

“Strategies and Life Skills Needed for Success”

UNIV 1103

Fall Semester, 2009

University of Georgia

Course Description:

Strategies & Life Skills Needed for Success (UNIV 1103) provides students with a better understanding of their personal abilities, interests, and competencies and assists to ascertain how these aspects of one’s self enhance or hinder academic performance. Students will develop effective plans to overcome barriers to academic success.

Course Purpose:

This course is designed to promote self-awareness and facilitate the development of life skills essential for success and achievement in college and beyond.

Class Time & Location:

MW 11:15 – 12:05 pm, SLC 275

MW 1:25 – 2:15pm, Journalism 509

Instructor:

Christopher Pisarik, Ph.D., LPC, NCC

Assistant Professor

Division of Academic Enhancement

Office: 221 Milledge Hall

Office Phone: 542-0462

Office Hours: Tuesday & Thursday: 1:30pm – 3:30pm, and appointment.

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Required Text:

Ginter, E.J., & Glauser, A.S. (2000). Life-skills for college: A curriculum for life. (2nd Ed.). Dubuque, IA: Kendall/Hunt.

Course Requirements, policies, and norms:

1. ATTENDANCE: Attendance is required, Attend class! *Student participation is the core element in the design of this course.* Activities done during class are designed for the entire class – therefore, they cannot be completed outside of class. **Thus... A maximum of three (3) absences will be permitted for this semester.** More than three (3) absences will result in a penalty of four (4) points from your final grade for each additional class missed. For example, if you missed six (6) classes and had a final grade of 93, your adjusted final grade would be an 81. As you can see, excessive absences can have a major effect on your final grade.
2. Full participation in class discussions and activities is expected. Without full class participation, many of the exercises and discussions will be useless. Please refrain from doing homework for other classes, reading the newspaper, or sleeping in class.
3. BE ON TIME: Arriving more than 10 minutes late to class or leaving more than 10 minutes early is considered an absence. On the other hand, students who attend every class will receive three (3) points extra credit added to their final grade. Please remember that it is your responsibility to sign the attendance sheet each class.
4. Complete all assignments (reading and written) as listed on the “Class Assignment Schedule.” All assignments will be collected at the beginning of the class period on the day they are due. **No assignments will be accepted via e-mail.** Three points per day will be deducted for late assignments.
5. The mid-term and final may only be rescheduled for emergency purposes only.
6. All writing assignments must be typed, spell checked and grammar checked unless otherwise specified.
7. All cell phones must be turned off before entering class.
8. All academic work must meet the standards contained in “A Culture of Honesty.” Students are responsible for informing themselves about those standards before performing any academic work. <http://www.uga.edu/ovpi/honesty/acadhon.htm>

University Honor Code:

All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense. "Academic Honesty" means performing all academic work without plagiarism, cheating, lying, tampering, stealing, receiving unauthorized or illegitimate assistance from another person, or using any source of information that is not common knowledge. "Academic Honesty" means knowingly performing, attempting to perform, or assisting any other person in performing any academic work that does not meet this standard of academic honesty. Assistance by another, when authorized by the faculty member, will not be considered academic dishonesty, nor will using information that is fairly attributed to the source.

Assignments and Grading:

Personal Learning Project	30 points
In-class assignments, and out-of class assignments	30 points
<i>Transition Worksheet</i>	<i>5 points</i>
<i>Personal Mission statement</i>	<i>5 points</i>
<i>Identity-Maps</i>	<i>5 points</i>
<i>Daydream Journals</i>	<i>5 points</i>
<i>Personality Worksheet and summary</i>	<i>5 points</i>
<i>Mandala</i>	<i>5 points</i>
<i>Emotional Intelligence Log</i>	<i>5 points</i>
Why am I here paper	10 points
Identity Presentations (Who am I?)	10 points
Final Exam	<u>15 points</u>
Total	100 points

100 - 94 = A
93 - 90 = A-
89 - 87 = B+
86 - 84 = B
83 - 80 = B-
79 - 77 = C+
76 - 74 = C
73 - 70 = C-
69 - 65 = D
64 - 0 = F

Fall 2009 Semester Schedule

***Schedule a one-hour block in the Learning Center as soon as possible to take the Personality Inventory (Type Focus), and the Georgia Career Instrument (GCIS). **The Type Focus must be complete by???. The GCIS must be complete by???.**

The Learning Center is located on the first floor of Milledge Hall. Walk into the Learning Center and sign up for a timeslot in the counseling notebook that is on the table.

There will be a charge of 4 cents per page printed. Be sure you have enough money on your UGA card before coming to the Learning Center.

*Remember to take the Forms with you! The grad student will sign each Form upon completing the assessment.

Who are We? How does this Course Work?

Mon. August 17	Topic	Brief Introduction and class overview
Wed. August 19	Topic:	Brief introduction and class overview, Names, Syllabus
	Assignment:	<i>Purchase text; review syllabus; generate 5 questions Re: syllabus</i>
Mon. August 24	Topic:	Purpose, expectations, and structure of the course. What do you most need to learn?
	Assignment:	<i>Read Chapter 1; Complete Exercises 1 and 2, and complete the life skills wheel.</i>
Wed. August 26	Topic:	Class interviews, Who am I? Mission statements
		<i>*Due: Life skills wheel, Exercise 1 and 2*</i>
	Assignment:	<i>Read Ch. 2, Mission statement</i>
Mon. August 31	Topic:	Motivation, Why are we here?
		<i>*Due: Mission Statement</i>
	Assignment:	<i>Read 1-14 (Learning Contracts Handbook), Why am I here Paper</i>

Mon. September 28 Topic: Personality Type
Due: Emotional Inventory Log

*Assignment: Read 49-56 (Learning Contracts Handbook),
Personality Worksheet*

Wed. September 30 Topic: Learning Contracts (Synthesis-Evaluation)
**Due: Application Level Objective
and assessment section (Learning
Contract); Personality Worksheet*

*Assignment: Begin doing your Application Level Objective;
Complete Analysis, Synthesis, and Evaluation
Objectives and Assessment sections of your learning
contract*

Mon. October 5 Topic: Identity and Identity Maps
Due: Learning Contract

Assignment: Identity Maps

Wed. October 7 Topic: Lifestyle and Values

Midterm

Mon. October 12 Topic: Work Values
Due: Identity Maps

Wed. October 14 Topic: Daydreams
*Assignment: Begin Daydream Journals
Read Ch. 9*

Wed. October 14 Topic: Vocational Exploration

Mon. October 19 Topic: Burnout
Assignment: Continue working on Learning contract

Wed. October 21	Topic:	Mandala	
		<i>Assignment:</i>	Mandala Paper
Mon. October 26	Topic:	Vocational Exploration and Choice	
Wed. October 28	Topic:	Vocational Exploration and Choice	
			<i>*Due: Identity Maps*</i>
Mon. November 2	Topic:	Wellness/Self/Transitions	
		<i>Assignment:</i>	<i>Transition Worksheet</i>
Wed. November 4	Topic:	Relationships/Self	
			<i>*Due: Daydream Journals*</i>
		<i>Assignment:</i>	<i>Learning Contract</i>
Mon. November 9	Topic:	Identity Presentations	
			<i>*Due: Transition Worksheet</i>
		<i>Assignment:</i>	<i>Learning Contract</i>
Wed. November 11	Topic:	Identity Presentations	
Mon. November 16	Topic:	Identity Presentation	
Wed. November 18	Topic:	Identity Presentations	
			<i>*Due: Learning Contracts*</i>
Mon. November 30	Topic:	Identity Presentations	
		<i>Assignment:</i>	Final Exam
Wed. December 2	Topic:	Identity Presentations	
Mon. December 7	Topic:	Last Class/Closing Ceremony	
			<i>*DUE: Final Exam</i>

Why am I here Paper

The “Why am I here Paper” is an opportunity for you to reflect upon your motivations for attending the University of Georgia and college in general. What are your hopes, dreams and ambitions for the future, and the values you hold at this point in your life. How attending college help you realize these hopes and dreams. By reflecting on these aspects of your “self”, hopefully you will bring into focus the key supports and challenges you will face as you work toward earning your degree.

This paper should be three full pages long (double spaced, 1.5 inch margins, times font). Describe your motivations for being here. Why UGA? Why college? How do you feel about your decision to attend college? Was it your decision? If not, how is that working for you? What is the end result you hope to get from a college education? What is your philosophy regarding higher education? Is it simply a means to a job, or is it more? If simply a means to an end, what is that end? ***How can you use your motivators and your dreams to drive you to the finish line?

Be thoughtful and creative, yet organize your thoughts well.

Grading: Content/self-reflection = 5

Grammar/Spelling = 3

Three full pages = 2

Identity Presentations

Throughout the course of the semester you have hopefully learned a great deal about yourself from your participation in this class and your experiences as a college student. In this course, and probably throughout your college experience you have reflected upon your:

- Interests
- Values
- Skills
- Personality Preferences
- Learning style
- Career aspirations and expectations
- Motivations for being in college

Essentially you have been continually answering the question – WHO AM I? In answering this question you are creating a unique personal identity.

It is the opinion of your UNIV 1103 instructor, and many other people much smarter than your instructor, that the most important skill you can leave college with is the ability to clearly and creatively communicate your identity to the world.

Thus - in an informal 7 minute visual, verbal, or symbolic presentation (e.g. collage, slide show, painting, book...) tell us who you are. Your visual presentation can take any form you would like as long as it synthesizes the information you have learned about yourself.

Grading:	Content = 10
	Engagement with class = 3
	Quality of Presentation Delivery = 2
	Bring in Treats for class to enjoy = 2