



Division of Academic Enhancement UNIVERSITY OF GEORGIA

UNIV 1201S – Learning for Success at the University Fall 2022 (CRN 41791)

Course Instructor Information

Instructor: Dr. Sayamon Singto
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Office: Milledge Hall, Room 203
Student Hours: TBA

Course Meeting Information

Meetings: TR, 2:20-3:10 pm
Meeting Location: Russell Hall, 126

UNIV Courses are offered by the Division of Academic Enhancement, a unit of the Office of Instruction at the University of Georgia.

Division of Academic Enhancement empowers all students to *Learn Differently* through 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.

COURSE DESCRIPTION

This service-learning 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 application of skills and content in an experiential learning environment and through engagement with the community.

COURSE FORMAT & COURSE MATERIALS

This course employs in-person instruction. All required course content will be provided free of charge on eLC.

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).
- Demonstrate greater academic engagement within the behavioral, psychological, and cognitive domains.
- Practice self-regulated learning skills and employ self-directed learning behaviors.
- 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).
- Engage in service projects in their local community by assisting various nonprofits with fulfilling their missions while students complete various learning tasks linked to developmentally based life skills research.

COURSE INFORMATION

All course information including a copy of the syllabus, assignment due dates, and policy information can be found in eLC. Announcements about the class as well as changes to the syllabus will also be posted on eLC. You are responsible for checking eLC for announcements on a regular basis.

SERVICE-LEARNING

The 'S' in our course title stands for 'service-learning'. Through your engagement in service activities, you apply academic skills and knowledge you have acquired in this course to address community need as well as enhance your civic and academic learning. Service activities are connected to the course learning goals through critical reflection. This type of learning has been linked to various positive student outcomes including critical thinking, problem solving, leadership, decision making, collaboration, and communication. It also contributes to a deeper understanding of yourselves and empathy and respect for others. Service-learning provides an opportunity to develop skills that positively impact your resume and search for employment.

For service-learning in this course, you will serve as a volunteer for the [Campus Kitchen at UGA](#). Your service-learning activities may include food processing, cooking, surplus food collection, fruit harvesting with [Concrete Jungle](#).

You must complete a **minimum of 6 hours of service-learning activities**. See more information about service-learning requirements on eLC.

GRADING/EVALUATION

This course is graded on a plus/minus A-F scale. Your grade will be based on the following assignments and class participation. For further information please look on eLC for all assignments and the posted gradebook.

Class engagement	15%
Class activities and assignments	50%
Learning Strategies group presentation	15%
Service-learning reflection	20%

Class engagement

You learn best when you are actively engaged in the material and with one other. To participate in class fully and meaningfully, you are expected to come to class prepared to discuss the assigned material and engage in class activities. Attendance is required for this class. Missing a class meeting means that you have missed a significant portion of the course and will affect your score for this portion of the course grade. Do NOT schedule any other appointments or activities during your scheduled class sessions.

Class activities and assignments

Learning in this class also involves completing activities and assignments. Any graded work will be listed in the gradebook on eLC.

Service-Learning reflection

Reflection is a crucial component of service learning as it gives meaning to the experience by allowing you to look back on, think critically about, and learn from your service experience. You will complete two service-learning reflection activities, one at the midpoint and the other at the end of the semester. Your first reflection activity is a service-learning debrief in which you will participate in group discussions about your service-learning experience. At the end of the semester, you will submit a service-learning reflection paper. This paper must be 550-600 words long, double-spaced using 12-point Times New Roman font with 1-inch margins. The paper must be uploaded to

the corresponding assignment dropbox on eLC by the due date and time indicated on eLC. Email submission will not be accepted. Additional instructions and guidelines for completing a reflective journal entry are posted on eLC.

Grading Scale

A	93.0-100%	A-	90.0-92.9	B+	87.0-89.9%	B	83.0-86.9%	B-	80.0-82.9%
C+	77.0-79.9%	C	73.0-76.9%	C-	70.0-72.9%	D	60.0-69.9%	F	59.9% and below

COURSE POLICIES

Assignment Submission

- › Unless indicated otherwise, all work must be submitted on eLC. Email submissions will not be graded.
- › Detailed instructions for completing and formatting class assignments will be posted on eLC. Assignments that do not follow the format indicated in the instructions will not be graded.
- › Please note that UGA students have free access to download and install Office 365 ProPlus software through their online UGAMail account. To download and install Office ProPlus for PCs and Macs, along with mobile devices, please follow the EITS Help Desk wiki [step-by-step instructions](#).

Late Work

For any graded work, ten percent is lost per each day beyond its due date and time. Any work late beyond 1 week will not be graded.

Engagement and Participation

Attendance and participation are required for this class. Missing a class meeting means that you have missed a significant portion of the course and will affect your score for this portion of the course grade. Do NOT schedule any other appointments or activities during your scheduled class sessions.

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.

Excused Absence

A “valid” excuse is one that is **written, verifiable, and covers the date and time of your scheduled class**. Oversleeping and job conflicts do not constitute acceptable excuses. Missing a class with a valid excuse allows you to make-up class activities provided that you contact the instructor within 24 hours of your absence. If you know in advance that you will miss a class with a valid excuse, contact your instructor before the class session. You may be allowed to complete make-up assignments to receive partial credit for in-class activities.

Unexcused Absence

You are allowed two unexcused absences in the semester. An unexcused absence includes a) an absence that is not medical-related, or b) a medical-related absence but you are not able to provide documentation to verify your absence. In these cases, you may be allowed to complete alternative activities to receive **partial** credit for your engagement grade for that class session. However, please note that you will not receive credit for the attendance portion of that class session.

You must contact the instructor within 24 hours to provide a reason for your absence and to discuss the possibility of completing alternative activities.

Group Collaboration

Some of your experiences in UNIV1201S may be based upon work completed in small groups. You are encouraged to interact with your instructor and your classmates when completing your in-class work and your homework. However, you are expected to complete all written assignments by yourself (i.e., showing independent thought) unless otherwise directed by your instructor. If you are experiencing problems with one or more group members, please inform your instructor immediately so that they may take this into consideration when they evaluate each student at the end of the semester.

Communication

To comply with the Family Educational Rights and Privacy Act (FERPA), all communication that refers to individual students must be through a secure medium (UGAMail or eLC) or in person. Instructors are not allowed to respond to messages that refer to individual students or student progress in the course through non-UGA accounts, phone calls, or other types of electronic media.

Grade Appeal

Grade appeal process can be found at <https://dae.uga.edu/courses/appeal-process/>.

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.

Student Exceptionalities 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 accommodation.

Student Wellness

To be brief: take care of yourself. While navigating the rigorous (at times treacherous) experience of college, we easily may fall prey to poor habits and choices. I encourage students to maintain a healthy lifestyle. If you (or anyone you know) experiences debilitating academic stress (i.e., stress that paralyzes, induces persistent fear/anxiety), challenging life events, persistent negative emotions/moods, or other factors that hinder mental, physical, or emotional wellbeing, I encourage you to seek resources you need to be successful.

University Health Center

Website: <https://www.uhs.uga.edu/newstudents/newstudents>

Phone: 706.542.1162

Email: contact@uhs.uga.edu

Suicide Prevention 706.542.2

Sexual Assault 24 Hour Hotline 706. 542.SAFE200

Counseling and Psychiatric Services (CAPS)

Website: <https://www.uhs.uga.edu/caps/welcome>

During office hours, you may call 706-542-2273.

For an after-hour crisis, you may call 706-542-2200. Ask to speak with a CAPs clinician.

Student Care and Outreach

Website: <http://sco.uga.edu/>

Phone: 706-542-7774

Email: sco@uga.edu

Student Veterans Resource Center

Website: <http://svrc.uga.edu/>

Phone: 706-542-7872

Email: svrc@uga.edu

Division of Academic Enhancement (DAE) 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 required readings and other course materials for the topics as well as learning activities and assignments are posted in the corresponding modules on eLC. You are responsible for checking your UGA email and eLC for announcements on a regular basis.

Please refer to the corresponding module on eLC for assignment instructions and due dates.

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

Week		Topics & Assignments
1	08.18	› Course orientation
2	08.23	› Time management
	08.25	› Time management (cont.) › Assignment: Time management weekly calendar
3	08.30	› Adapting to college academics
	09.01	› Adapting to college academics (cont.)
4	09.06	› Study strategies › Assignment: Study strategies
	09.08	› TBA
5	09.13	› Study strategies (cont.)
	09.15	› Study strategies (cont.)
6	09.20	› Metacognition and self-regulated learning
	09.22	› Metacognition and self-regulated learning (cont.) › Assignment: Self-regulated learning
7	09.27	› Academic motivation
	09.29	› Mindsets and learning

8	10.04	› Goal setting › Assignment: Goal setting
	10.06	› TBA
9	10.11	› Learning through reflection: Service-learning experiences › Assignment: Service-learning journal
	10.13	› Information literary and library research skills
10	10.18	› Information literary and library research skills (cont.) › Assignment: Library research
	10.20	› Wellness and self-care › Assignment: Wellness
11	10.25	› Test preparation
	10.27	› TBA
12	11.01	› Experiential learning
	11.03	› Exploring personality traits, values, skills, and interests › Assignment: Exploring activity
13	11.08	› Career Center Workshop – Developing your resume
	11.10	› Financial Aid and scholarships resources
14	11.15	› Presentation workshop
	11.17	› TBA
15	11.22	› Project workday
	11.24	› Holiday: Thanksgiving – No class
16	11.29	› “Learning Strategies” group presentation › Assignment: Service-Learning Reflection Paper
	12.01	› “Learning Strategies” group presentation (cont.)