



**Division of  
Academic Enhancement  
UNIVERSITY OF GEORGIA**

**UNIV 1103S - *Strategies and Life Skills Needed For Success***

**Spring, 2018**

**Course Instructor Information**

Instructor: Dr. Debra Alvis  
Email: [dalvis@uga.edu](mailto:dalvis@uga.edu) (preferred method of contact)  
Departmental Phone: 706.542.7575  
Office: 201 Milledge Hall  
Office Hours: M, W 12:00-1:10; M 3:20- 3:45  
and by appointment; for brief questions or concerns  
I am available in the classroom immediately after class

**Course Meeting Information**

Meetings: M, W, 1:25 – 2:15 pm  
Location: Journalism 513

**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**

UNIV 1103S 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 may 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 complete 2 -3hours 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 is 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.

### **Learning Objectives**

Upon successful completion of this course, students will be able to:

- Apply relevant life-skills needed for success in the university and life settings including health maintenance, interpersonal communication, professionalism, identity development and purpose in life.
- Demonstrate the development of skills needed for life-long learning
- Practice self-directed learning skills

### **Assignments and Projects**

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 grade is allowed for homework assignments. One drop grade is 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. Five 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.**

### **1. GROUP INTERNET/ LIBRARY PROJECT- HISTORY OF SUSTAINABILITY RESEARCH/REFLECTION PAPER**

The purpose of this assignment is to utilize UGA on-line library site, to deepen your understanding of research articles, and to reflect on a sustainability topic. You will develop a three page paper on a sustainability topic. ***(More information will be forthcoming).***

### **2. SUSTAINABILITY GROUP PRESENTATION**

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. ***(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).***

### **4. COURSE PORTFOLIO**

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 1103S and a greater understanding of yourself, including personal and professional goals. ***(More information will be forthcoming).***

### **Grading/Evaluation**

Students will be evaluated in the following areas:

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 also develop a portfolio this semester.

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.

**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:

**Sustainability 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%

<b>Semester Grading Scale</b>		
1000 - 930 = A	920 - 900 = A-	890 - 870 = B+
860 - 830 = B	820 - 800 = B-	790 - 770 = C+
760 - 730 = C	720 - 700 = C-	690 - 600 = D
	<590 = F	

**Course Materials**

Ginter, E.J., & Glauser, A.S. (2012). Life-skills for College: A Curriculum for Life (3<sup>th</sup> 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 required print outs will be forthcoming. Please purchase, rather than rent, the e-textbook using the following link before Wednesday, January 17. This will allow you to complete the initial reading assignments, due on Wednesday, January 17, and to complete the first homework assignment. Details are listed on*

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

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

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; three pocket folders with brads.

## **Course Policies**

### Attendance

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 five percentage points (equals 50 points) from the final grade for that absence. A total of five absences will result in a WP or WF (withdrawn/failing) or an additional five percentage point deduction from the final grade at the instructor's discretion. 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 three (3) percentage points or thirty points added to their final grade in the course.

### Severe Weather Policy

In the event that the university cancels classes, such as for severe weather, students are expected to continue with readings as originally scheduled. Any assignments scheduled during those missed classes, such as a project or paper, are due at the next class meeting unless other instructions are posted at the course website or communicated via email.

### **Participation Policy**

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 earned in each class period 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.).**

### **Disability 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.

### **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.ua.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.

Week	General Topics	Readings & Assignments
<b>Week 1:</b> 1.8-1.10	Introductions/Course Overview Turning Points Exercise College Student Development Theories	
<b>Week 2:</b> 1.15-1.17	Monday, January 15 – MLK Day, Class does not meet. Life Skills Wheel Strengths questionnaire assigned	LSC: Read Chapters 1, 2 <b>WEDNESDAY, JANUARY 17: HOMEWORK ASSIGNMENT DUE – WORKSHEET PRINT OUTS</b>
<b>Week 3:</b> 1.22-1.24	Motivation/Purposeful Planning, Self-determination theory Volunteerism/Service-Learning Sustainability & Food Insecurity exploring Service Learning Sites	LSC: Chapters 2, 3 <b>MONDAY, JANUARY 22 HOMEWORK ASSIGNMENT DUE- STRENGTHS QUESTIONNAIRE</b>
<b>Week 4:</b> 1.29-1.31	Sustainability & Food Insecurity (con't) Food & Mood Presentation, to include impact of food insecurity- Whitney McConnell, R.D. (in regular classroom)	LSC: Chapter 15
<b>Week 5:</b> 2.5-2.7	Preparing to reflect critically: Bloom's Taxonomy of Thinking Communication Skills and Flexible Thinking to Support Relationships in Service Learning, Higher Education, Career, and Personal Life. <ul style="list-style-type: none"> <li>o Effective Communication</li> <li>o Teamwork Skills</li> </ul> <b>WEDNESDAY, FEBRUARY 7, SERVICE LEARNING DAY – DETAILS WILL BE FORTHCOMING</b>	LSC: Chapter 8
<b>Week 6:</b> 2.12-2.14	Relationships: The Bridges that Connect Self and Others Working with differences Personal and work values	LSC: Chapter 10 <b>MONDAY, FEBRUARY 12: SERVICE LEARNING REFLECTION I DUE AT START TIME FOR CLASS</b>

<b>Week 7:</b> 2.19-2.21	Relationships: The Bridges that Connect Self and Others (continued) <b>SERVICE LEARNING DAY 2- ADDITIONAL DETAILS WILL BE FORTHCOMING</b>	LSC: Chapter 11
<b>Week 8:</b> 2.26-2.28	Internet Project – UNESCO Areas of Sustainability  <b>WEDNESDAY, FEBRUARY 28 - Meet w/ Sandra Riggs, Research Librarian Research and reflection papers- UNESCO Sustainability Areas</b>	Readings TBA <b>MONDAY, FEBRUARY 26: SERVICE LEARNING REFLECTION II DUE AT START TIME FOR CLASS</b>  <b>WEDNESDAY, FEBRUARY 28, CLASS MEETS IN MLC 368</b>
<b>Week 9:</b> 3.5-3.7	Staying healthy, enhancing focus  Managing stress and test anxiety Chair yoga and deep relaxation	LSC: Chapter 12 <b>WEDNESDAY, MARCH 7: SUSTAINABILITY RESEARCH/REFLECTION PAPERS DUE AT START TIME FOR CLASS</b>
<b>Spring Break</b> 3.12-3.14	<b>Class does not meet!</b>	Enjoy your break!
<b>Week 10:</b> 3.19-3.21	Sustainability at UGA! Sustainability Presentations	LSC: Chapter 13 <b>WEDNESDAY, MARCH 21- SUSTAINABILITY PRESENTATIONS DUE</b>
<b>Week 11:</b> 3.26-3.28	Sustainability Presentations, con't <b>WEDNESDAY, MARCH 28- COOKING CLASS</b> w/ Whitney McConnell, RD: Preparing economical, healthy & tasty foods	Readings TBA <b>WEDNESDAY, MARCH 28- CLASS MEETS AT THE UNIVERSITY HEALTH CENTER, HEALTH PROMOTIONS</b>
<b>Week 12:</b> 4.2-4.4	Career Exploration and Development– needs and goals <b>WEDNESDAY, APRIL 4- CAREER PRESENTATION BY UGA CAREER CENTER – LINKING IN WITH UGA ALUMNAE</b>	LSC: Chapter 14
<b>Week 13</b> 4.9-4.11	Career Development and Leadership Skills	Readings TBA
<b>Week 14</b> 4.16-4.18	Creating Meaning and Purpose	<b>MONDAY, APRIL 16 – COURSE PORTOLIO DUE</b>



	<b>WEDNESDAY, APRIL 18 CLASS MEETS AT THE GEORGIA MUSEUM OF ART w/ Callan Steinman and Sage Kincaid</b> <ul style="list-style-type: none"> <li>• Sustainability in the Arts</li> </ul>	<b>AT START TIME FOR CLASS</b>  Readings TBA
<b>Week 15:</b> 4.23-4.25	Conclusion <ul style="list-style-type: none"> <li>• Course Evaluations</li> <li>• Putting it all together</li> </ul> <b>WEDNESDAY, APRIL 25 GUEST PRESENTOR w/ Maureen O'Brian, Curator, Founders Garden on mindfulness and sustainability at the gardens</b>	Readings TBA

Important Dates

Drop/Add: January 4-10 (Thursday, Friday and Monday-Wednesday)

Midpoint: Monday, February 26

Spring break – March 12-16

Withdrawal deadline: Monday, March 19

Last Day of Classes for the semester – Wednesday, April 25

Reading Day: Thursday, April 26