

**UCS160: SUCCESS IN HIGHER EDUCATION  
WINTER J TERM 2023  
COURSE SYLLABUS**

**Instructor Name: Jennifer L. Burgess, M.Ed, MS HRLR**

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**ZOOM class meeting location:** *to be provided at a later date*

**UCS 160 TA:** TBD

**Course Description:**

Analyze learning and studying in a college setting; apply effective study and work management strategies to academics; improve metacognitive awareness and academic skills.

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

- *Identify best learning strategies and practices for managing work and time, studying, writing and test taking in a university setting.*
- *Identify and reflect on your own academic planning, studying, and overall productivity needs and challenges*
- *Select specific strategies and techniques for addressing the needs and challenges.*
- *Develop a strategic plan indicating the strategies and actions you will apply to your work in the Spring 2023 semester.*

**How the course works:**

- *Schedule/time requirements:*
  - In Winter J-Terms, UCS 160 is a one-credit, two-week course.
  - We will meet online as a class 8 times - Monday through Thursday in the weeks of January 2 and January 9, between 11:00 am and 12:30 pm. Every class meeting will be held on Zoom at this location: \_\_\_\_\_
  - Students will be expected to do work outside of class meetings *each* day, with homework due the following day. It is expected that this work will require an additional 1-2 hours per day on weekdays during the two week class period.
  - *Students are expected to attend all 8 class meetings.* Any student who is unable to attend a meeting for any reason must notify the instructor *in advance*. Unexcused absences may result in a deduction of 5 points per absence from your grade total.
- *Our work:*
  - Before we meet for our first lesson, students should complete the UCS 160 pre-assessment and evaluation assignment.
    - This instrument will ask students to rate their challenges and strengths in each of seven academic performance topic areas. The work over the next two weeks will involve learning about strategies that can be used to address identified needs and challenges.
  - Daily UCS 160 work includes:
    - Studying our “asynchronous” lesson modules
    - Attending and participating in an online class meeting
    - Taking a five-question “open module” quiz on each module
    - Writing a daily assignment describing how selected strategies or activities from each lesson can be applied to address the individual needs and challenges students identify in the self-assessment

- Our final project will involve bringing together strategies identified each day in the form of an individual *Strategic Plan for Academic Growth for Spring 2021*.
  - This plan will address how each individual student intends to address their needs and challenges in each of the six topic areas identified in the pre-assessment.
- *The daily homework cycle:*
  - Because the course is so short, it is very important that students do not fall behind in our daily work. The cycle of daily work is as follows:
    - Each day's meeting will focus on either one or two lesson modules.
    - Students are expected to read through/view module content *before* the meeting that will discuss the module. In other words, you should review a module *today* to prepare to discuss it in class *tomorrow* (or at least get up early and review it before 11 am!).
    - Students participate in a discussion together on the challenges they experience and strategies they have used in the areas covered by the module.
    - After the meeting, students should complete the homework (the quiz and the assignment) that goes with the module.
      - This daily homework is due by 11 am on the *next day*.
    - So, a daily cycle would look like:
      - Study the module that we are scheduled to discuss it the next class
      - Attend and discuss the module in class
      - Complete and submit the quiz and assignment related to the discussed module *and* study the next module by 11 am the next day.

### **Grading:**

Grades are determined by adding up the points earned on quizzes and completed assignments and dividing the total by the total number of possible points to determine a percentage-based (i.e. 0-100) grade. Percent scores are converted to letter grades as follows:

93-100 = A	90-92 = A-	87-89 = B+	83-86 = B	80-83 = B-	77-79 = C+
73-76 = C	70-73 C-	67-69 = D+	63-67 = D	60-63 = D-	0-59 = F

There are 8 quizzes and daily assignments, 1 pre-assessment, 1 calendar building activity, and 1 final project. Maximum point values are as follows:

Pre- Assessment		15 pts.
Quizzes	5 pts ea. x 8 =	40 pts
Daily Plan Assignments	5 pts ea. X 8 =	40 pts
Calendar Building assmt.		10 pts
Attendance and Participation:		10
Final assignment		<u>25 pts</u>
Total possible points		140

- *How the work is scored:*
  - Quizzes are all 5 questions; each correct answer is worth 1 pt; each quiz is worth 5 pts.
  - Quizzes are open book. Students will have a second chance to correct wrong answers.
  - All daily assignments generally earn full points *if all directions were followed carefully*. Points are deducted if work is missing or underdeveloped according to directions (ex: directions call for approximate 200 words for an assignment. Assignments under 200 words will lose at least 1 point)
  - Your final assignment directions will detail how the assignment will be graded.

## Schedule

Here is the lesson sequence and homework due dates for our two week semester.

<b>Date</b>	<b>Class lesson module(s) discussed that day</b>	<b>Homework due at 11 am the <i>next</i> class day</b>
	--	Pre-assessment should be completed by 11 am on Jan 3 - however there will be a one day grace period. Submit the form by 11 am on Jan 5.
1/2	Mod 1 (mindset & motivation)	Mod 1 quiz and assignment; Study mod 2
1/3	Mod 2: Study strategies 1: Active learning	Mod 2 quiz and assignment; Study mod 3
1/4	Mod 3 Study Strategies 2: Reading	Mod 3 quiz and assignment; Study Mod 4
1/5	Mod 4 (Planning and managing time)	Mod 4 quiz and assignment; Study mod 5; Also complete calendar building activities
1/9	Mod 5 (Study Cycle)	Mod 5 quiz and assignment; Study mod 6
1/10	Mods 6 (Procrastination)	Mod 6 quizzes and assignment Study Mod 7
1/11	Mod 7 (Focus and Distraction)	Mod 7 quiz and assignment Study Mod 8
1/12	Mod 8 (Test Prep & Test Taking)	Mod 8 quiz and assignment Work on Strategic Plan
1/13	No class	Strategic Plan final project due Monday, Jan 16 at 11:59 pm

### Feedback and 1-1 meetings:

The goal for UCS 160 is to help you feel supported as you try to apply new ideas and strategies to your academic work in other courses. The TA or I will reply as often as possible to homework submissions with feedback, additional thoughts, or offers to meet for additional support. If you are invited to meet, don't worry -- it doesn't mean you are not doing well. The goal for these meetings is to provide additional opportunity to think critically and apply study and planning strategies effectively.

In addition to meeting by invitation, we are ready to meet with you individually at any time you need. In other words, you can request a meeting with me or a teaching assistant whenever you feel the need.

## **Disabilities Services:**

If you have a documented disability that affects your ability to participate fully in the course, but have not obtained the documentation needed to receive accommodations, you should contact Disability Advocacy and Inclusion office by phone at 401-874-2098, or visit their website at <https://web.uri.edu/disability/>.

If you have documentation from DAI indicating that you are entitled to accommodations, please let me know as soon as possible so that we can make appropriate arrangements.

Regardless of documentation, if there are things you think I may do to help make our class more accessible and inclusive, please feel free to contact me.

## **Academic Enhancement Center:**

The Academic Enhancement Center (AEC) will not be offering tutoring during the J-Term. However, you are encouraged to incorporate AEC visits into your strategic plan. We will review AEC services in class, and professional staff from the AEC will be available throughout January to answer any questions you may have about spring services. The AEC offers free online and in-person support for all undergraduate students:

- ***Academic Enhancement Center:*** The Academic Enhancement Center (AEC) offers face-to-face and online services to undergraduate students seeking academic support. Services are based out of Roosevelt Hall, the Carothers Library room LL004, and online. Peer tutoring is available for STEM-related courses through drop-in centers and small-group tutoring. The Writing Center peer consultants offer feedback focused on supporting undergraduate writers at any stage of a writing assignment. The UCS 160 course and one-to-one Academic Skills Consultations offer strategies for improving studying and test-taking skills. Complete details about each of these programs, up-to-date schedules, contact information, and self-service study resources are all available on the AEC website, [uri.edu/aec](http://uri.edu/aec).

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## **Academic Honesty/Integrity:**

It is expected that students will complete their work independently. While you are encouraged to discuss assignments and course-related topics and videos, anything submitted for grading must be individually produced. Please do not plagiarize. Students who plagiarize the work of others are subject to penalties including failing the class. More guidance on academic integrity may be found in the student handbook: <http://web.uri.edu/studentconduct/student-handbook/>.