



**Division of  
Academic Enhancement**  
**UNIVERSITY OF GEORGIA**

**UNIV 1201E -  
Fall 2022, CRN #50762**

**Course Instructor Information**

Instructor: Dr. Winfred Biddle

Email: sophiae@uga.edu

Phone note: please consider  
your contact list, as you will likely not  
have this syllabus with you  
when a question

arises; 404-797-1887

Office: eLC

Office Hours (see eLC for Zoom address): Mondays, 2-3 PM; by appointment

**Course Meeting Information**

Meetings: Asynchronous

**UNIV Courses are offered by the Division of Academic Enhancement**, a unit of the Office of Instruction at the University of Georgia. UGA's Division of Academic Enhancement empowers all students to **Learn Differently** through innovative courses, programs, services, and student-centered initiatives. The DAE supports students as they transition into higher education and sustains their progress through the University's unique academic environment.

**Course Description**

This course provides students opportunities to obtain skills that lead to success in college and beyond including learning how to learn, motivation, critical and creative thinking, decision-making, identity development, wellness, and career choice. The hallmark of this course will be an active-learning environment focused on application of skills and content.

**Course Format**

This course meets asynchronously. Content will be shared through regularly posted modules (approximately each week or two). These modules will include overviews of the assignment, with details and due dates.

**Student Learning Objectives**

By the end of the session, you can look forward to developing and strengthening abilities allowing you to:

- Independently acquire and practice evidence-based learning strategies, increasing their skills as learners. (e.g., metacognitive learning strategies, active learning techniques, collaborative learning).
- Demonstrate greater academic engagement within the behavioral, psychological, and cognitive domains.

- Practice self-regulated learning skills and employ self-directed learning behaviors.
- Assess and increase their current competencies in developmentally-based life-skills across several domains germane to success in college and beyond (e.g., Chickering’s Vectors, Gazda’s life-skills).

### **Assignments and Projects**

All course information including a copy of the syllabus, assignment due dates, and policy information can be found in eLC. Announcements about the class will be posted here as well as changes to the syllabus. You are responsible for checking eLC for announcements on a regular basis.

**Course Assignments** – based on class session topics/discussions and are meant to further enrich your learning and retention of the strategies, resources, or information covered.

### **Grading/Evaluation**

Your grade will be based on **900 total possible points**, calculated from the following:

Class Participation	225
Course Assignments	675

### **Grading/Evaluation**

You should keep a record of all your assignment grades and save your returned graded assignments until the end of the term. Any complaint about a grade must be brought to your instructor’s attention, in written form with a thorough explanation as to why you disagree with the grade, within one week of the grade being posted.

### **Grade Appeal Process**

University of Georgia students have the right to appeal academic decisions. The burden of proof for an appeal rests with the student. The policies governing the process of appealing grades are covered in the Academic Affairs Policy Manual, General Academic Policy: Student Appeals ([Section 4.05-01](#)). All grade appeals must be initiated in writing to the instructor within one calendar year from the end of the term in which the grade was recorded. The process for appealing a grade in a UNIV course can be found at: <https://dae.uga.edu/courses/appeal-process/>.

### **Grading Scale**

A 93.0-100%	A- 90.0-92.9%	B+ 87.0-89.9%	B 83.0-86.9%
B- 80.0-82.9%	C+ 77.0-79.9%	C 73.0-76.9%	C- 70.0-72.9%
D 60.0-69.9%	F 59.9% and below		

Grade appeal options can be found at <https://ovpi.uga.edu/student-opportunities-resources/student-resources/student-academic-appeals/appeal-process/grade>

### **Course Materials**

Selected readings will be available on eLC.

## **Course Policies**

You are expected to participate in all course exercises, making certain you fully understand the material covered. Remember, your instructor is there to help you with the exercises and to evaluate your performance and participation.

Preparation, or lack thereof, not only affects your grade in the course, but also impacts your team members. You cannot be an effective team member if you only have a vague idea of what's going on. Preparation means reading and understanding the course material, thinking about challenges, occasionally developing ideas to share with your fellow students, and communicating as necessary before submitting a lesson.

### **Make-up assignments**

These assignments are for excused absences and are due within a time limit agreed to between you and the instructor and may include any or all of the following: evidence that you have consulted with your team members regarding missed work and data, submitting assignments associated with the missed lesson, making up a lesson, and/or by completing an alternate assignment designated by the instructor. Students who fail to complete the make-up work within the allocated time will not receive credit for the missed work. You are responsible for all material and data presented and gathered in the lesson.

### **Late policy**

20% is lost per day beyond the assignment's due date. Any assignment late beyond 1 week will not be accepted.

### **Communication**

To comply with the Family Educational Rights and Privacy Act (FERPA), all communication that refers to individual students must be through a secure medium (UGAMail or eLC) or in person. Instructors are not allowed to respond to messages that refer to individual students or student progress in the course through non-UGA accounts, phone calls, or other types of electronic media.

**With regards to questions and concerns that emerge over the course of the semester**, fully asynchronous classes naturally rely on email communication much more heavily than synchronous classes. In the event that a situation develops that affects your ability to participate as a student, please do not hesitate to reach out to your instructor. Consider us allies in your pursuit of a successful semester, both in this class and as you seek solutions to support your overall academic achievement.

### **Inquiry-Based Learning**

This class will be designed so that you are prompted to ask questions, investigate the course materials, and probe deeper into particular discussion topics for clarity on a subject. In some instances, you can expect to do this in teams and other times you will do this independently. This learning strategy provides a

more realistic experience of conducting research than you would be able to get with a traditional class format.

**Participation Policy** – based on asynchronous class session, interacting with the instructor and engagement in the eLC Discussion per lesson (or as communicated by the instructor).

Class Participation accounts for **25% of your overall grade**. Being prepared for asynchronous class discussion on the provided reading material or posted information is highly necessary in order for you to do well in the class. Please reach out to your instructor as questions and concerns emerge.

### **Student Exceptionalities Statement**

If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with the Disability Resource Center (Voice: 706-542-8719 or TTY: 706-542-8778) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations.

### **Student Wellness**

To be brief: *take care of yourself*. While navigating the rigorous (at times treacherous) experience of college (during a pandemic, no less), we easily may fall prey to poor habits and choices. I encourage students to maintain a healthy lifestyle. If you (or anyone you know) experiences debilitating academic stress (i.e., stress that paralyzes, induces persistent fear/anxiety), challenging life events, persistent negative emotions/moods, or other factors that hinder mental, physical, or emotional wellbeing, I encourage you to seek resources you need to be successful. If you face uncertainty regarding what those might be, please reach out to me so that I can point you in the right direction.

#### *University Health Center*

- Website: <https://www.uhs.uga.edu/newstudents/newstudents>
- Phone: 706.542.1162
- Email: [contact@uhs.uga.edu](mailto:contact@uhs.uga.edu)
- Suicide Prevention 706.542.2
- Sexual Assault 24 Hour Hotline 706. 542.SAFE200

#### *Counseling and Psychiatric Services (CAPS)*

- Website: <https://www.uhs.uga.edu/caps/welcome>
- During office hours, you may call 706-542-2273.
- For an after-hour crisis, you may call 706-542-2200. Ask to speak with a CAPs clinician.

#### *Student Care and Outreach*

- Website: <http://sco.uga.edu/>
- Phone: 706-542-7774
- Email: [sco@uga.edu](mailto:sco@uga.edu)

### Student Veterans Resource Center

- Website: <http://svrc.uga.edu/>
- Phone: 706-542-7872
- Email: [svrc@uga.edu](mailto:svrc@uga.edu)

### **Academic Honesty Policy**

As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at: <https://ovpi.uga.edu/academic-honesty/academic-honesty-policy>. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

### **Other Division Resources**

From peer tutoring through the Academic Resource Center to Academic Coaching to Student Success Workshops and more, the Division is committed to the success of all students at the University of Georgia. For more on these and other resources, visit <https://dae.uga.edu>.

## Course Outline

The schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning. All readings are required unless otherwise noted. Students should read/know required material by the date listed, at which time we will discuss or use the scheduled readings in class.

***“Class share”:*** *This unit will be a lesson created and shared by one of our Peer Learning Assistants (Nick, Shelly, or Vidhi)*

Lessons and Release Date	Topic of Discussion	Course Assignments (check eLC “Lesson Overviews” for full details, as not every assignment due date listed below)
<b>Lesson 1, August 22</b>	Class Welcome and Online Success Tool Kit	
<b>Lesson 2, August 29</b>	Distance/Remote Learning, Navigating eLC	
<b>Lesson 3, September 6</b>	Time Management <b>Class Share – Familiarizing with Campus</b>	Lesson 3 Dropbox 1: Reading reflection and time awareness <b>due 11:59 PM, 9/9</b> <b>Updated: Due 9/12</b>
<b>Lesson 4, September 12</b>	Campus Resources: DRC, UHC, and Campus Safety: Wellness and Personal Care	Study Cycle/Bloom’s Taxonomy Reflection <b>due 11:59 PM, 9/16</b>
	<b>Class Share – Be Well &amp; Fresh Check</b>	
<b>Lesson 5, September 19</b>	Diversity and Inclusion <b>Reflection due 11:59 PM, 9/25</b>	Time Management Dropbox 2: Reading Reflection and Time Awareness <b>due 11:59 PM, 9/23</b>
<b>Lesson 6, September 26</b>	Identity Development <b>Reflection due 11:59 PM, 10/3</b>	
	Campus Resources: Academic Advising & Exploratory Center; DAE Tutoring & Coaching	

	<b>Discussion board posting due 11:59 PM, 10/1</b> <b>Discussion board response due 11:59 PM, 10/3</b>	
<b>Lesson 7, 10/3</b>	<b>Class Share – Radical Healing</b>	
<b>Lesson 8, 10/10</b>	Academic Motivation and Persistence	Motivation Assignment <b>due 11:59 PM, 10/17</b>
		<i>Flagpole Article Review</i> <b>due 11:59 PM, 10/17</b>
<b>Lesson 9, October 17</b>	Campus Resources: Libraries	<b>Due 11:59PM, 10/24</b>
	<b>Class Share: Story of My Name Debrief</b>	
<b>Lesson 10, October 24</b>	Stress Management and Mindfulness	Reflection <b>due 11:59PM 11/2</b>
	Campus Resource: Office of Student Financial Aid	Financial Aid and Literacy Reflection <b>due 11:59PM 11/2</b>
<b>Lesson 11, October 31</b>	Resiliency and Goal Setting	SMART Goal Worksheet <b>due 11:59PM, 11/7</b>
<b>Lesson 12, November 7</b>	Campus Resource: SCO & Student Involvement	SCO & Student Involvement Reflection <b>due 11:59PM, 11/14</b>
	<b>Class Share: Goals, Values, Efficacy</b>	
<b>Lesson 13, November 14</b>	Self-Regulated Learning	Self-Regulated Learning Assignment <b>due 11:59PM, 11/28</b> <i>Note: this is a departure from our typical schedule, in order to accommodate for Thanksgiving break; please notice this is also the due date for Lesson 14</i>
<b>Lesson 14, November 21</b>	<b>Class Share: Social Media Presence; Being your “best” self due 11:59PM, 12/5</b>	

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