UNIV 1201S – Learning for Success
Spring, 2019

Course Instructor Information
Instructor: Kevin Kennedy
Email: nomad@uga.edu
Phone: 706-542-7575
Office: Milledge 251
Office Hours: Tuesdays and Thursdays 2 – 5 pm and by appointment

Course Meeting Information
Meetings: W 3:35-5:15 pm
Location: Russell 126

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
This service learning course provides students opportunities to obtain skills that lead to success in college and beyond in an experiential learning environment and through engagement with the community. Community-based activities will help strengthen the learning, motivation, critical and creative thinking, decision making, identify development, wellness, and career choice.

Learning Objectives
Upon successful completion of this course:

- Students will be able to independently acquire and practice evidence-based learning strategies, increasing their skills as learners. (e.g., metacognitive learning strategies, active learning techniques, collaborative learning).
- Students will be able to demonstrate greater academic engagement within the behavioral, psychological, and cognitive domains.
- Students will be able to practice self-regulated learning skills, and employ self-directed learning behaviors.
- Students will be able to assess and increase their current competencies in developmentally-based life-skills across several domains germane to success in college and beyond (e.g., Chickering’s Vectors, Gazda’s life-skills).
• Students will be able to engage in service projects in the local community by assisting various nonprofits with fulfilling their missions while students complete various learning tasks linked to developmentally-based life-skills research.

Assignments and Projects
Assigned readings and class discussions/assignments 20 points
Service learning attendance and reflections: 20 points
Course project (separate directions will be given for this): 20 points
Group lead discussions (separate directions will be given for this): 20 points
Beyond class events 20 points

Grading Scale: 90-100 A, 86-89 B+, 80-85 B, 76-79 C+, 70-75 C, 66-69 D+, 60-65 D

Note Regarding In-class Assignments: Class attendance and participation is extremely important. Throughout the semester, you will complete several assignments and group activities during class. Anticipate a daily quiz over the reading, on the day that reading is due. If you are absent the day we complete an in-class assignment, you cannot complete make up the assignment later.

Note Regarding service learning: We will be doing our service learning from 9:30-11:30 at the Food Bank of Northeast Georgia. The address is 861 Newton Bridge Road Athens, Georgia 30607. Please wear closed toe shoes on the trips to the food bank. You will need to carpool as there will not be enough parking for everyone to drive individually.

Course Materials
Teach Yourself How to Learn, Saundra McGuire. Stylus Publishing: 2018
This is available in paperback on Amazon

Course Policies
A primary purpose of this course is to encourage critical thinking, perseverance through trials, and the ceaseless pursuit of excellence in all undertakings to the very best of one’s ability. In this spirit, if at any time you do not know the answer to a question, ask. Always try. Partial credit on assignments may be granted for effort. Also, please be considerate of the students around you and do not use your technology for anything non course related during class time. Checking text messages or email or working on other assignments during class is very distracting to your fellow classmates.

Participation Policy
A primary purpose of this course is to encourage critical thinking, perseverance through trials, and the ceaseless pursuit of excellence in all undertakings to the very best of
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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.

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.
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.

<table>
<thead>
<tr>
<th>Week</th>
<th>General Topic</th>
<th>Reading Assignment/Other Assignment</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan. 9 Introductions</td>
<td>Student Autobiography</td>
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<tr>
<td>2</td>
<td>Jan. 16 Campus Resources</td>
<td>McGuire Ch. 1, 2</td>
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<td>3</td>
<td>Jan. 23 Service Class</td>
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<td>4</td>
<td>Jan. 30 Metacognition/Bloom’s Taxonomy</td>
<td>McGuire Ch. 3, 4</td>
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<td>5</td>
<td>Feb. 6 Service Class</td>
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<td>6</td>
<td>Feb. 13 Self-Regulated Learning/Mindset</td>
<td>McGuire Ch. 5, 6</td>
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<td>7</td>
<td>Feb. 20 Service Class</td>
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<td>8</td>
<td>Feb. 27 Identity Development, Chickering’s Vectors, Garzda’s Life Skills</td>
<td>McGuire Ch. 7, 8</td>
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<tr>
<td>9</td>
<td>Mar. 6 Service Class</td>
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<tr>
<td>10</td>
<td>Mar. 13 Spring Break</td>
<td>Have Fun!</td>
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<td>11</td>
<td>Mar. 20 Service Class</td>
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<td>12</td>
<td>Mar. 27 Time Management</td>
<td>McGuire Ch. 9, 10</td>
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<td>13</td>
<td>Apr. 3 Service Class</td>
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<td>Apr. 10 Stress Management</td>
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<td>15</td>
<td>Apr. 17 Service Class</td>
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<td>16</td>
<td>Apr. 24 Work on Final Projects</td>
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Note: The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.