

UNIV 1103: STRATEGIES AND LIFE SKILLS NEEDED FOR SUCCESS
Fall 2017, A Three Credit Hour Course
Tuesdays/Thursdays, 11:00-12:15, MLC 247

***If you have received credit for UNIV 1113, UNIV 1114, or UNIV 1118 you will not receive credit for UNIV 1103.**

Instructor: Dr. Debra Alvis, Ph.D.
Office: 201 Milledge Hall
Faculty Mailbox in 233 Milledge Hall
Office Hours: Tuesdays and Thursdays, 8:15-9:15 and by appointment
Email: dalvis@uga.edu (preferred method of communication)

Deci, E. Why We Do What We Do: Understanding Self-Motivation (1996). New York: Penguin Books.

Ginter, E.J., & Glauser, A.S. (2012). Life-skills for College: A Curriculum for Life (3th Ed.). Dubuque, IA: Kendall/Hunt.

**** Each student will need an on-line copy in order to print out required handouts and to access the text during class. A listing of print outs required will be forthcoming. Please purchase the textbook and the e-textbook using the following link on or before Monday, August 21st. This will allow you to complete the initial reading assignments, due on Tuesday, August 22nd, as listed on the course schedule provided below:*

<https://he.kendallhunt.com/product/life-skills-college-curriculum-life>

NOTE: Please bring your e-text, textbook and syllabus to each class. This helps to build your participation grade from the first day of class!

Supplies:

3-Ring binder to organize coursework; schedule (planner) book or phone app for scheduling; **small stapler to carry in backpack**; two pocket folders with three brads; hole punch

Purpose of the Course

UNIV 1103 is an academic course designed to promote the development of relevant life-skills that can facilitate success in a university environment and other challenging settings beyond graduation. Topics covered include the purpose of higher education, critical and creative thinking, service-learning, career development, self-management, learning styles, effective study strategies, communication and relationships, identity development, cultural diversity, motivation, values congruency, and campus and community learning opportunities.

Course Goals

1. To facilitate relevant life-skills needed for success in the university and life settings.
2. To facilitate the development of skills needed for life-long learning
3. To facilitate the development of Self-Directed Learning Skills

Course Objectives

1. To facilitate growth and development in the interpersonal communication/Human relations life-skills dimension.
2. To facilitate growth and development in the problem solving/decision-making life-skills dimension.
3. To facilitate growth and development in the physical fitness/health maintenance life-skills dimension.
4. To facilitate growth and development in the identity development/purpose-in-life life-skills dimension.

Attendance Policy

Strategies and Life Skills is a highly interactive course. While it may be possible to simply borrow another student's notes in another course, to meet the goal of becoming a better learner, you must be present in class to participate in discussions, engage in activities, see strategies modeled, and get specific directions for assignments. Class attendance, punctuality, and participation are essential components of time management and strategic learning. Please arrive on time, having prepared by completing the assigned readings and homework. Arriving on time and well prepared for class provides a way for each student to contribute to the course through helping yourself and other students. Late arrivals to class interrupt both your fellow students and your professor. **Up to three absences, for any reason are allowed without penalty. Please plan well considering that you may need to use absences for an emergency or illness. The grade of any student who has more than three absences for the course will be lowered by three percentage points (equals 30 points) on the final grade for that absence. A total of five absences will result in a WP or WF (withdrawn/failing) or an additional three percentage point deduction. All late arrivals will count as ONE HALF of an absence. A tardy is any arrival after the designated time for beginning class. Please come to class on time or early.** Students who have no absences will have **twenty (2) percentage points or twenty points** added to their final grade in the course.

Course Participation

Students are expected to behave in a courteous, professional manner towards each other and towards the professor. Each student is responsible for contributing to a positive learning environment through their conduct and their participation. **Please turn off** all electronic devices **before entering the classroom**. While in class, students are expected not to fall asleep, use lap tops unless permission is given by the instructor, carry on personal conversations, read the paper, use cellular phones/text, or complete assignments other than the current class assignment. **Students engaging in any of these behaviors may be asked to leave the class and will receive a one percentage point or 10 point deduction from their final grades for each occurrence. Participation is based on class behavior, contributions to**

class discussions, and preparedness for class. Preparation includes having needed texts and handouts in class.

Assignments and Expectations

Daily class and home assignments will provide opportunities to practice new skills. In class assignments will be collected randomly. Complete them for your own benefit and think about how they will be useful to you in other courses and in your profession. Each assignment has been developed to contribute to your understanding of the course material and to your academic skill development. All homework and major assignments, unless otherwise specified, must be typed, double-spaced using a standard font (New Times Roman, Arial) and between 10 and 12 points. **Assignments are due at the start time for class unless otherwise stated (some assignments will be included in your final portfolio).** Please exchange phone numbers and/or email addresses with a reliable classmate who can pick up handouts for you and explain practice assignment to you if you are absent. You may also see your professor during office hours to get handouts and assignments.

Students are responsible for assignments whether or not they are in class the day they are assigned or the day they are due. Assignments are due at the beginning of class. Should you miss class, for any reason, and wish to receive credit for a homework assignment due that day - you must get a hard copy of the assignment to Dr. Alvis before class. **Electronic copies are not accepted. Homework assignments will not be accepted late for any reason. One drop grade is allowed for homework assignments. In class assignments cannot be made up regardless of the reason for the absence. Two drop grades are available for in class assignments.**

Major assignments will not be accepted late or exams made up without advance consent from Dr. Alvis along with clear documentation of a rare emergency. In the case of a rare emergency, email Dr. Alvis prior to class. If the major assignment is accepted late, Dr. Alvis will establish how and when you are to turn in the assignment. **Three percentage points will be deducted for any major assignment not turned in by the designated start time for class on the date due and three additional percentage points for each day thereafter. No assignment will be accepted electronically.**

University Honor Code and 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>. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

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 any other person, or using any source of information that is not common knowledge. "Academic Dishonesty" means 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 academically dishonest, nor will using information that is fairly attributed to the source.

An example of academic dishonesty in this course would be copying research or magazine articles selected and/or downloaded by another student for the Career Ethics Project. Similarly, copying or paraphrasing another student's article summary constitutes academic dishonesty.

Grading Scale

930-1000 points = A	929-900points = A-	899-870 points=B+
869-830 points = B	829-800 points = B-	799-770 points = C+
769-730 points = C	729-700 points = C-	699-600 points= D
<599 points = F		

Grading

As with other courses, grades depend primarily on how well students perform on projects and other course requirements. No extra credit work will be assigned. Grades will be determined using a point system and will be weighted as follows:

Homework, in class assignments, participation, portfolio	300 points = 30%
Career Exploration Project	200 points = 20%
Career Ethics Project	300 points = 30%
Career Ethics Presentation	100 points = 10%
Financial Planning Assignment	100 points = 10%

Two major projects will be required. Assignments must be typewritten, double spaced and stapled and/or organized in a folder as indicated on your assignment sheets. You will receive assignment sheets with further details for each of these projects.

1. CAREER EXPLORATION PROJECT Wise career choices are based on self-knowledge, experiences, and information about the job. The purpose of the assignment is to help you to gain additional information about a career that is of interest to you and to integrate that information with an awareness of your values, personality, and interests. ***More information will be forthcoming.***

2. CAREER ETHICS PROJECT & PRESENTATION The purpose of this assignment is to provide you with a critical thinking experience that will also deepen your knowledge of your intended career and the ethical dilemmas facing professionals in that area. You will share your findings in a brief paper and through a PowerPoint presentation in class. ***More information will be forthcoming.***

TENTATIVE COURSE SCHEDULE

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. Students are responsible for updating their syllabus as changes are announced.

***NOTE: Please bring the appropriate text and your syllabus to each class meeting.**

DATE	Topics	Reading & Assignments
Week 1 8.15, 8.17	<ul style="list-style-type: none"> • Life-Skills for College and Beyond <ul style="list-style-type: none"> ○ Introduction/ overview ○ Life Skills Wheel ○ College Student Development Theories ○ Mindfulness: Enhancing Focus and Attention 	Readings TBA
Week 2 8.22, 8.24	<ul style="list-style-type: none"> • Finding and Enhancing Your Motivation <ul style="list-style-type: none"> ○ Nine Habits of Highly Effective People ○ Understanding Self-Motivation <ul style="list-style-type: none"> ▪ Self-determination theory ○ Introduction to How Do I Spend My Time Assignment 	LSC, Chapter 1, 2, pp. 1-43 WHY, Chapters 1-3, pp. 1-43 THURSDAY, AUGUST 24 STRENGTHS QUESTIONNAIRE ASSIGNMENT DUE AT START TIME FOR CLASS
Week 3 8.29, 8.31	<ul style="list-style-type: none"> ○ Motivation and Time Management con't <ul style="list-style-type: none"> ○ Effective Decision Making ○ Effective Time Management - Your Way ○ Addressing Procrastination ○ Promoting Autonomy 	THURSDAY, 8/31 ASSIGNMENT DUE HOW DO I SPEND MY TIME? DUE AT START TIME FOR CLASS WHY, Chapter 4, pp. 44-56
Week 4 9.5, 9.7	<ul style="list-style-type: none"> • Vocation : More than a job, More than a career <ul style="list-style-type: none"> ○ TUESDAY, 9/5 UGA CAREER CENTER PRESENTATION WITH MAGGIE O'BRIEN AND KALI DEWALD: INFORMATIONAL INTERVIEWING, LINKED-IN FOR CAREER (IN REGULAR CLASSROOM) ○ Personality ○ Work Values 	LSC, Chapter 3, pp. 55-65 WHY, Chapter 10 pp. 141-158
Week 5 9.12,9.14	<ul style="list-style-type: none"> • Vocation : More than a job, More than a career (con't) 	LSC, Chapter 14, pp. 283-296 WHY, Chapter 5 pp. 57-76

	<ul style="list-style-type: none"> ○ Interests ○ Putting together your career profile and personal vision ● PRESENTATION – MAUREEN O'BRIEN, GUEST LECTURER, CAREER DEVELOPMENT, LIFE PATHWAYS, MOTIVATION AND MINDFULNESS 	THURSDAY, SEPTEMBER 14 CLASS MEETS AT THE FOUNDERS GARDEN
Week 6 9.19, 9.21	<ul style="list-style-type: none"> ● Thinking Creatively and Critically <ul style="list-style-type: none"> ○ Critical thinking models/theories ○ Components of Ethical Decision Making ○ Dismantling scientific articles 	TUESDAY, 9/19 CAREER EXPLORATION PROJECT DUE AT START TIME FOR CLASS. <i>LSC, Chapter 8, pp. 155-167</i>
Week 7 9.26, 9.28	<ul style="list-style-type: none"> ● TUESDAY, SEPTEMBER 26: INTERNET LIBRARY PRESENTATION, SANDRA RIGGS, RESEARCH LIBRARIAN ● Holistic Health: The Union of Mind, Body, and Spirit <ul style="list-style-type: none"> ○ Stress Management <ul style="list-style-type: none"> ▪ How Stress Affects Mind/Body: The Flight/Fight/Freeze Response, The HPA Axis ▪ Chair Yoga and Deep Relaxation 	CLASS MEETS IN MLC 368 FOR INTERNET LIBRARY CLASS – BRING YOUR LAPTOP, PLEASE! <i>LSC, Chapter 13, pp. 259-275 WHY, Chapter 11, pp. 159-176</i>
Week 8 10.3, 10.5	<ul style="list-style-type: none"> ● Holistic Health con't. <ul style="list-style-type: none"> ▪ Resetting after challenges or perceived failures ▪ Change your thinking change your mood! ○ Thursday, October 5: In Class Presentation, Whitney McConnell, Food and Mood w/ Registered Dietitian 	TUESDAY, OCTOBER 3 CAREER ETHICS PROJECT DUE AT START TIME FOR CLASS <i>LSC, Chapter 12, pp. 243-255 WHY, Chapter 12, pp. 177-198</i>
Week 9 10.10, 10.12	<ul style="list-style-type: none"> ● Career Ethics Presentations 	TUESDAY, OCTOBER 10 CAREER ETHICS PRESENTATIONS DUE
Week 10 10.17, 10.19	<ul style="list-style-type: none"> ● Acquiring Financial Skills: The Buck Stops with You. <ul style="list-style-type: none"> ○ Developing financial security 	<i>LSC, Chapter 9 pp. 181-193</i>

	<ul style="list-style-type: none"> ○ THURSDAY, 10/19: IN CLASS PRESENTATION, PROFESSOR BRENDA CUDE, PERSONAL FINANCIAL MANAGEMENT AND GROWTH, THE DEPARTMENT OF FINANCIAL PLANNING, HOUSING & CONSUMER ECONOMICS 	
Week 11 10.24, 10.26	<ul style="list-style-type: none"> • Acquiring financial skills con't <ul style="list-style-type: none"> ○ Values based investing • Relationships and Communication Skills – Connecting Self and Others <ul style="list-style-type: none"> ○ Global Perspectives • THURSDAY, OCTOBER 26 <ul style="list-style-type: none"> ○ PRESENTATION WITH DINA CANUP AT THE FINE ARTS BUILDING – IMPROVISATION FOR BUILDING COMMUNICATION SKILLS 	TUESDAY, OCTOBER 24 FINANCIAL PLANNING ASSIGNMENT DUE AT START TIME FOR CLASS THURSDAY, OCTOBER 26 CLASS MEETS AT THE FINE ARTS BUILDING <i>LSC</i> Chapter 11, pp. 222-239 <i>WHY</i> Chapter 6, pp. 77-90
Week 12 10.31, 11.2	<ul style="list-style-type: none"> • Relationships and Communication Skills con't <ul style="list-style-type: none"> ○ Communication Styles ○ Listening well, offering feedback in personal and professional settings 	<i>LSC</i> Chapter 10, pp. 204-218 <i>WHY</i> Chapter 7, pp. 91-108
Week 13 11.7, 11.9	<ul style="list-style-type: none"> • Relationships and Communication Skills con't <ul style="list-style-type: none"> ○ Intrapersonal Communication <ul style="list-style-type: none"> ▪ Creating Mandalas ▪ Mind Mapping • Study Strategies 	<i>LSC</i> Chapter 15, pp. 307-347 <i>WHY</i> Chapter 8, 109-123
Week 14 11.14,11.16	<ul style="list-style-type: none"> • Building Campus & Community Connections: Life Skills Applications <ul style="list-style-type: none"> ○ Cultural Opportunities <ul style="list-style-type: none"> ▪ TUESDAY, NOVEMBER 14 INTERACTIVE PRESENTATION AT PERFORMING ARTS 	TUESDAY, NOVEMBER 14 CLASS MEETS AT THE PERFORMING ARTS CENTER THURSDAY, NOVEMBER 16 COURSE PORTFOLIOS DUE AT START TIME FOR CLASS <i>LSC</i> Chapter 15, pp. 307-347 <i>WHY</i> Chapter 9, pp. 124-140

	CENTER- STUDENT OPPORTUNITIES	
	<ul style="list-style-type: none"> • Selected Study Strategies- Exam Preparation 	
Thanksgiving Holidays 11.20-11.24	<ul style="list-style-type: none"> • Class does not meet. 	
Week 15 11.28-11.30	<ul style="list-style-type: none"> • Life Skills Applications (con't.) <ul style="list-style-type: none"> ○ Leadership Styles ○ Informed Leadership • THURSDAY, NOVEMBER 30 : PRESENTATION ON MINDFULNESS AND COMMUNICATION AT GEORGIA MUSEUM OF ART WITH SAGE KINCAID AND CALLAN STEINMAN 	THURSDAY, NOVEMBER 30 CLASS MEETS AT THE GEORGIA MUSEUM OF ART <i>WHY</i> , Chapter 13, pp. 199-212
Week 16 11.5	<ul style="list-style-type: none"> • Course Conclusion <ul style="list-style-type: none"> ○ Putting it all together ○ Course evaluations 	

*Please note that written, in class assignments will be provided by each guest speaker. This may be collected and assigned points in addition to participation credit assigned for the class meeting.

Important Dates

Drop/Add: August 14-18 (Monday-Friday)

Midpoint: Thursday, October 5

Withdrawal deadline: Thursday, October 19

Last Day of Classes for University and for this course: Tuesday, December 5

Reading Day: Wednesday, December 6