

SYLLABUS*

UNIV 1118: UNIVERSITY STUDIES STRATEGIES FOR ACADEMIC SUCCESS FALL SEMESTER 2009

**The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.*

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OFFICE HOURS: Walk-in (Wednesdays 1-2 pm, 130 Memorial Hall)
 (or please call 542-6400 to set up an appointment at
 another time)

COURSE GRADES: Students should note that a letter grade (A, B, C, *with a minus or plus*, D, or F) will be assigned at the end of the academic term. UNIV 1118 is a 2 hour course for elective credit and counts toward a student's cumulative GPA.

COURSE PURPOSE: UNIVERSITY STUDIES STRATEGIES FOR ACADEMIC SUCCESS is a course designed to promote self-awareness in order to facilitate success and achievement in a university setting.

REQUIRED TEXT: *Life Skills for the University and Beyond* by Earl J. Ginter & Ann Shanks Glauser, Kendall/Hunt Publishing Company, Third Edition (1999, 2000, 2005)

COURSE OBJECTIVES/EXPECTED LEARNING OUTCOMES:

1. Students will understand how four life-skills categories (problem solving & decision making; interpersonal & human relations skills; identity development & purpose in life skills; and health & physical fitness) can enhance or impede academic and life success.
2. Students will master study habits (such as listening and note-taking) in order to increase their academic success by application of these classroom/study strategies.
3. Students will comprehend the connections between self-mastery/individual locus of control and goal-setting /time management and will be able to set short, medium, and long-range goals and establish personal time management constructs that reflect values congruence.
4. Students will be cognizant of the importance of stress and anxiety management as psychological tools for achieving academic success and personal health.
5. Students will develop a working awareness of their own personal learning style by learning their own personality type & type dynamics, their most important perceptual learning modalities, and their brain (right, left) preference and the importance of whole-brain learning in achieving academic success.
6. Students will develop critical thinking and problem solving skills in written and oral communication.
7. Students will make preliminary decisions concerning a college major and career.

COURSE REQUIREMENTS:

1. Students should attend class regularly. Students who have more than *three absences* (excused or unexcused) **may receive a grade of WF (withdrawn/failing)** for the course or **may have their grade lowered a half or whole letter grade depending on circumstances.** Please talk to me before deciding to stop attending class.
2. Students should communicate excused absences to the instructor either by phone, e-mail, or in person. Students are responsible for **making up all missed assignments and will receive a reduced grade for late work.** **Special note:** Three tardies equal one absence. (10 minutes late is a tardy and more than 10 minutes late may be counted as an absence.)
3. Students must complete **all reading assignments.**
4. Students must participate in **class discussions and activities.**
5. *Students must complete in a satisfactory manner all written assignments*, both in-class assignments and homework. All assignments will be collected the day they are due. Late assignments will result in **reduced points.** *Remember to place your name on all your assignments.*
6. Make-up tests will require documentation of a medical emergency or special circumstance.
7. A **portfolio review** at the end of the ten-week session is a requirement of the course.

Topical Outline

Life-skills for the University (key areas of skill development)

Motivation & goal setting

Study habits and note-taking

Academic honesty

Time management

Test Anxiety

Controlling stress

Whole-brain learning

Perceptual Learning Modalities

Personality theory & application

Keirsey personality and temperament instruments

Bloom's Taxonomy of learning and thinking

Critical thinking, problem solving, and brainstorming

Diversity/Multiculturalism

(brief overview) Physical fitness & health

Career Exploration and the GCIS

Resume and the Holland Code

University of Georgia academic resources and selected University requirements

University Honor Code and Academic Honesty Policy

University Studies 1118 follows the Academic Honesty Policy articulated in the pamphlet "A Culture of Honesty." For detailed information concerning the policy, students can also check the Office of the Vice President for Instruction (OVPI) web page under the heading Academic Honesty. All members of the UGA academic community are responsible for knowing the policies and procedures on Academic Honesty.

SCHEDULE FOR UNIV 1118 FALL 2009

DR. ELIZABETH HARDAWAY
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DAY 1 TUESDAY AUGUST 18 75 MINUTES

Overview of course syllabus, schedule, and course goals, grading policy, portfolio & the completion of UNVST policy assessment forms.

Assignment: Read chapter 1 (the text, Life-Skills for the University and Beyond) and begin exercises 1 & 2a by Thursday, August 20. We will discuss exercise 2b-- the Life Wheel-- in class on Thursday, and you will complete 2b and write an analysis of the results of Exercise 2 for Tuesday, August 25. In addition, read chapter 14 on campus and community resources.

DAY 2 THURSDAY AUGUST 20 75 MINUTES

**Discuss chapter 1 (Life-Skills for the University) and the Life-Skills Wheel
Briefly discuss chapter 14**

Discuss Identity Exploration Profile Presentation

Assignment: Read chapter 2 (Motivation); Complete exercises 1, 2a, and 2b from Chapter 1 and complete the analysis of your results from exercise 2. All of this material will be due on Tuesday, August 25.

DAY 3 TUESDAY AUGUST 25 75 MINUTES

Turn in exercises 1, 2a, and 2b from chapter 1 of the text and your analysis of the results of exercises 2a & b at the beginning of class.

Begin discussing chapter 2 (Motivation) and discuss the special “goal setting” assignment

Overview of Lab Assignments: *Type Focus* (Keirsey Personality Inventory) and the GCIS

Assignment: Complete your Identity Exploration Profile presentations, due Thursday, August 27; begin work on your goal assignments, due Thursday, September 3.

DAY 4 THURSDAY AUGUST 27 75 MINUTES

Identity Exploration Profile Presentations

Assignment: Read chapter 12, Stress, and complete Exercise 1 (Stress Assessment) in chapter 12 (pages 231-235) for Tuesday, September 1. Review Chapter 2 (Motivation)

DAY 5 TUESDAY SEPTEMBER 1 75 MINUTES

Turn in Stress Assessment Assignments at the beginning of class.

Continue discussing Motivation: Motivation Theory & Maslow's Hierarchy of Needs. Look at Goal Achievement PowerPoint.

Assignment: Complete special Goal-setting Assignment (Due Thursday, September 3); Read chapter 7, Time Management (Don't complete the time management exercises until after our class discussion on Thursday, September 3).

DAY 6 THURSDAY SEPTEMBER 3 75 MINUTES

Turn in Goal Assignment at the beginning of the period.

Discuss chapter 7 (Time Management), the Time Management Project (special directions, including time-logs) and how issues concerning time management can lead to stress (chapter 12). The exercises in chapter 7 (1-5) and a two-week time-log will comprise the Time Management Project, which will be due Thursday, September 24 (long-term assignment).

Assignment: Read chapter 3 (Study Skills)

DAY 7 TUESDAY SEPTEMBER 8 75 MINUTES

Discussion of chapter 3: Study skills and note taking

Assignment: Chapter 6 (Test Anxiety)

DAY 8 THURSDAY SEPTEMBER 10 75 MINUTES

Discuss chapter 6 (Confronting Test Anxiety)

In-class review for Objective Test I

Assignment: Study for Objective Test I, including chapters 1, 2,3,6,7, and 12 (not 14)

DAY 9 TUESDAY SEPTEMBER 15 75 MINUTES

Test I (in class)

Assignment: Read chapter 4 (Learning Styles) and complete exercises 1, 2, and 3 for Thursday, September 17.

The Type Focus Assignment is due Tuesday, September 22.

DAY 10 THURSDAY SEPTEMBER 17 75 MINUTES

Turn in exercises 1, 2, and 3 from Chapter 4 at the start of class

Begin formal discussion of chapter 4 (personality; hemispheric preference; learning style; and environment)

Assignment: Complete the Type Focus Assignment by September 22.

DAY 11 TUESDAY SEPTEMBER 22 75 MINUTES

I will check the results of your TYPE FOCUS tests.

Continue discussion of chapter 4

Assignment: Complete the time management project by Thursday, September 24; make your GCIS appointment at Milledge Hall (GCIS results are due Tuesday, October 20)

DAY 12 THURSDAY SEPTEMBER 24 75 MINUTES

Turn in Time Management Project at the beginning of class

Discuss Problem Solving/Goal Achieving Project Assignment in class (due Tuesday, October 6); take the Bishop Personality Spectrum in class

Assignment: Read chapter 5

DAY 13 TUESDAY SEPTEMBER 29 75 MINUTES

Discuss the connection between the Bishop Personality Spectrum types and Keirsey's Temperaments. Discuss brainstorming (format) and other aspects of chapter 5 of the text.

Assignment: Continue to work on the Problem Solving/Goal Achieving Project (Tuesday, October 6).

DAY 14 THURSDAY OCTOBER 1 75 MINUTES

Further discussion of chapter 5, highlighting Bloom's Taxonomy of Thinking and Learning

Assignment: Read chapter 10 (Diversity) and complete the Problem Solving/Goal Achieving Project (due October 6).

DAY 15 TUESDAY OCTOBER 6 75 MINUTES

Turn in Problem Solving/ Goal Achieving Project at the beginning of class.

Discuss Chapter 10, Diversity, with special emphasis on definitions; assign the “Major/Career” Essay, which will stand as the final exam for the course.

Assignment: Complete exercises 1 & 2 from chapter 10 for October 8; study for Test II.

DAY 16 THURSDAY OCTOBER 8 75 MINUTES

Turn in exercises from chapter 10 on Diversity

Continue to discuss chapter 10 in class.

Participate in “Jeopardy Review Quiz” for bonus points.

Receive review sheet for Test II (chapters 4, 5, 10)

Receive Handout on writing a resume

Assignment: Study for Objective Test II.

DAY 17 TUESDAY OCTOBER 13 75 MINUTES

Objective Test II (in-class)

Assignment: Read handout on writing a resume and chapter 13 of the text.

DAY 18 THURSDAY OCTOBER 15 75 MINUTES

Discuss the format for your Resume (due Thursday, October 22) and complete a modified Holland Code exercise in class.

Assignment: Remember to bring your GCIS report with you on Tuesday, October 20.

DAY 19 TUESDAY OCTOBER 20 75 MINUTES

GCIS Report is due. Students will give “mini reports” on the majors and careers that they have chosen; we will discuss other methods to research major and career information. Discuss Portfolio Review Days.

DAY 20 THURSDAY OCTOBER 22 75 MINUTES

Last day of class; students are required to attend

Resumes are due

(See below for a timeline for Final Project submissions*)

Review Goals/Discuss Progress

Re-examine the Life-Wheel

Continue to discuss Portfolio Review requirements

Complete requirements

Instructor/ course evaluations

***The Final Project may be submitted at any time from Thursday, October 22 through Thursday, November 12 @ 4:30 pm. Papers should be sent by attachment in WORD to ehardawa@franklin.uga.edu or should be turned in at the University Studies Office, which is located in 130 Memorial Hall. Please remember to include a cover sheet, even if you send the essay by attachment. The cover sheet should include your name, the start time of your class (i.e. 9:30 or 3:30), the date, and my name. After the cover page, each page should be numbered. See assignment sheet for further directions concerning the format of the final essay.**

See following page for grading scale.

NAME: _____

University Studies 1118 Activity	Grade Point Summary Points	_____
Chapter 1: Exercises 1 & 2 Due: 8-25	4	_____
Analysis of Life-Skills Wheel Due: 8-25	3	_____
Identity Exploration Profile Presentation Due: 8-27	10	_____
Stress Assessment (Exercise 1) Due: 9-1	5	_____
Chapter 2: Goal Assignment Due: 9-3	8	_____
OBJECTIVE TEST I Date: 9-15	50	_____
Chapter 4: Exercises 1, 2, 3 Due: 9-17	6	_____
Type Focus (Personality Inventory) Due: 9-22	8	_____
Time Management Project Cpt. 7, Exercises 1, 2, 3*, 4, 5 *2-week time log Due: 9-24	25	_____
Problem Solving/Goal Achieving Project Due: 10-6	50	_____
Diversity assignment Due: 10-8	5	_____
OBJECTIVE TEST II Date: 10-13	50	_____
GCIS Assignment (Lab) Due: 10-20	8	_____
Resume Due: 10-22	5	_____
Notebook/Portfolio Checked by appt. (TBA)	8	_____
Final Essay: Major/Career Choice Accepted between 10-22-09 & 11-12-09	50	_____
Attendance & special participation	5	_____
Total Points	300	_____

UNIV 1118 HARDAWAY GRADING SCALE:

A Range: 300 -280 = A 279-270 = A-
 B Range: 269- 260 = B+ 259-250 = B 249-240 = B-
 C Range: 239- 230= C+ 229-220 = C 219-210 = C- D= 209-180 F= 179-00