Instructor: Dr. David Hayes
TA: Oreanna Russell
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David's Office: Roosevelt 403
Office Hours: Very flexible, by appointment

Course description (from the catalog):

Analyze learning and studying in college settings; assess college learning needs, apply effective study and work management strategies to academics, and improve metacognitive awareness and academic skills.

Course Credit and Grading

This syllabus represents 1 credit of course material/seminar. The course is graded A/F. Grading details are below.

About this course:

UCS 160 will offer the support you need to approach your academic work more strategically and develop the skills necessary to manage your time and work, deal with challenges, and study more effectively.

At the beginning of the semester, you will set goals for your own academic growth and progress. In each week that follows we will work together to help one another develop an understanding of what learning and planning strategies work best and how to apply them. You will be responsible for applying strategies from class to your other courses, analyzing their effectiveness, and reflecting on your overall progress toward the goals you've set.

Topics we'll work on include:

- Planning and managing your work
- Developing more productive and effective approach to studying, writing, nd test taking
- Assessing and addressing procrastination, motivation, focus, test anxiety, and other common academic challenges

Learning Objectives:

The goal for UCS 160 is to enable you to achieve greater success in *all* of your courses by helping you develop your ability to think strategically about how to do your work. Through participation in this class, you will learn to:

1. Set your own academic success goals and pursue them strategically
2. Assess your progress and needs and make adjustments to how you work
3. Develop an effective system for managing your time and work
4. Select and apply strategies from our course to your studying and work in your other courses
5. Develop a personalized, strategic approach to studying effectivelyCritically assess your own academic skills needs

Materials:

This course uses topic-specific lesson modules as our course materials. These modules will be made available to all enrolled students on Brightspace. There is no textbook to purchase.

Attendance and Participation Policy:

Much of our learning together will happen during class meeting hours, so **attendance is mandatory**, and some absences can result in loss of participation points.

Excused absences are absences for things like serious illness, traumatic events, away games for athletes, etc per semester. An absence can be excused if you notify me before class and state the reason for the absence. Any absences for which I am not notified before class will result in **a deduction of two points from your total points earned for the class**. Excused absences beyond two can also result in points deductions, though I will make exceptions in specific cases.

Homework Policy and Expectations

Weekly work Expectations, 2 point Surveys and Weekly 5 point assignments:

Each Week, students will be responsible for doing several things outside of class meetings.

Before each class

- **Preview the lesson module and Panel Readings** Before class each week, you are expected to *preview* the material that the class will be working on. You should arrive to class prepared to discuss what stood out for you and anything you have questions about.

- **Each week that there is one, take the self-assessment survey** for the upcoming lesson and reflect on your goals. There are six surveys. Not all weeks have a self assessment. But when you go to preview the next week's module, also take the survey for that week if there is one.

    - **Surveys are graded two points each for completion**

    - **We have six self-assessment surveys.**

    - **The self-assessment survey and related class topics schedule looks like this:**

Self-Assessment Survey	Corresponding Class Lesson(s)
Getting Ready/Mindset	Getting read for the rhode ahead
Studying	Study strategies for active learning pt 1
	Study strategies for active learning pt 2
Planning/Time mgt	Planning and managing time and work
	The Study Cycle
	Five day study plan
Motivation/procrastination	Motivation and procrastination
Focus/Distraction	Focus and distraction
Test taking	Test taking/test anxiety

During the class

- **Participate Actively.** Again, you are expected to be ready to actively participate in class. Not all participation l*ooks* the same, of course, but you should arrive at each class ready to contribute ideas and questions both voluntarily and when asked..

- Each class will include a discussion or activity focused on lesson module content. ***You will be called upon often, and should arrive prepared to discuss the topics for that each week.*** At the end of each class you will decide what strategy you want to work on in the week ahead and why.

After the class - Weekly 5 point open module quiz and 5 point Progress Journal Assignments

*The homework after each weekly lesson includes **taking the open module quiz , doing the homework assignment, and previewing the next week's module/taking the self-assessment.** .*

- **Take the open-module quiz (5 points)**

  - Each module has a corresponding 5-question multiple choice quiz. These quizzes are due by the start of the next weeks' lesson (See schedule).

  - **Each quiz is worth 5 points toward your final grade.**

- **Write the weekly Progress Journal homework activities**

  - Each week, you will choose from among the strategies discussed in that week's module and apply those strategies to your planning or studying for other courses you are taking.

  - You will then write up and submit an entry called a *Progress Journal Assignment.* The first part of the write up each week will ask for an open assessment of your own work and progress in any area related to the goals you set in week one and are pursuing. The second part will ask you to focus on your take-aways from that week's lesson and your experience applying the strategies in your own work.

  - Detailed directions for these assignments will be posted each week in Brightspace.

Ten point assignments (not weekly)

- **The Goal setting assignment (start in class, finish for homework)**

  - On day 1, we will begin our class by setting academic growth goals for the semester. These goals will become your personal pursuit throughout the semester. Each weel, you will journal on your progress toward your goals, and at the end of the semester you will produce a final evaluation of your semester long progress and challenges.

- **Google Calendar planning assignment (Start in class, finish for homework)**

  - As part of learning to manage work and time more effectively, we will use Google calendar to learn how to set our class times and all assignment deadlines, and plan our studying/work from week to week.

- **Writing center assignment**

  - Each student will make an appointment and attend a writing center consultation once during the semester to work on a written assignment of your choosing

- **Panels**

  - At the beginning of the semester, students will choose a weekly topic from among the lesson topics we will cover. For that week's class, 3-4 students will do a close reading of short readings or video on something on their topic - something to do with learning and studying (including things like motivation, focus, study strategy, planning…). Panelists each week prepare a 3-5 minute talk just on how they relate personally to the topic (e.g, how it relates to you, whether it's useful, etc. It's a chance to think more closely about an area of growth that interests you, and initiate a class discussion on it.

Final project

Your final project is worth 25 points. It will be a summative evaluation of your entire semester's journey toward academic growth and the pursuit of the goals you've set. You will have options to submit the assignment as an essay, a presentation, or another format you can negotiate with your instructor. More directions will be posted in Brightspace.

Grading:

Points are earned as follows:

Assignment	How may	Pts. each	Total pts.
Weekly Quizzes	11	5	55
5 pt assignments	11	5	55
10 pt assignments	4	10	40
Self Assessment Surveys	6	2	12
Final project	1	25	25
Total possible pts			192

Deduction for additional and unexcused absences: 2 points per absence. Points will be deducted from total points earned. *(cont'd. next page)*

.Your grade will be determined by dividing the *total points earned* by *total possible points* to obtain a percent grade.

So for example if you have earned 162 points by the end of the semester, we would divide 162/192. That comes out to .8437. I would round up to .84 and your grade would be 84% - which would be a B for the class.

Letter grades for the course are on the following scale:

A = 93-100	A- = 90-93	B+ = 87-89	B = 83-87	B- = 80-82	C+ = 77-79
C = 73-76	C- = 70-72	D+ = 67-69	D = 63-66	D- = 60-62	F = 0-59

Schedule:

Individual homework assignment and quiz deadlines are posted in the **assignment** and **quizzes** sections of Brightspace. **Please consult Brightspace for your schedule of due dates for assignments and quizzes. The dates below are the class meeting dates in which that topic will be addressed.**

Date	Module/Topic in class that day
1/28	Getting ready for the rhode ahead
2/4	Planning and managing time and work
2/11	Study Strategies Pt. 1 - Top overall strategies
2/18	The Study Cycle
2/25	Study Strategies pt. 2 - Studying from texts
3/4	The writing process
3/11	No class Spring break
3/18	Motivation and procrastination

3/25	Strategic goals review/ reset
4/1	Focus and distraction
4/8	Test taking and test anxiety
4/15	The learning benefits of self care
4/22	The five day study plan
4/29	Final project presentations

Other Course-related Resources and Tools:

• *Study Your Way to Success web portal* -

Links to video and text based resources on a variety of study skills and strategies

• *Academic Enhancement Center* –

STEM and BUS tutoring, Writing Center, 1-1 Academic Skills Consultations

• *Academic Advising* –-

Centralized advising information: advisor scheduling info, curriculum sheets, GPA calculators and more.

Additional related information

• **Disability, Access, and Inclusion Services**: Your access in this course is important. Please send me your Disability, Access, and Inclusion (DAI) accommodation letter early in the semester so that we have adequate time to discuss and arrange your approved academic accommodations. If you have not yet established services through DAI, please contact them to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom. DAI can be reached by calling: 401-874-2098, visiting: web.uri.edu/disability, or emailing: dai@uri.edu.

• **Academic Enhancement Center:** Located in Roosevelt Hall, the Academic Enhancement Center (AEC) offers face-to-face and online services to undergraduate students seeking academic support.

  • **STEM & BUS Tutoring** (STEM, BUS, NUR, EGR) helps undergraduate students navigate a variety of 100 and 200 level science, math, business, nursing and engineering courses through free peer tutoring in person and online. Students can select weekly or occasional (as-needed) tutoring sessions through the TracCloud system or visit the Drop-In Center, located in the Carothers Library lower level room LL004. The TracCloud application is available through URI Microsoft 365 single sign-on and more detailed information and instructions can be found at uri.edu/aec/tutoring.

  • **Academic Skills Development**
    o **Courses**: UCS 160: *Success in Higher Education (1cr.)* and UCS 161: *Becoming a Self Directed Student (1cr)* teach strategies for planning, studying, and addressing academic challenges. For more information, contact David Hayes at davidhayes@uri.edu.
    o **Peer Academic Skills Coaches:** Need help managing your time or studying more effectively? Just ASC! Academic Skills Coaches (ASCs) are personalized 1-to-1 meetings designed to help students build skills to meet their academic goals. For more information contact Heather Price at hprice@uri.edu.
    o **Professional Academic Skills Consultations:** Students can schedule consultations with Dr. David Hayes on Starfish or may be referred by an advisor or case manager.
    o **Resources:** The Study Your Way to Success page is a self-guided web portal offering curated tips and strategies in response to common academic challenges.

  • **The Undergraduate Writing Center** provides peer writing support to students in any class, even if you haven't started writing yet. Peer writing consultants work with students at any stage, from understanding an assignment and brainstorming ideas to developing, organizing, and revising a draft.

Writing consultations are available in person and online, and can be scheduled through URI Microsoft 365 single sign-on via TracCloud. For more information, visit uri.edu/aec/writing.

- **Mental Health and Wellness**. URI offers mental health and wellness resources for students including the URI Counseling Center, TELUS Health Student Support App, the Wellness Resource Center, and Well-being Coaching.*TY:*

- **Academic Honesty:** All submitted work must be your own. If you consult other sources for information (AI, class readings, articles, internet resources, or websites) these sources MUST be properly acknowledged/documented in any work you produce, or you risk being charged with plagiarism and will receive a 0 for the assignment. In some cases, this may also result in a failure of the course as well as charges of academic dishonesty will go on your record in the Office of Student Life. If you have any doubt about what constitutes plagiarism, visit the following website: gervaseprograms.georgetown.edu/hc/plagiarism.html, the URI Student Handbook, and the University Manual sections on Plagiarism and Cheating at http://www.uri.edu/facsen/8.20- 8.27.html - cheating.

- **Land Acknowledgement:** The University of Rhode Island land acknowledgment is a statement written by members of the University community in close partnership with members of the Narragansett Tribe. The statement recognizes and pays tribute to the people who lived on and stewarded the land on which the University now resides. The statement seeks to show gratitude and respect to Indigenous people and cultures and build community with the Narragansett Nation and other Native American tribes.
  > *The University of Rhode Island occupies the traditional stomping ground of the Narragansett Nation and the Niantic People. We honor and respect the enduring and continuing relationship between the Indigenous people and this land by teaching and learning more about their history and present-day communities, and by becoming stewards of the land we, too, inhabit.*

- **Anti-Bias:** Each member of the University community has the responsibility to foster an environment of acceptance, mutual respect and understanding. If you are a target or a witness of a bias incident, you are encouraged to contact the URI Bias Response Team where you will find people and resources to help.
- **Holidays:** It is the policy of the University of Rhode Island to accord students, on an individual basis, the opportunity to observe their traditional religious holidays. Students desiring to observe a holiday of special importance must provide written notification to each instructor.