



Division of Academic Enhancement UNIVERSITY OF GEORGIA

UNIV 1201S – Learning for Success at the University CRN: 48666, Spring 2023

Course Instructor Information

Instructor: Andrew Campman

Email: andrew.campman@uga.edu

Office:

Student Hours:

Course Meeting Information

Meetings: M and W 12:40 – 1:30pm

Location: MLC 205

*Service-Learning Days are posted in the course schedule

UNIV Courses are offered by the Division of Academic Enhancement, a unit of the Office of Instruction at the University of Georgia.

The Division empowers all students to achieve success with 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. We are committed to students, committed to success.

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 Textbook

Selected readings will be uploaded to eLC.

Student Learning Objectives

Upon successful completion of this course, student will be able 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).

Course Assignments

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.

Your grade will be based on **1000 total possible points**, calculated from the following:

Class Participation/Attendance	150 points
Course Assignments	600 points
Service-Learning Portfolio	200 points
Story of My Name	50 points

Class Participation will be based on 1) attendance to the live, synchronous class session **and** 2) engagement in the eLC Discussion prior to each class session (or as communicated by the instructor).

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

The Service-Learning project for this course will be an engaging experience volunteering at **The Campus Kitchen at UGA**. We will find out our specific Service-Learning activities on the days of service, so please stay tuned for further details. This satisfies your service-learning requirement for the class.

For the Service-Learning experience, you will generate a **Service-Learning Portfolio** - which will consist of:

- **Individual Service-Learning Impact Reflections** (6 total for the semester) – in which you will write a reflection report for each service-learning experience we participate in as a class (120 points total, 20 points for each).
 - You will record your Service-Learning Impact Reflection on the Engage Georgia platform. Each Impact Reflection should already include the date and time for the event. Please rate and write about your experience. **Each reflection must include the 4 R's of Reflective Thinking** (see Table below).
 - If you have photos from the experience you would like to share, please do so in this impact entry.
 - Finally, please select that you would like to share this impact reflection with The Campus Kitchen under the Sharing and Privacy Settings. You will need to become a member of Campus Kitchen at UGA on engage.uga.edu for them to show up in your My Groups options.
- **Final Service-Learning Impact Report** (80 points)
 - Please note the due date for this report posted on eLC.
 - This report must be at least 3 pages in length (1.5 space, Times New Roman, 12 point font, 1 inch margins, header should only include student name and title of final impact report)
 - For your final report, please address the following 5 points
 1. In the introduction paragraph, please do the following:
 - Discuss the service-learning opportunity that you participated in.
 - Conclude the paragraph with a thesis statement that outlines what will be discussed in the reflection.

2. Next, discuss the “what” by answering the corresponding questions in the table below.
3. After you have addressed the “what” please discuss the “so what” by answering the corresponding questions in the table below.
4. Then please discuss the “now what” by answering the corresponding questions below.
5. Lastly, in the final paragraph
 - Summarize the Service-Learning experience
 - Provide 2-3 things that you learned from the experience
 - Discuss how it will influence you *both* personally and professionally going forward.

Rolfe et. al (2001)	4Rs Model of Reflective Thinking	Pretorius and Ford (2016)
What?	Reporting	<ul style="list-style-type: none"> • What happened?
	Relating	<ul style="list-style-type: none"> • How did this experience make you feel? • What went well?
So, what?	Reasoning	<ul style="list-style-type: none"> • What could you have done better? • How could you have been more involved? Or what would you have wanted to do?
Now what?	Reconstructing	<ul style="list-style-type: none"> • What have you learned from this? • How will this experience influence/shape your future?

Story of My Name – In this activity, students will get to take time for self-reflection and introspection about who they are and their discovery of personal identity. This activity will also allow us to get to know each other better and share the stories of our names and identities for those that wish to share. Students will also reflect on how their names affect their day-to-day experiences and position in our society. The hope is this activity can serve as an introductory conversation to begin a discussion of power, privilege, and oppression.

Knowledge Quest – Follow the directions on the class eLC page. Under Course Information and Resources is a link to a list of items, locations, or trivia questions that you will complete in assigned team. All submissions will be done through eLC dropbox links and your team will present findings on the last day of class. This will be part of the Course Assignment grade for the class.

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.

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

Course Materials

All required course content will be provided free of charge on eLC. You are welcome to print off materials for completing the assignments.

Course Policies

Class is scheduled to run for approximately 50 minutes each class period. You will need this time to adequately complete the class exercises and clarify any points with your instructor. 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.

It is imperative that you prepare thoroughly for each and every class meeting. 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, developing ideas to share with your fellow students, and communicating as necessary before class with your team members.

Late policy

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

Unexcused Absence

Unexcused absences will be reflected in your attendance. Please look at the Participation Policy for the course to understand how missing class will impact your grade.

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.

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

Attendance and Participation is required for this class. Missing even one class means that you have missed a significant portion of the course. Please DO NOT schedule any other appointments or activities during your scheduled class sessions.

If a student is unable to complete an assignment, they should contact the instructor as soon as possible to determine if an accommodation would apply. Please note: attending asynchronously does not extend the deadline of the assignments.

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

Class Participation accounts for **15%** of your overall grade. Being prepared for class discussion on the provided reading material or posted information is highly necessary in order for you to do well in the class.

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.

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, 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.

University Health Center

- Website: <https://www.uhs.uga.edu/newstudents/newstudents>
- Phone: 706.542.1162
- Email: 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

Student Veterans Resource Center

- Website: <http://svrc.uga.edu/>
- Phone: 706-542-7872
- Email: svrc@uga.edu

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 Session	Topic of Discussion	Course Assignments (due by the start of class session)
1: Monday, January 9 th	Class Welcome and Overview	
2: Wednesday, January 11 th	Campus Resources DAE, DRC, UHC, and Campus Safety	Questionnaire
Tuesday, January 16 th	NO CLASS – Observation of MLK Jr. Day	
3 & 4: Wednesday, January 18 th	SCO, Navigating eLC, University Rigor Class Share – Familiarizing with Campus	Syllabus Review
5: Monday, January 23 rd	Time Management Study Strategies	<i>Red & Black Article Review</i>
6: Wednesday, January 25 th	Study Cycle Metacognition	Time Management Assignment
7: Monday, January 30 th	Wellness and Personal Care	Metacognition Assignment
8: Wednesday, February 1 st	Class Share – Be Well & Fresh Check	Wellness Assignment
9: Monday, February 6 th	Service-Learning Day	
10: Wednesday, February 8 th	Campus Resources – DAE Tutoring & Coaching	Service-Learning Reflection #1
11: Monday, February 13 th	Diversity and Inclusion Identity Development	<i>Flagpole Article Review</i>
12: Wednesday, February 15 th	Class Share – Radical Healing	
13: Monday, February 20 th	Self-Regulated Learning Resiliency & Goal Setting	
14: Wednesday, February 22 nd	Academic Motivation and Persistence	Self-Regulated Learning Assignment
15: Monday, February 27 th	Service-Learning Day	Motivation Assignment
16: Wednesday, March 1 st	Class Share – Goals, Values, Efficacy	
March 6 th – March 10 th	NO CLASS – SPRING BREAK	

17: Monday, March 13 th	Campus Resources Academic Advising & Exploratory Center	Service-Learning Reflection #2
18: Wednesday, March 15 th	Class Share – Story of My Name Debrief	<i>Story of My Name</i>
19: Monday, March 20 th	Office of Student Financial Aid	
20: Wednesday, March 22 nd	Stress Management and Mindfulness Navigating the Higher Ed Landscap	Financial Aid Reflection
21: Monday, March 27 th	Service-Learning Day	Higher Ed Assignment
22: Wednesday, March 29 th	Campus Resources – Libraries	
23: Monday, April 3 rd	Class Share – Crowd Sourcing for Success	Service-Learning Reflection #3 Libraries Assignment
24: Wednesday, April 5 th	Service-Learning Day	<i>Georgia Magazine Article Review</i>
25: Monday, April 10 th	Critical Thinking and Global Citizenship	
26: Wednesday, April 12 th	Service-Learning Day	Service-Learning Reflection #4
27: Monday April 17 th	Class Share – Test Preparation	
28: Wednesday, April 19 th	Service-Learning Day	Service-Learning Reflection #5
29: Monday, April 24 th	Social Media Presence Being your “best self”	Service-Learning Reflection #6
30: Wednesday, April 26 th	Reporting out and class wrap-up	“Letter to Self” Knowledge Quest

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

“**Crowd Sourcing for Success**” will be an opportunity for students to share with the class what they found out about a particular campus program, office, or entity.