



Division of Academic Enhancement UNIVERSITY OF GEORGIA

UNIV 2301S: Transformative Learning Strategies Spring 2023,

Class Meeting Time: MW 12:40 - 1:30 PM

Classroom Location: MLC 251

Instructor Information

Instructors:

Email:

Office:

Student Hours:

Course Information

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

UGA's 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 assists students in developing the skills needed to learn intentionally across academic disciplines and career fields. Through critical readings, videos, discussions, and reflections, students investigate: how the brain works; deep learning strategies; and how to integrate the new science of learning into life.

Explorations of thought formation and memory (metacognition), implementing higher order learning strategies linked to majors, and evaluating strategies' impacts will be the hallmarks of the course.

Learning Objectives

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

- Define metacognition and apply fundamental metacognitive principles for their academic success within their program(s) of study
- Practice steps of question formulation, refinement, and application as a learning enhancement tool
- Employ reflective learning strategies to recognize flaws in their thinking, articulate their thought processes, and revise their efforts (key elements of success through reflection-centered metacognition)
- Evaluate research on creative and critical thinking
- Create an integrative, life-long strategic learning plan using strategies that are congruent with metacognitive learning principles

- Engage in service projects in the local community by assisting various nonprofits with fulfilling their missions while completing various learning tasks linked to developmentally-based life-skills research

Assignments and Projects

Students will be evaluated in the following areas:

- | | |
|--------------------------------------|-------------|
| ● Assignments | 40% |
| ● Attendance & Engagement | 35% |
| ● Service-Learning Portfolio | 25 % |

Grading/Evaluation

93-100% = A	92.9-90.0% = A-	89.9-87.0 % =B+	86.9-83.0% = B
82.9-80.0% = B-	79.9-77.0% = C+	76.9-73.0% = C	72.9-70.0% = C-
69.9-60.0% = D	<59.9% = F		

Course Materials

All required course content will be provided free of charge on eLC. You are welcome to print off materials for completing the assignments.

Course Policies

Engagement Policy

Class attendance is mandatory; however, engagement is based on the student. Students will have to reflect on their participation and grade themselves. They will be asked to assess themselves and support their grade with evidence for weekly participation.

Students will be able to take a maximum of 2 Wellness days to be used at their discretion. These days can be used as excused absences. Students just have to notify the professor that they will be using the wellness day(s). *Any day that you miss beyond that one permitted wellness day absence will result in 5 point deduction to the final grade per additional absence.*

Procedures of Deadline Extensions

I encourage all students to communicate with me if you need an extension on deadlines. I will demonstrate grace and work on a case by case basis to determine deadlines for assignments that work best for the student. However, I will also need additional time to grade work submitted past the original deadline (i.e., a student may request an extension. The extension may be granted. It will take me additional time to revisit the assignment and grade the assignment that missed the original deadline).

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. We

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, we encourage you to seek resources you need to be successful.

Mental Health and Wellness Resources:

- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu/>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
- UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).
- If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
- Additional resources can be accessed through the UGA App.

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

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 will be posted here as well as changes to the syllabus. You are responsible for checking eLC for announcements daily.

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>.

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 accommodations.

Inclement Weather

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

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.

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 another person, or using any source of information that is not common knowledge.

"Academic Dishonesty" means knowingly performing, attempting to perform, or assisting any other person in 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.

All academic work must meet the standards contained in “A Culture of Honesty.” Students are responsible for informing themselves about those standards before performing any academic work.

Grade Appeal Process

University of Georgia students have the right to appeal academic decisions. The burden of proof for an appeal rests with the student. The policies governing the process of appealing grades are covered in the Academic Affairs Policy Manual, General Academic Policy: Student Appeals ([Section 4.05-01](#)). All grade appeals must be initiated in writing to the instructor within one calendar year from the end of the term in which the grade was recorded. The process for appealing a grade in a UNIV course can be found at: <https://dae.uga.edu/courses/appeal-process/>.

Federal Family Educational Rights and Privacy Act (FERPA) Notice:

The Federal Family Educational Rights and Privacy Act (FERPA) grants students certain information privacy rights. See the registrar’s explanation at reg.uga.edu/general-information/ferpa/. FERPA allows disclosure of directory information (name, address, telephone, email, date of birth, place of birth, major, activities, degrees, awards, prior schools), unless requested in a written letter to the registrar.

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.

eLC Course Module	Class Session	Topic of Discussion
Welcome	Monday 1/9	Welcome and Introductions
Module 1	Wednesday 1/11	Identity Development
	Monday 1/16	NO CLASS – MLK Jr. Observation
	Wednesday 1/18	Identity Development Part II
Module 2	Monday 1/23	Information Processing
	Wednesday 1/25	
Module 3	Monday 1/30	Research and Library Resources
	Wednesday 2/1	
	Monday 2/6	“Service Learning” Day
Module 4	Wednesday 2/8	Metacognition and Problem Solving
	Monday 2/13	
Module 5	Wednesday 2/15	Beyond the Arch
	Monday 2/20	“Service Learning” Day
Module 6	Wednesday 2/22	Creative and Critical Thinking
	Monday 2/27	“Service Learning” Day
Module 7	Wednesday 3/1	Transference of Skills
	Monday 3/6	NO CLASS – Spring Break

	Wednesday 3/8	NO CLASS – Spring Break
	Monday 3/13	“Service Learning” Day
Module 8	Wednesday 3/15	Connecting Skills to Application
	Monday 3/20	
	Wednesday 3/22	“Service Learning” Day
Module 9	Monday 3/27	Career Planning
	Wednesday 3/29	
	Monday 4/3	“Service Learning” Day
Module 10	Wednesday 4/5	Service-Learning Project
Module 11	Monday 4/10	Financial Literacy
	Wednesday 4/12	
Module 12	Monday 4/17	Reflecting and Revamping
	Wednesday 4/19	
Module 13	Monday 4/24	Class Service-Learning Presentations
	Wednesday 4/26	Class Service-Learning Presentations
	Monday 5/1	Class Wrap-up and Course Evaluations