

“Strategies and Life Skills Needed for Success”

UNIV 1103

Fall, 2017

University of Georgia

Course Purpose:

Provides opportunities for students to acquire complex developmental skills needed to seek and obtain a relevant career, engage in good critical and creative thinking needed to make sound decisions, address motivational challenges, and solve complex problems, and become effective life-long learners.

Course Goals

To help students develop, analyze, and present a holistic understanding of their personal abilities, interests, and competencies across four (4) developmentally based life-skills dimensions: Meaning and Purpose in Life, Human Relations, Decision Making/Problem Solving, and Wellness. To acquire a repertoire of skills that are associated with the life-skills dimensions, and that are necessary for living a healthy and productive life during college and beyond college.

- Develop, analyze and present a coherent self-identity and self-concept
- Develop an understanding of how self-identity leads to future success

Course Objectives

1. To provide students relevant knowledge about skill sets in within the following life-skills domains: Interpersonal Communication/Human Relations, Fitness and Health Maintenance, Development of Purpose and Meaning in Life, and Problem Solving/Decision Making.
2. To provide students a supportive and facilitative forum in which they can apply knowledge of various life-skills and increase the proficient use of the life-skills
3. To provide students the opportunity to evaluate their efforts in the aforementioned application and practice developing improved plans for continued growth and practice in each of the life-skills domains.

Learning Outcomes

1. Students will be able to describe stages and vectors of adult development and the tasks associated with those stages and vectors in the realm of moral development, cultural identity development, vocational development, intellectual development, and psychosocial development. **(Comprehension)**
 - a. Assessment (Written reflection, Objective assessment)
2. Students will be able to describe (Determine) their personal developmental position within each realm, and the developmental tasks associated with their position. **(Comprehension and Application)**
 - a. Assessment (Written reflection, Objective assessment)

3. Students will synthesize self-knowledge and articulate their self-concepts and identities in a quazi-professional medium.
 - a. Assessment (ePortfolio; visual presentations; written papers)
4. Students will assess their strengths and weaknesses across a variety of skills associated with each of four (4) life-skills dimensions: Interpersonal communication/Human relations, Physical fitness/health maintenance, Problem Solving/Decision Making, Purpose in Life. (**Analyze**)
5. Students will increase their proficiency in chosen life-skills associated with each of the life-skills domains (Interpersonal communication/Human relations, Physical fitness/health maintenance, Problem Solving/Decision Making, Purpose in Life, and that are applicable to their personal developmental position. (**Application**)
6. Students will be able to create plans for continuing to practice the life-skills they chose to improve upon. (**Analysis, Evaluation**)

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

Class Time & location:

MWF 10:10am – 11:00am Dawson 101

MWF 1:25pm – 2:15pm Park 139

Instructor:

Christopher Pisarik, Ph.D., LPC, NCC

Associate Professor

Division of Academic Enhancement

Office: 221 Milledge Hall

Office Hours: Thursdays 1-3pm; and by appointment.

E-mail: cpisarik@uga.edu

Required Text:

Whelan, C. B. (2011). *Generation WTF*. West Conshohocken, PA: Templeton Press

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 Dishonesty” 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.

As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honest," 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 honest policy should be directed to the instructor.

Non-Discrimination and Anti-Harassment Policy

The University of Georgia ("the University") is committed to maintaining a fair and respectful environment for living, work and study. To that end, and in accordance with federal and state law, Board of Regents policy, and University policy, the University prohibits harassment of or discrimination against any person because of race, color, sex (including sexual harassment and pregnancy), sexual orientation, gender identity, ethnicity or national origin, religion, age, genetic information, disability, or veteran status by any member of the University Community (as defined below) on campus, in connection with a University program or activity, or in a manner that creates a hostile environment for members of the University Community. Incidents of harassment and discrimination will be met with appropriate disciplinary action, up to and including dismissal or expulsion from the University. FOR MORE INFORMATION REGARDING THIS POLICY PLEASE GO TO <https://eoo.uga.edu/policies/non-discrimination-anti-harassment-policy>

Accommodations for a Disability

If you plan to request accommodations for a disability, please register with the Disability Resource Center. They can be reached by visiting Clark Howell Hall, calling 706-542-8719 (voice) or 706-542-8778 (TTY), or by visiting <http://drc.uga.edu>

Informed Consent Statement:

This course is about practicing life-skills. The subject matter is "life" and "you." Life can be difficult, and creating a meaningful and well-managed life is not easy. It requires deep self-reflection and an attention to aspects of ourselves that is not always easy to reflect upon. But that is what we are going to do to some extent in this class. Topics that will be covered will include the management of anxiety, stress, and depression, assessing risk of suicide, dealing with loneliness, and commitment to honest examination of attitudes and behaviors. While I will make every attempt to inform you of topics that I perceive as having the potential of being sensitive, my perceptions are not always in-line with students' perceptions. Thus, if there is a topic in class that you find particularly uncomfortable, I would ask that you attempt to remain in class and work through your discomfort, as this too is a life-skill. However, if this can't be managed, please remove yourself from class and simply inform me of your absence after class. No harm, no foul...as this too is a life-skill.

Course Requirements, policies, and norms:

1. ATTENDANCE: If we are to create a classroom environment that embodies a sense of community (which I believe we want), it will require our regular commitment to participation and attendance. I believe that by showing-up and participating actively in life, we create capital (with ourselves, and among others). *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. Each class period you miss you will lose 4 points. Thus, if you miss 4 class periods, you may drop from an A to a B+. FURTHER: The instructor reserves the right to withdrawal any student who has missed 4 or more class periods (12% of class periods).
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. Treat your classmates (and your instructor) and the class environment with the highest level of respect.
4. BE ON TIME: Arriving more than 10 minutes late to class or leaving more than 10 minutes early is considered an absence. Please remember that it is your responsibility to sign the attendance sheet each class.
5. 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, or posted to ELC, on the day they are due. **No assignments will be accepted via e-mail.** Late work will not be collected.
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. Laptops put away unless they are integrated into a class activity.
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>

Assignments and Grading:

In and out of Class Skills Practice Activities (Logs)	40 points
Life-Skills Competency Certificates (2 x 30 each)	60 points
Learning Blog	40 points
ePortfolio	60 points

(Percentages)

100 - 93 = A

92 - 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

Schedule of Course Topics

	Topic	Readings & Assignments Life-Skills for the UNIV.
8/14	Drop/Add	
8/16	Drop/Add Course Overview	
8/18	Drop/Add Course Overview	
8/21	Introduction/Course Overview	Read Gen WTF Chapter 2
8/23	Course Introduction Intro to Reflective Critical Thinking and Writing	
8/25	Intro to ePortfolio	
8/28	Developing Integrity Intentionality, Motivation, Persistence,	Read Gen WTF Chapter 1
8/30	Developing Integrity Intentionality, Motivation, Persistence,	
9/1	ePortfolio/Certificate of Competency	
9/4	Labor Day☺	
9/6	Developing Competence Goal Setting Action Planning	
9/8	ePortfolio/Certificate of Competency	Due: Intro Tab (ePortfolio) Due: Step 1 (competency certificate #1)
9/11	Establishing Identity Type Focus	
9/13	Type Focus	Read Gen WTF Chapter 3
9/15	ePortfolio/Certificate of Competency/	
9/18	Self-Discipline, Self-Control	Due: Step 2 (competency certificate #1)
9/20	Self-Discipline, Self-Control	Read Gen WTF Chapter 4 Due: About Me Tab (ePortfolio)
9/22	ePortfolio/Certificate of Competency	
9/25	Ivory Tower (Movie)	
9/27	Ivory Tower (Movie)	Read Gen WTF Chapter 5
9/29	ePortfolio/Certificate of Competency/	

10/2	Developing Purpose Time Management/Procrastination	
10/4	Time Management Procrastination	
10/6	ePortfolio/Certificate of Competency	Due: Step 3 & 4 (competency certificate #1)
10/9	Goal Setting Action Planning	
10/11		
10/13	e-Portfolio/Certificate of Competency	
10/16	Managing Emotions Stress and Resilience	Due: Step 1 (competency certificate #2)
10/18	Managing Mental Health Happiness	Due: Academic Identity Tab (ePortfolio) Read Gen WTF Chapter 6
10/20	e-Portfolio/Certificate of Competency/Managing Emotions	
10/23	Financial Literacy	
10/25	Financial Literacy	Due: Step 2 (competency certificate #2) Read Gen WTF Chapter 7
	Fall Break	
10/30	Developing Mature Interpersonal Relationships Interpersonal Communication	
11/1	Assertiveness and Empathy	
11/3	e-Portfolio/Certificate of Competence	
11/6	Moving through Autonomy Toward Interdependence Career Management Skills	
11/8	Career Management Skills	Read Gen WTF Chapter 8
11/10	e-Portfolio/Certificate of Competence	Due: Step 3 & 4 (competency certificate #2)
11/13	Wellness	
11/15	Wellness	Due: Career Development Tab (ePortfolio)
11/17		
11/27	Completion of Class	
11/29	Completion of Class	
12/1	Last Class/Celebration	

UNIV 1103 Assignment and Grade Check-Sheet

Attendance	Classes Missed =	Points Lost =	
Assignment	Points	Points Earned	Total Points
Class Attendance			
Text Reading and Assignments			
In and Out of Class Skills Practice Activities	40		
Life-Skills Competency Projects	2x30 = 60		
Reflective Learning Blog	40		
ePortfolio	60		

UNIV 1103s Assignments to Meet Curriculum Goals and Objective

Certificates of Achievement:

The name of this course is Life-**Skill** for the University and Beyond. During the duration of the course we will be most concerned about the development of **SKILLS**. It is not enough to show that you can memorize facts about life-skills, or even that you can comprehend the meaning of life-skills. What is important is that you leave the class showing some basic competency of life-skills (refer to the Learning Outcomes on page 1). Employers are not interested in how much you can memorize for a test, and then quickly forget. **They want to know what you can DO.** During this class if you can intentionally practice a skill introduced in this class, and then show proof that you have gain a minimal competency with this skill, I will award you a *Basic Skills Certificate* for that skill, and you will have earned the credit associated with this skill. You will have an opportunity to develop and demonstrate 4 such life-skills during the duration of this course. The 4 life-skills will be associated directly or indirectly to the four Life-Skills Dimensions (Categories). You can pick one of the skills within each of these categories, or choose one that is not listed.

The Four Life-Skills Dimensions, and some of the associated life-skill you can choose to gain competency in are as follow:

Interpersonal and Human Relations Skills

- Assertive Communication and Associated Techniques
- Conflict Resolution and Managing conflict
- Multicultural Communication Competency
- Development and communication of empathy
- Attending Skills
- Facilitating Learning
- Expression of Affection
- Appropriate Communication of Feelings
- Self-Disclosure

Meaning and Purpose in Life

- Increasing Motivation
- Goal Setting
- Career Exploration
- Academic Planning
- Transcendent Purpose
- Gratitude
- Community Service

Problem Solving and Decision Making

- Time Management
- Procrastination Management
- Creating an Organized life
- Application of Personality Type
- Financial Management
- Making logical decisions
- Developing and Using Emotional Intelligence

Health Maintenance

- Stress Management/Anxiety Management/Depression Management
- Creating an Exercise routine
- Creating a balanced and healthy Diet
- Life Balance
- Creating a healthy sleep routine
- Mindfulness Practice

Certificate of Achievement cont...

To earn a certificate you must assemble 3 mini-portfolios – they will represent 3 of 4 skills that are associated with the meta life-skills categories (*Interpersonal Communications, Problem-Solving/Decision-Making, Health Maintenance, and Meaning and Purpose in life*). The mini-portfolios can be assembled traditionally with paper and folders, or it can be included as part of your ePortfolio. Each mini-portfolio will have 4 parts that document steps taken to gain competency. Therefore, each of these Steps will be conducted 3 times: once for each of the life-skills you will be applying to your life.

Steps and Products:

- Step 1. Describe an area of difficulty that you are currently experiencing, and which is hindering your ability to be the best student, or the best professional, or the best human being that you can be.
 - A. The description of your difficulty will be at a minimum **1 typed page (12 point font; 1 inch margins for each life skill** portfolio. Clearly define the area of difficulty. Give vivid examples of when you have struggled with this difficulty, why you believe you are struggling in this area, and some of the consequences the difficulty area has created in your life.
- Step 2. Research a solution to your difficulty. Find (2) reputable, relevant, and significant sources that suggest tangible solutions to your area of difficulty.
 - A. Sources can include (interviews with knowledgeable individuals, our assigned books, chapters in other workbooks, internet sources, or Pisarik).
 1. Sources must be substantial (e.g., more than a paragraph on ask.com) and must be approved by the instructor by the designated due date.
 - B. Synthesize and summarize the information presented by each of the sources. Summary should be at a minimum **1 typed page (12 point font; 1 inch margins)**, and should include specific steps and strategies that the experts suggest (e.g., must be more than simply keeping a to-do list for a week), reasons why the suggestions are made, and any alterations to the strategies that you would like to make.
3. Implement your solution. For a period of at least one week, apply the solution you have outlined.
 - A. Document your efforts. Provide tangible proof that you in fact implemented the strategy and solution to the difficulty that you are experiencing (i.e., pictures, pictures of progress, signed documents documenting efforts, written reflections, logs, data charts).
 - B. Describe exactly what you did to overcome your difficulty in **1 typed pages**.
4. Develop a revised strategy by making changes to your original strategy as a result of the experiences you had implementing your original plan.
 - A. In a minimum of **1.5 typed page**, summarize what went right and why, and what could have been better and why. If you were to do this strategy again, how does it need to change, and why?

You will either be awarded a certificate or not. If you are awarded a certificate you will earn all the points associated with the certificate. If you don't earn the certificate, you will receive no points.

ePortfolio

An e-portfolio is a collection of artifacts, compiled and organized on a web-based medium, that represent the accomplishments of an individual, group, organization, or community. The collection can be comprised of text, graphics, images and pictures, and hyperlinks organized and archived on a website. In the context of higher education an e-portfolio can be viewed as a type of learning record that provides evidence of achievement and competence.

The ePortfolio represents one of the main foci of this course. This living document will reflect your learning, reflections, ideas, and hopes based on, at a minimum, the themes we identify in this course. Remember, our thinking, speaking, and writing are different ways to express our life experience. Writing is often the most difficult and, hence, the least used. Of course, exceptions are keeping a journal or blog (which you will do in conjunction with the ePortfolio). In any event, we hope that you view the ePortfolio as a place to put aspects of your thinking and experience “on paper.” Sometimes things look differently in writing than they sounded in your head. The ePortfolio is also a way to record your life at this moment. We hope that, in the future, you periodically revisit and maintain your document to reflect you and your experiences.

Grading an ePortfolio is not an easy task, since everyone will take a personal approach to completion of this task. The rubric we will use to assess your work reflects a straightforward approach based on general impressions and specific content, based on a 4-category system: 0-9 *not acceptable* – poor design quality, lacks organization, appears hastily constructed, lacks depth or visual appeal, undeveloped tabs; 10-19 *marginal*—okay, but...needs improvement, content (and efforts) meets minimal expectations but not much else, probably wouldn't be proud of showing the submission to friends (and certainly not potential employers); all the tabs are included, but they are underdeveloped (e.g., short paragraph with a random picture, stock portfolio design with no personal modifications); 20-34 *satisfactory/acceptable*—good quality and reflects some depth of information and presentation, solid effort that would represents thoughts and intent, design has been customized, content is coherent and integrated; 35-40 *outstanding*—exemplary, reflects that time was spent on preparing submission, attention to detail is apparent, you would be very proud to show to others (especially potential employers), reflects intended message(s) clearly, visually appealing.

The four tabs that will serve as the content of your ePortfolio are:

1. Introduction
2. About Me
3. Academic Identity
4. Career Development

For an example of how to construct an ePortfolio and a description of its purpose, please visit <http://chrispisarik.wix.com/eportfolioworkbookfc>

Each Tab will have a specific due date that will be designated in the syllabus. Once each tab is submitted by the due date, you will have the rest of the semester to resubmit and revise your eportfolio as much as you would like in an effort to improve upon your work. Your professor will do his best to provide prompt feedback each and every time you submit your eportfolio.

ePortfolio Rubric

0-9 Not Acceptable –

Poor design quality, lacks organization, appears hastily constructed, lacks depth or visual appeal, undeveloped tabs.

- There are stock photos from the platform designers (WIX, Weebly, WordPress) that have not been taken out.
- There is written content from the platform designers that has not been removed.
- All four tabs were not constructed.
- Most of the tabs have brief content (two to three sentences; or poorly constructed short paragraphs).
- The pictures included are bad quality, and are not worth viewing.
- The mechanics of the ePortfolio do not work (tabs don't open and links are not active).
- There are no archived materials.

10-23 marginal

Okay, but...needs improvement, content (and efforts) meets minimal expectations but not much else, probably wouldn't be proud of showing the submission to friends (and certainly not potential employers)

- **All the tabs are included, but they are underdeveloped (e.g., short paragraphs with a random picture.**
- The tabs have minimal content (Small paragraphs that are hastily written and don't include content that has been worked on in class)
- Stock portfolio design with no personal modifications (Fonts and headings have not been personalized).
- Inappropriate or poor quality pictures.
- There are no archived materials.

24-34 satisfactory/acceptable

Good quality and reflects some depth of information and presentation, solid effort that would represent thoughts and intent, design has been customized, content is coherent and integrated;

- The portfolio design has been customized to some extent. The modifications to the stock design have been thought out and the ePortfolio is consistent in its design.
- The tabs include content that has been presented in class and integrated thoughtfully throughout the ePortfolio
- Archived material is included in a way that demonstrates competency.

35-40 outstanding

Exemplary, reflects that a time commitment (above and beyond what is expected) was spent on preparing submission, attention to detail is apparent, you would be very proud to show it to a senior manager or a respected employer. Reflects intended message(s) clearly, visually appealing.

- The tabs are extensively developed.
- More tabs or subtabs may be included that are interconnected in a cohesive manner.
- Readers not only walk away knowing a great deal about the ePortfolio's creator, but have a desire to return to the ePortfolio

Reflective Learning Blog



Reflective learning blogs are tools to help you think deeply and critically about your learning: not only regarding the subject matter and content of this course, but also about **the process of learning**.

General Instructions:

What learning experiences will be reflected on?

The object of reflection for this journal is your cognitive (thinking) experiences with the subject matter of this class, your affective (feeling) experiences with the class content and your **thinking about your thinking (Metacognition)**.

How many blog entries will there be and how long should they be?

There will be between 10-15 blog entries during the semester, each entry will be about 450-500 words – either hand written or typed. You are advised to make entries regularly rather than leaving it until before a submission date.

What am I supposed to write about?

You will be given prompts for each entry. The prompts will focus on different topics, and different types of writing. Doing journal entries correctly is not as important as the learning that occurs by actually reflectively writing.

What am I supposed to write about cont...

- Start with whatever comes to mind about your learning experience
- Write in first person as if you are writing to a friend
- Share your personal experiences
- Don't limit yourself to words – use diagrams, pictures, or graphs if you wish
- Don't put too much thought into whether you are writing correctly, the purpose is to practice thinking
- Describe the meaning of what you are learning rather than simply lists and facts

Feedback

There will be several feedback points during the semester in which your instructor will look at your journal and offer you constructive feedback regarding the content and quality of your journal writing and thinking.

RUBRIC

Full credit – 30 points = 100% of blog entries are completed at appropriate length

Missing journal entries will reduce the blog points by -

Number of blogs completed / Number of blogs assigned = % of Blog Grade

Blogs that are partially completed will count as 50% of a blog

UNIV 1103 Assignment and Grade Check-Sheet

ePortfolio	Possible Points	Points Earned	
Final (Average of final Tab grades)	Average of Grades for each Tab		
Tab 4 Revision and Re-Submission	/40		
Tab 4 First Submission	/40		
Tab 3 Revise and Re-Submission	/40		
Tab 3 First Submission	/40		
Tab 2 Revision and Resubmission	/40		
Tab 2 First Submission	/40		
Tab 1 Revise and Re-Submission	/40		
Tab 1 First Submission (Feb 1)	/40		