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 Instructor Information
Instructor: Dr. Sayamon Singto
Email: sayamon@uga.edu
Phone: 706-542-7575
Office: Milledge Hall #203
Office Hours: MW 1:00-2:00 pm or by appointment

Course Meeting Information
Meetings: MW 2:30-3:20 pm
Location: Russell Hall #124

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 the application of skills and content.

OBJECTIVES

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

- Use metacognitive learning strategies to achieve academic goals.
- Use self-directed learning behaviors to optimize their educational experiences in college and beyond.
- Use critical thinking skills in learning, decision-making, and personal reflections.

ASSIGNMENTS AND PROJECTS

Weekly reflection journals (20%)  
At the end of each week, students will write a reflection (100-150 words) of what they have learned about the week’s topics. A prompt for each journal entry will be posted on eLC.

Self-change project (25%)  
This project is designed to help students develop an ability to direct their lives and to make positive changes, leading to success in college and beyond. Students will commit their time (three to four weeks) and effort in creating some changes by identifying a target behavior, spending one week collecting baseline data, and two to three weeks in a treatment phrase in which they attempt to change the target behavior. They will track and reflect on their progress during the treatment phase. In the final step, students will evaluate the design and implementation of their project.

Assignments (25%)  
Students will be asked to complete various activities throughout the semester both in and out of class. Some activities will be graded, and each of these graded activities is worth specified points. The total points that students receive for all the completed assignments will be calculated for the “Assignments” component of the final course grade.

Please note that in-class assignments cannot be made up regardless of the circumstances.
GRADING/EVALUATION

Students will be evaluated in the following areas:

- 10% Attendance
- 10% Preparedness and participation
- 25% Weekly reflection journals
- 25% Self-change project
- 30% Assignments

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>A-</td>
<td>87-89%</td>
</tr>
<tr>
<td>B+</td>
<td>84-86%</td>
</tr>
<tr>
<td>B</td>
<td>80-83%</td>
</tr>
<tr>
<td>B-</td>
<td>77-79%</td>
</tr>
<tr>
<td>C+</td>
<td>74-76%</td>
</tr>
<tr>
<td>C</td>
<td>70-73%</td>
</tr>
<tr>
<td>C-</td>
<td>67-69%</td>
</tr>
<tr>
<td>D</td>
<td>60-66%</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
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</tbody>
</table>

COURSE MATERIALS

Required book:

*Teach Yourself How to Learn: Strategies You Can Use to Ace Any Course at Any Level*

By Saundra Yancy McGuire

ISBN: 978 1 62036 756 8, Stylus Publishing

Note: Other required readings for this course are posted on the course eLC.

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.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments/Activities</th>
</tr>
</thead>
</table>
| 1    | 08/13-08/17 | Introduction to the course  
Reflecting on how you learned | Introduction  
Chapter 1 | |
| 2    | 08/20-08/24 | Do all students already know how to learn?  
Metacognition | Chapters 2-3 | Due: Reflection journal |
| 3    | 08/27-08/31 | Metacognition and Bloom’s taxonomy | Chapters 2-3 | Due: Reflection journal |
| 4    | 09/03-09/07 | Bloom’s taxonomy - studying vs learning  
*Holiday: Labor Day 09/03 - No Class* | Chapter 4 | Due: Reflection journal |
| 5    | 09/10-09/14 | Bloom’s taxonomy - thinking and intellectual performance | Chapter 4 | Due: Reflection journal |
| 6    | 09/17-09/21 | Bloom’s taxonomy - thinking and intellectual performance | Chapter 4 | Due: Reflection journal |
| 7    | 09/24-09/28 | Bloom’s taxonomy - the study cycle | Chapter 5 | Due: Reflection journal |
| 8    | 10/01-10/05 | Metacognitive learning strategies - Active reading | Chapter 5 | Due: Reflection journal |
| 9    | 10/08-10/12 | Metacognitive learning strategies - Note-taking | Chapter 5 | Due: Reflection journal |
| 10   | 10/15-10/19 | Metacognitive learning strategies - Increasing academic learning and memory | Chapter 5 | Due: Self-Change Contract |
| 11   | 10/22-10/26 | Mindset and intelligence | Chapter 6 | Due: Reflection journal |
ATTENDANCE & PARTICIPATION POLICY

As a seminar class, regular attendance and active participation are required. During the semester, you are allowed one absence with no penalty. Two percent will be deducted for each day absent following your one allowed absence.

Please do not come to class late – three late arrivals/early departures will count as one unexcused absence.

In order to actively participate in class discussion, assigned readings must be completed before coming to class on the date they are listed. Additionally, you are expected to participate in in-class assignments. If you miss class, you are responsible for contacting a classmate for missed information or notes. Please note that in-class assignments cannot be made up regardless of the circumstances.

Cellphones should be silenced and kept out of sight during class. Failure to do so will impact your class participation grade.

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.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.

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.

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