happenings. Don't tip the balance too far in either direction. One of my favorite former students always used to say her motto was to "study hard so she could play hard."
4. **Strive for good grades.** An obvious one here, right? Remember the words of the opening paragraph; while good grades could have come naturally to you in high school, you will have to earn them in college -- and that means setting some goals for yourself and then making sure you work as hard as you can to achieve them.
5. **Take advantage of the study resources on campus.** Just about all colleges have learning labs and tutors available. If you're having some troubles or if you need someone to look over your work – which we all do -, these resources are another tool available to you. Another idea: form study groups.
6. **Take responsibility for yourself and your actions.** Don't look to place the blame on others for your mistakes; own up to them and move on. Being an adult means taking responsibility for everything that happens to you.
7. **Make connections with students in your classes.** One of my best students said his technique in the first week of classes was to meet at least one new person in each of his classes. It expanded his network of friends -- and was a crucial resource at times when he had to miss a class.
8. **Don't procrastinate; prioritize your life.** It may have been easy in high school to wait until the last minute to complete an assignment and still get a good grade, but that kind of stuff will not work for you in college. Give yourself deadlines -- and stick to them.
9. **Don't cut corners.** College is all about learning. If you procrastinate and cram, you may still do well on tests, but you'll learn very little. Even worse, don't cheat on term papers or tests. Think about why you are here – hopefully to learn!
10. **Have fun, ask questions and enjoy what you are learning.** We have a unique opportunity to spend time without interruption to really think about concepts….it is fun to expand how you think. You are as much of a contributor to class as I am. So please get involved in class and have a good time.

**Other General College Tips for Success**

1. **Go to all orientations.**
2. **Get Organized.** In high school, the teachers tended to lead you through all the homework and due dates. In college, the professors post the assignments -- often for the entire semester -- and expect you to be prepared. Buy an organizer, a PDA, a big wall calendar -- whatever it takes for you to know when assignments are due.
3. **Find the ideal place for you to study.**
4. **Go to class.** Obvious, right? Maybe, but sleeping in and skipping that 8 am class will be tempting at times. Avoid the temptation. Besides learning the material by attending classes, you'll also receive vital information from the professors about what to expect on tests, changes in due dates, etc.
5. **Get to know your academic adviser.** This is the person who will help you with course conflicts, adding or dropping courses, scheduling of classes for future semesters, deciding on majors and minors. This person is a key resource for you -- and should be the person you turn to with any academic issues or conflicts. And don't be afraid of requesting another adviser if you don't click with the one first assigned to you.
6. **Get involved on campus.**
7. **Make time for you.** Be sure you set aside some time and activities that help you relax and take the stress out of your day or week. Whether it's enlisting yoga techniques, watching your favorite television shows, or writing in a journal, be good to yourself.
8. **Don't feel pressured to make a hasty decision about a career or a major.** It doesn't matter if it seems as though everyone else seems to know what they're doing with their lives -- believe me, they don't -- college is the time for you to really discover who you are, what you enjoy doing, what you're good at, and what you want to be. It's not a race; take your time and enjoy exploring your options.
9. **Find the Career Services Office.** Regardless of whether you are entering college as undeclared or have your entire future mapped out, seek out the wonderful professionals in your college's career services office and get started on planning, preparing, and acting on your future.

Adapted from: http://www.quintcareers.com/first-year\_success.html