

Instructor: Mary Cooper- Wallace, M. Ed.
Email: coopwall@unm.edu *best way
Class meets: T & Th, 9:00-10:10am in H105
Office Hrs: before/ after class or by appointment

UNIVERSITY 101-501 CRN36602
UNM Valencia
Spring 2019
(Jan. 15- May 7)

Course Description:

This course is designed to accelerate a successful transition to university life

Course Purpose:

This course is designed to help you create greater success in college and in life. In the coming weeks you will learn many proven strategies for creating greater academic, professional, and personal success. We will use guided journal entries to explore these strategies, and as a bonus, you will learn to express yourself more effectively in writing. In addition, we will explore the strategies through classroom activities that are designed to be engaging and enlightening. You may never again have the opportunity quite like this one to create a rich, personally fulfilling life! I urge you to take advantage of this extraordinary opportunity. If you do, you may change the outcome of your life ---for the better!

Course Objectives: In this course you will learn how to...

- 1. Take charge of your life.** You will learn how to take greater personal responsibility, gaining more control over the outcomes and experiences that you create both in college and in life.
- 2. Increase self-motivation.** You will learn to create greater inner motivation by, among other things, discovering your own personally meaningful goals and dreams.
- 3. Improve personal self-management.** You will learn numerous strategies for taking control of your time and energy, allowing you to move more effectively and efficiently toward the accomplishment of your goals and dreams.
- 4. Develop interdependence.** You will learn how to develop mutually supportive relationships with people who will help you to achieve your dreams as you assist them to achieve theirs.
- 5. Increase self-awareness.** You will learn how to understand and revise your self-defeating patterns of behavior, thought and emotion as well as your unconscious limiting thoughts or attitudes.
- 6. Maximize your learning.** You will learn key research on how the human brain learns. You will apply this knowledge to develop your own learning system, giving you the keys to learning important course content in college as well as becoming a more effective **lifelong learner.**
- 7. Develop emotional intelligence.** You will learn effective strategies to manage your emotional life, decreasing your inner sense of well-being.

8. **Raise your self-esteem.** You will learn how to develop self-acceptance, self-confidence, self-respect, and unconditional self-worth.
9. **Write more effectively.** You will learn to improve your writing skills through the extensive writing practice offered by your guided journal entries.
10. **Improve creative and critical thinking skills.** You will learn to enhance the thinking skills essential for analyzing and solving problems in your academic, professional, and professional lives. You will also develop reasoning skills that will help you both construct persuasive arguments and deconstruct illogical argument intended to persuade you to think or act against your own best interest.
11. **Master effective study skills.** You will learn how to raise your grades in college by improving essential skills such as reading, taking notes, studying, memorizing and taking tests.
12. **Manage your Money.** You will learn helpful techniques for increasing your income (including gaining more financial aid for college) and decreasing your expenses.

Learning Outcomes

At the conclusion of this course, you should be able to:

1. Through self-assessment, determine your personal strengths and weaknesses at the beginning of the course and again at the end of the course.
2. Understand and implement the CORE Learning System.
3. Apply logic and analytical thinking skills in your academic, personal and professional lives.
4. Know and apply at least two effective study strategies.
5. Apply what you are learning to your life by reflecting on and applying success skills to your personal situation. With thirty-two journal entries in the text, you have an opportunity for extensive practice in writing.
6. Identify your learning style preference and how to succeed in a classroom that does not use your preferred learning style
7. Control stress and manage time.
8. Apply semester skills to the workplace
9. Identify and use campus resources.

Library Literacy Objectives

1. Students will become familiar with academic databases and library search engines.
2. Students will write an accurately formatted Works Cited page.
3. Students will access LIBROS library database software and find a book relevant to the writing project.
4. Students will learn how to skim the book and find quotations that are both relevant and appropriate for the paper
5. Students will develop supportive relationships with members of the library staff.

Required Textbook:

Downing, Skip. *On Course: Strategies for Creating Success in College and in Life, Study Skills Plus.* (3rd Ed.) Wadsworth: Boston, MA, 2017. ISBN 978-1-305-39748-4

Materials:

- Folder with pockets
- Binder with rings
- Loose-leaf paper
- USB flash drive to save your work
- Highlighters for annotation.
- Pens

Online part of this course:

The syllabus and certain handouts for this class are online at UNM Learn for this course. Detailed instructions will be given in class. On how to get to these items. Announcements will be posted on our Learn. Check it once a day. Grades will be kept permanently in the Learn online grade book, but may not be updated immediately.

Go to: learn.unm.edu.

Grading Policy

The grades earned are from A through F based on the University grading system for percentages, and this course counts toward your GPA. Having a passing average in this course is based on the following:

15 Quizzes (5 points each)	75 pts
32 Success Journal Entries (5 points each)	160 pts.
6 Study Skills Activities :”Do One Thing Differently this week” (15 poinrs each)	90 pts.
1 personal Philosophy of Success Essay	75 pts
Total points possible	400

Final Course Grade	Points needed
A	360-400
B	320-359
C	280-319
D	240-279
F	239 or below

1.Quizzes: (75 possible points)

This is a course for students who wish to be successful in college and in life. One of the most important factors of success in any endeavor is consistent and active participation. To encourage and reward your preparation for active participation at every class, ten unannounced quizzes on the readings will be given. If you have read the assignment and completed your journal entry, you should have no trouble earning the maximum points (5) for each quiz. No quiz may be made up without a doctor's excuse or other appropriate documentation for your absence.

2. Success Journals (160 Possible Points)

Your success journals provide an opportunity to explore your thoughts and feelings as you experience with the success strategies in *On Course*. By carefully examining each strategy in your journal, you will discover which ones will assist you to create a rich, personally fulfilling life. Although I will be collecting your journals, and looking through them, **you should write them for yourself**, not for me.

Evaluations of journals: Journal entries are due weekly. It is not my intention to read every entry you write. Instead I will look through your journal entries to verify the completion of each assignment and to give credit to a job well done. I read occasional journal entries to get a sense of the issues you are working on. With that knowledge, I can be of greater assistance to you this semester. If you want my comment on a specific journal entry, please let me know with a note in your journal.

Journal Points: Each Journal entry will be awarded up to 5 points. Thus, all 32 journal entries will be worth a possible total of 160 points. A journal entry will be awarded all 5 points if it fulfills the following two criteria

1. The entry is **complete** (All steps in the directions have been responded to.) and
2. The entry is written with **high standards**. (an obvious attempt has been made to **Dive Deep**).

Grammar, spelling and punctuation will not be a factor in awarding points to journals, as long as your meanings are clear, and the directions for the entry are followed.

3. Study Skills Activities “Do One Different Thing This Week” (90 Possible Points)

You will create a study skills activity for the following six topics. The Study Skills Toolbox is the back section of your textbook.

- Reading
- Taking Notes
- Organizing Study Materials
- Rehearsing and Memorizing Study Materials
- Taking Tests
- Writing

The creation of each Study Skills Activity will provide an opportunity to do one different thing for a week, something you have never done before. This experiment will help you determine the most effective way for you to deepen your learning in college and beyond, as well as raising your grades!

Each of your Study Skills Activities can earn up to 15 points, thus, all six plans will be worth a possible total of 90 points. To complete each plan, simply choose on new study skill with which you will experiment, track your choices for a week, and then answer the three questions provided, diving deep to squeeze the most value from you experiences

4. Final Reflection Essay (75 possible points)

As your final project, you will choose one of the two following topics and **write** an essay.

Option 1: One Student's Story In this Essay, you will relate the story of how you used a specific *On Course* strategy to overcome an obstacle to your success in college or in life. Use the "One Student's Story" essays in our textbook as models of how to write your story. If your essay is done well, your instructor may submit it to the *On Course* Essay Contest. Winning entries will be published in the next edition of the *On Course* text to inspire future students. Winning entries will be awarded a \$100 prize. Full directions for writing this essay can be found at oncourseworkshop.com/course-textbook/essay-contest

An "A" paper will...

1. Explain a specific obstacle the writer faced.
2. Describe the specific *On Course* strategy used to overcome the specific obstacle.
3. Present the outcome of using the specific *On Course* strategy to overcome the specific obstacle the writer faced.
4. Show a commitment to excellence in preparation, including professional appearance and a command of Standard English.

Option 2: Personal Philosophy of Success Essay

In this essay you will present your Personal Philosophy of Success, Identifying the On Course success principles success and strategies that you will use for years to come. This essay is your opportunity to write the script that will keep you on course to a rich, personally fulfilling life.

The "A" paper will ...

1. Offer the writer's personal definition of success.
2. Demonstrate the writer's careful consideration of three or more On Course success principles and strategies that he or she will use to pursue success.
3. Contain extensive specific support (examples, experiences, evidence and explanations) for each strategy.
4. Show a commitment to excellence in preparation, including professional appearance and a command of Standard English.

Course Policies:

Attendance Policy

A student with more than **4 unexcused** absences automatically will be dropped from class, unless they are in communication with instructor during that time. In addition, arriving late or leaving class often may accumulate as absences (2 of these equal an absence.)

If you are going to miss class, please contact me. If you are absent, keep in touch with me via phone or email, to be sure you are informed of any missed assignments. I strongly suggest that you exchange phone numbers or emails with one or two others from this class who can give you assignments when you are absent.

Late Paper Policy, Make-Ups, Extra Credit

Assignments are due at the beginning of class. Generally, late assignments will not be accepted, unless there is a case of emergency. In that case you will need to send me an email requesting extra time. When you return to class please give me a doctor/dentist excuse or other pertinent documentation.

Classroom Expectations for all Students

- Arrive to class on time and well-prepared with homework done.
- Use appropriate and non-offensive language during class and in written or email assignments
- Demonstrate cooperation and respect for instructor and classmates
- Actively participate during collaborative group work.
- No eating or drinking during class
- Avoid focusing on matters not part of course curriculum
- Behavior that threatens the safety of any class member, including the instructor, will not be tolerated. The offending student may be dropped from the course. Security will be called. Threats and stalking fall into this category.
- Bring all books to class along with paper, folder, and pens.

Academic Honesty

It is academically dishonest to present someone else's work as your own. This also includes submitting previously written work for more than one class. It is academically dishonest to submit an assignment, which contains text or work taken from another source (i.e. a web site) without any use of quotation marks. Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests or assignments. Academic dishonesty may result in you failing this course and may result in further disciplinary action by the University.

Computer and Technology Policies

The use of cell phones, earphones, texting, or using computers during class time for entertainment, social media, or personal e-mailing is prohibited. Students who fail to comply with these policies (or any other behavioral policies) will be asked to have a session with the Dean of Students who will decide if the student may be allowed to return to class,

Emergency Calls

In cases of an emergency or situations when a child or close family member is sick, you can provide family members/caretakers with the Academic Office phone number (505) 925-8600 if they need to reach you. Like any other unusual circumstance, it is helpful that you make me aware of what is going on.

Equal Access Services:

Students who require any special accommodations or instructional modifications are strongly encouraged to notify the UNM Campus Accessibility Services in the Advisement Building. After you have provided documentation, the ADA advisor will send an email to each of your instructors describing the accommodations required, so that instructors may accommodate any academic needs in conjunction with (ADA) Americans with Disabilities Act. Contact equal Access Services in the Advisement office or call (505) 925-8560 to receive information regarding academic support to students with disabilities.

Gender Discrimination Policies

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the Department of Education (see pg 15 - <http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

Office Hours/Tutoring in Writing Center

Objective: Develop supportive relationships with members of the campus community

I will be happy to meet with you and discuss your work during my office hours (or by appointment.) You may contact me anytime by Lobomail, during reasonable hours. I will try to respond as soon as I can. I also encourage you to utilize tutoring available on campus. The Writing Center in LRC 113. Call or go by for an appointment (925-8513). I give extra credit for each tutoring visit if you bring the slip of paper they give you.

IMPORTANT DATES FOR Spring 2019

Martin Luther King Day Holiday (campus closed)	Monday, January 21
Enrollment Cancellation for non-payment	Friday, January 25
Last Day to Add Course or Change Sections	Friday, January 25
Last Day to Drop for 100% Tuition Refund/ Last Day to Drop without a W	Friday, February 1 Friday, February 1
Last Day to Drop without a Grade	Friday, February 1
Spring Break No classes	March 10, Sunday thru March 16, Saturday (Some offices open. Check department Schedules).
Last Day to Withdraw without Student Services Permission	Friday, April 12
Last Day to Withdraw with Student Services Permission	Friday, May 3
Final Exam Week	May 6-11

Assignments Calendar for

UNIV 101: *On Course*

Changes to this calendar will be posted on Univ 101 Learn Page.

REMINDER: Fifteen unannounced quizzes will be given.

The following assignments are due at the first class of the week in which they are due. Please bring your textbook and journal to every class.

Week 1: Jan. 15 and 17

- Read “College Smart-Start Guide” and “Money Matters” pp. 1-14
- Read/Write Journal 1: “Understanding the Culture of Higher Education” pp. 21-22

Week 2: Jan. 22 and 24

- Read/Write Journal 2: “Understanding the Expectations of College and University Educators” p.28
- Read/Write Journal 3: “Understanding Yourself” (including self-assessment) p.38
- Read “Soft Skills at Work” p.40
- Read “Becoming An Active Learner” in A Toolbox for Active Learners. (and do self-assessment) pp.257-264.

Week 3: Jan. 29 and 31.

- Read “Reading” in A Toolbox for Active Learners pp.268-281
- Do “Reading: Do One Different Thing This Week” p. 282 Written report due next week
- Read/Write Journal 4: “Adopting a Creator Mindset” p. 43-49
- Read/Write Journal 5: “Mastering Creator Language” p.50-56

Week 4: Feb.5 and 7

- Turn in Written Report: “Reading: Do One Different Thing This Week”
- Read “Taking Notes” in A Toolbox for Active Learners p.283-295
- Write “Taking Notes: Do One Different Thing This Week” p.296 Written report due next week
- Read/Write Journal 6: “Making Wise Decisions” p.57-63
- Read “Personal Responsibility at Work” p.62-64.
- Read/Write Journal 7: “Believing in Yourself—Change Your Inner Conversation” p 65-70

Week 5: Feb. 12 and 14

- Turn in Written Report: “Taking Notes: Do One Different Thing This Week”
- Read “Organizing Study Materials” in A Toolbox for Active Learners p. 297-311
- Do “Organizing Study Materials: Do One Different Thing This Week” p.312. Written report due next week
- Read/Write Journal 8: “Creating Inner Motivation” p.74-80
- Read/Write Journal 9: “Designing a Compelling Life Plan” p. 81-87

Week 6: Feb. 19 and 21

- Turn in Written Report “Organizing Study Material: Do One Different Thing This Week”
- Read “Rehearsing and Memorizing Study Materials” in A Toolbox for Active Learners. Pp.313-321.
- Do “Rehearsing and Memorizing Study Materials: Do One Different Thing This Week” p.322 Written report due next week.
- Read/Write Journal 10: “Committing to Your Goals and Dreams” pp.88-95
- Read “Self-Motivation at Work” pp. 95-96.
- Read/Write Journal 11: “Believing in Yourself—Write a Personal Affirmation” p. 96-100.

Week 7: Feb. 26 and 28

- Turn in Written Report: “Rehearsing and Memorizing Study Material”: Do One Different Thing This Week”
- Read “Taking Tests” in A Toolbox for Active Learners pp.339-350.
- Do “Taking Tests: Do One Different Thing This Week” p. 338. Written report due next week
- Read/Write Journal 12: “Acting on Purpose” ,pp. 102-107
- Read/Write Journal 13: “Creating a Leak-Proof Self-Management System” pp. 108-119.

Week 8: March 5 and 7

- Turn in Written Report: “Taking Tests: Do One Different Thing This Week”
- Read “Writing” in A Toolbox for Active Learners, pp.339-350.
- Do “Writing: Do One Different Thing This Week”.p.351. Written report due next week
- Read/Write Journal 14: “Developing Self-Discipline” pp.119-127.
- Read “Self-Management at Work” p.127.
- Read/Write Journal 15: “Believing in Yourself—Develop Self-Confidence” pp.130-134.

Week of March 11 and 13 We are on Spring Break: No Classes**Week 9: March 19 and 21**

- Turn in Written Report: “Writing: Do One Different Thing This Week”
- Read/Write Journal 16: “Creating a Support System” pp.136-144.
- Read/Write Journal 17: “Strengthening Relationships with Active Listening” pp.145-149.
- Read/Write Journal 18: “Respecting Cultural Differences” 149-154.
- Read “Interdependence at Work” pp. pp.155-156.

Week 10: March 26 and 28

- Read/Write Journal 19: “Believing in Yourself—Be Assertive” pp. 157-162.
- Read/Write Journal 20: “Recognizing When You Are Off Course” pp. 165-168.
- Read/Write Journal 21: “Identifying Your Scripts” pp.168-174.

Week 11: April 2 and 4

- Read/Write Journal 22: “Rewriting Your Outdated Scripts” pp. 174-180.
- Read “Self-Awareness at Work” pp. 181-183.
- Read/Write Journal 23: “Believing in Yourself—Write Your Own Rules” pp.183-187.
- Read/Write Journal 24: “Developing a Learning Orientation to Life.” Pp.190-196.

Week 12: April 9 and 11

- Read/Write Journal 25: “Discovering Your Preferred Ways of Learning” pp. 196-204.
- Read/Write Journal 26: “Employing Critical Thinking” pp.204-209.
- Read “Lifelong Learning at Work” pp. 209-212.
- Read/Write Journal 27: “Believing in Yourself—Develop Self-Respect” pp.213-217.

Week 13: April 16 and 18

- Read/Write Journal 28: “Understanding Emotional Intelligence” pp.220-224.
- Read/Write Journal 29: “Reducing Stress” pp.224-233.
- Read/Write Journal 30: “Increasing Happiness” pp. 234-top p. 240.
- Read “Emotional Intelligence at Work” pp.240-241.

Week 14: April 23 and 25

- Read/Write Journal 31: “Believing in Yourself—Develop Self-Acceptance” pp.242-246.
- Read/Write Journal 32: “Planning Your Next Steps” pp.248-255.

Week 15: April 30 and May 2

- Turn in Final Essay Directions for essay are in our syllabus, but we will go over direction thoroughly in class by week 11..

Week 16 Final Exam Week. Thursday May 7

- Last class meeting Turn in binder of journals projects, handouts and final Essay.