

UNIV 1103S: Strategies and Life-Skills Needed for Success
Dr. Debra Alvis
Fall 2017
Tuesdays/Thursdays MLC 268
9:30-10:45
– A three credit hour course

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

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)

Course Requirements

NOTE: Please bring your texts and syllabus to each class. This helps to build your participation grade from the first week of class!

:

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.

**** Hard copies of the Deci text are available in the bookstore. Each student will need an on-line copy of the Ginter text 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 21. 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>

Supplies: 3-Ring binder with pockets in which to keep course materials; a planner or phone for scheduling, recording due dates, etc., small stapler **to carry in your backpack**; hole punch; two pocket folders with brads.

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/community learning opportunities.

This section of UNIV 1103 is a service-learning course and has a community-based, service-learning component. Service-learning is a credit-bearing educational experience in which students further their understanding of the course content through an organized service activity that meets a specific campus/community need. In this course, you will participate in a volunteer opportunity that will be associated with sustainable development. Education for Sustainable Development includes learning about climate change, disaster risk reduction, biodiversity, poverty reduction, and sustainable consumption. Sustainable consumption means that the needs of the present are met without compromising the ability of future generations to meet their needs. According to the Environmental Protection Agency (EPA), sustainability creates and maintains the conditions under which humans and nature can exist harmoniously in a manner that ensures social, economic and other requirements of present and future generations can be satisfied.

As a student in this course, you might choose to volunteer at UGA Campus Kitchens, the UGArden Student Farm, The Food Bank of Northeast Georgia, The Athens Council on Aging, or Bike Athens. Each student will choose two different volunteer sites and will complete 4-6 hours of service during the course. Service learning experiences may be scheduled during class time or after class. Class time will be adjusted to compensate for time spent outside of class hours. Please be flexible concerning your service learning assignment. While it may not be possible for every student to receive their first choice of experiences, each opportunity was chosen with great care to provide a rich understanding of sustainability along with community needs and efforts in this area.

Through mindfulness and yogic experiences, you will learn specific approaches for managing stress and creating new neural pathways to support you in remaining relaxed, focused, and efficient during your study time. Finally, engagement with a variety of university campus activities supports academic motivation and an understanding of sustainability from various disciplinary perspectives. Some class meetings will involve guest lecturers with regularly scheduled class meetings being held in other locations. Class meetings involving guest lecturers may include for credit, in-class assignments designed to support you in integrating the course material. Other classes may involve viewing a film as a point of departure for discussion.

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

Class attendance, punctuality and participation are essential components of time management and strategic learning. Late arrivals to class interrupt both your professor and fellow students. *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. **Therefore, in this class, there are no "excused" absences. Three absences are allowed for any reason. With the fourth absence, there will be a 3% or 30 point deduction from your final grade. Students missing five classes may be withdrawn from class or will have an additional 3% or 30 point deduction from their grades. If a student is allowed to remain in the course, there will also be deductions for any subsequent absences. Please plan ahead to allow for emergencies and illnesses to fall at or under this limit. 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.** Students who have no absences, due to missing class or late arrivals, will have **two (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. Please **turn off** all electronic devices **before entering the classroom**. While in class, students are expected not to fall asleep, use laptops unless permission is given by the instructor, carry on personal conversations, read the paper, use cellular phones/text, or complete assignments other than what the class is working on. If you engage in any of these behaviors, you may be asked to leave the class and receive a 1%, or 10 point, deduction from your final grade for each incident. Engagement in the course material through participation in group activities and class discussion helps to increase retention and learning. **Participation is based on class behavior, engagement with the material presented in class, and preparedness for each class. Your preparation for class can be demonstrated through contributions during class discussions and having the required materials at hand (books, folders, etc.).**

Assignments and Expectations

Unless otherwise specified, assignments 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 place your assignments on the instructor's table or desk as you enter the classroom. **Homework assignments will not be accepted late for any reason. One drop**

grades are allowed for homework assignments. Two drop grades are allowed for in class assignments. Major assignments will not be accepted late without 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 at the beginning of class on the date due and three additional point 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 Library Internet Project. Similarly another student's reflections or thoughts about the project would be in violation of the policy. Students will be asked to sign an academic agreement statement for this course.

Grading

Semester Grading Scale		
100 - 93 = A	92 - 90 = A-	89 - 87 = B+
86 - 83 = B	82 - 80 = B-	79 - 77 = C+

76 - 73 = C	72 - 70 = C-	69 - 60 = D
	59 and below = F	

Assignments/Grading

Grading will be based on assignments (e.g., reflective writings, text exercises, in class exercises), a brief paper, presentations, and participation. Each of you will be developing a portfolio this semester. This portfolio will consist of a purposeful collection of your work (i.e., assignments, and reflective writings) that will document your efforts as well as your progress or achievement in learning the curriculum of UNIV 1103 and a greater understanding of yourself, including personal and professional goals.

You will need to buy two pocket folders with brads. In one folder, you will organize your internet library project. In the second folder, you will organize your course portfolio to include reflections, assignments, and papers that have not been previously turned in. Your portfolio will be due on Tuesday, November 14th at the start time for class.

You will receive assignment sheets with further details for each of these assignments.

Grades will be determined using a point system and will be weighted as follows:

Group Library Internet Project (brief, written research/reflection paper)	200 points = 20%
Related Sustainability Group Presentation	200 points = 20%
Service Learning Competencies	100 points = 10%
Service Learning Reflections	200 points = 20%
Homework, In-Class Assignments, Participation	300 points = 30%

1. GROUP INTERNET/ LIBRARY PROJECT- SUSTAINABILITY RESEARCH/REFLECTION PAPER

The purpose of this assignment is to further familiarize you with the UGA on-line library site, to deepen your understanding of research articles, and to learn about and reflect on a specific area of sustainability. You will work in small groups to develop a brief paper on a sustainability topic. ***(More information will be forthcoming).***

2. SUSTAINABILITY GROUP PRESENTATION

Working in the same small group, you will develop a presentation based on your research/reflection paper. Your presentation will allow you and your classmates to learn more about a specific area of sustainability and to build presentation and communication skills. ***(More information will be forthcoming).***

3. SERVICE LEARNING COMPETENCIES

Service learning, linked to sustainability, is an integral part of this course and will provide the opportunity to demonstrate competences that are necessary for successful completion of the service learning experience and as post-graduate job competencies. As a part of your service learning experience, you will be evaluated on effort, teamwork, flexibility, communication, and collaboration skills. Your instructor and your service learning on-site supervisors, with your permission, will evaluate your skills in these areas. ***(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. Additional assignments will be given during class.*

****Please note that the initials in front of the reading assignments correspond to the initials of the textbooks and audio materials. Readings are to be completed before class on the indicated date.*

(Please expect additional assignments and readings)

Date	Topics	Readings & Assignments
Week 1: 8.15- 8.17	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	DESTINATION DAWGS PROGRAMS AND PEER MENTORING, BRIEF PRESENTATION, LISA ULNER 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 <i>LSC</i> , Chapter 3, pp. 55-65 <i>WHY</i> , Chapter 4, pp. 44-56
Week 4: 9.5-9.7	Volunteerism/Service-Learning <ul style="list-style-type: none"> • Sustainability & Food Insecurity • Exploring Service Learning Sites • Sustainability & Food Insecurity (con't) • Preparing to reflect critically <ul style="list-style-type: none"> ○ Bloom's Taxonomy of Thinking 	<i>LSC</i> , Chapter 15, pp. 307-316 <i>WHY</i> , Chapter 5, pp. 57-76
Week 5: 9.12-9.14	<ul style="list-style-type: none"> • Understanding Food Deserts – Film and Discussion • THURSDAY, SEPTEMBER 14: FOOD, MOOD & FOOD INSECURITY PRESENTATION BY WHITNI MCCONNELL, RD 	<i>WHY</i> , Chapter 6, pp 77-90
Week 6: 9.19-9.21	Communication Skills and Flexible Thinking to Support Relationships in Service Learning, Higher Education, Career, and Personal Life. <ul style="list-style-type: none"> • Effective Communication <ul style="list-style-type: none"> ○ Communication Styles THURSDAY, SEPTEMBER 21: SERVICE LEARNING TIME. CLASS DOES NOT MEET AS A GROUP.	<i>LSC</i> : Chapter 10, pp. 203-218
Week 7: 9.26-9.28	Critical Reflection & Mindful Inquiry <ul style="list-style-type: none"> • In class discussion on first service learning experience Connecting Common Threads Across a Diverse World <ul style="list-style-type: none"> • Global Perspectives THURSDAY, SEPTEMBER 28: CLASS MEETS AT THE FINE ARTS BUILDING WITH BRITTNEY HARRIS AND/OR JOELLE RE ARP-DUNHAM <ul style="list-style-type: none"> • Improvisation for teamwork and communication skills building 	TUESDAY, SEPTEMBER 26: SERVICE LEARNING REFLECTION I DUE AT START TIME FOR CLASS <i>LSC</i> , Chapter 11, pp. 221-231
Week 8: 10.3-10.5	Communication and differences <ul style="list-style-type: none"> • Working with differences Library Internet Project – UNESCO Areas of Sustainability Research/Presentation Topics	<i>WHY</i> , Chapter 7, pp. 91-108

	<p>Selected Selected Study Strategies</p> <p>THURSDAY, OCTOBER 5: SERVICE LEARNING TIME, CLASS DOES NOT MEET AS A GROUP</p>	
<p>Week 9: 10.10-10.12</p>	<p>Critical Reflection & Mindful Inquiry</p> <ul style="list-style-type: none"> In class discussion on second service learning experience <p>Leadership Styles and Skills Understanding scholarly articles</p> <p>THURSDAY, OCTOBER 12: CLASS MEETS WITH SANDRA RIGGS RESEARCH LIBRARIAN FOR INTERNET LIBRARY PROJECT ON SUSTAINABILITY IN MLC 368</p>	<p>TUESDAY, OCTOBER 10: SERVICE LEARNING REFLECTION II DUE AT START TIME FOR CLASS</p> <p><i>LSC, Chapter 8, pp. 155-167</i></p>
<p>Week 10: 10.17-10.19</p>	<p>Selected Study Strategies: Writing a Terrific Essay, Reading Effectively</p> <p>The Self in a Social World</p> <p>THURSDAY, OCTOBER 19: JASON PERRY, UGA OFFICE OF SUSTAINABILITY AS GUEST LECTURER, IN REGULAR CLASSROOM</p> <ul style="list-style-type: none"> Sustainability at UGA 	<p><i>WHY, Chapter 8, pp. 109-123</i></p>
<p>Week 11: 10.24-10.26</p>	<p>Personal and Work Values and Decision Making</p> <p>THURSDAY, OCTOBER 26: CLASS MEETS AT THE UNIVERSITY HEALTH CENTER IN HEALTH PROMOTIONS W/ WHITNI MCCONNELL, RD</p> <ul style="list-style-type: none"> Cooking Class Eating Healthfully on a budget 	<p><i>WHY, Chapter 9, pp. 124-140</i></p>
<p>Week 12: 10.31-11.2</p>	<p>Holistic Health: The Union of Mind, Body, and Spirit – Wellness & Stress Management</p> <ul style="list-style-type: none"> Chair Yoga and Mindfulness Moving Towards Greater Wellness THURSDAY, NOVEMBER 2: CAREER NETWORKING, IN CLASS PRESENTATION, UGA CAREER CENTER WITH MAGGIE O'BRIEN AND KALI DEWALD 	<p>TUESDAY, OCTOBER 31: LIBRARY INTERNET PROJECTS ON SUSTAINABILITY DUE AT START TIME FOR CLASS</p> <p><i>LSC, Chapter 12, pp. 243-255</i></p>
<p>Week 13: 11.7-11.9</p>	<p>Group Presentations: UNESCO Sustainability Areas</p>	<p>TUESDAY, NOVEMBER 7</p>

		SUSTAINABILITY PRESENTATIONS DUE AT START TIME FOR CLASS.
Week 14: 11.14-11.16	Managing Stress Effectively <ul style="list-style-type: none"> • How Stress Impacts the Body and Mind • Change Your Thinking/Change Your Mood • Resetting after challenges or perceived failures Promoting Autonomy THURSDAY, NOVEMBER 16 CLASS MEETS AT THE GEORGIA MUSEUM OF ART W/ CALLAN STEINMAN AND SAGE KINCAID, ART EDUCATORS <ul style="list-style-type: none"> • Viewing Art Mindfully • Sustainability in the Arts 	TUESDAY, NOVEMBER 14 – PORTFOLIO DUE AT START TIME FOR CLASS <i>LSC</i> , Chapter 13, pp. 259-274 <i>WHY</i> , Chapter 10, pp. 141-158
Thanksgiving Holidays 11.20-11.24	<i>Class does not meet. Enjoy your holidays!</i>	
Week 15: 11.28-11.30	Promoting Healthy Behavior Building Meaning Self-Motivation Theory and <i>WHY</i> THURSDAY, NOVEMBER 30 CLASS MEETS CLASS MEETS AT THE FOUNDERS GARDEN W/ MAUREEN O'BRIEN, LANDSCAPE ARCHITECT, HORTICULTURALIST AND MINDFULNESS PRACTITIONER <ul style="list-style-type: none"> • Mindfulness & Sustainability 	<i>WHY</i> , Chapter 11 pp. 159-176 and Chapter 13 pp. 199-212
Week 16: 12.5	<ul style="list-style-type: none"> ▪ Conclusion <ul style="list-style-type: none"> ○ Course Evaluations ○ Putting it all together 	

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