University of Rhode Island  
University College for Academic Success (UCAS)  

UCS 305: Learning and Career Principles for Adult Students  

Summer 2023, Section 1001, 3 credits  

INSTRUCTOR & CONTACT INFORMATION:  
• John Rooney: rooney@uri.edu  

OFFICE LOCATIONS: 018A Roosevelt Hall  

OFFICE HOURS: Online via Zoom AND in-person as needed by appointment  

CLASS DAYS/TIME: Online, asynchronous via Zoom  
Virtual class link is https://uri-edu.zoom.us/j/96335098086  

CLASSROOM: Online, asynchronous via Brightspace & Zoom  

PREREQUISITES: Open to all students except NOT for students with credit in ITR300, UCS160, or UCS270.  

GENERAL EDUCATION LEARNING OUTCOMES: This course is not part of general education but this course does count as a 300 free-elective course.  

COURSE DESCRIPTION: A focused course for adult learners, non-traditional student populations, returning students, and students needing to continue self-exploration and professional development. Focus on development of learning strategies and skills for academic and career success. Emphasis on major and career pathways, time-management, learning strategies. Professional development and deliverables required.  

COURSE GOALS:  
• To understand and apply appropriate study and time management strategies and to evaluate their effectiveness to maximize student success.  
• To understand the connection between academic major(s) and career pathways with emphasis on professional skills development and marketing a professional profile.
To understand and maximize campus and community resources and technologies for successful integration of adult students into the URI academic culture.

STUDENT LEARNING OUTCOMES--- Upon successful completion of this course, you will be able to:
1. Identify and apply effective study strategies that align with your unique learning needs. You will be able to articulate the impact of techniques that you learn and use.
2. Utilize and articulate individual traits and factor theory results (abilities, interests, personality, values) and their alignment with preferred academic majors and careers.
3. Identify the effect of relational influences and self-directedness in your personal major and career decision-making style.
4. Articulate application of academic interests towards occupational and professional advancement through use of psychological theories to explain how resources and networks influence professional outcomes.
5. Demonstrate knowledge of and utilization of campus resources & technologies.

CLASS EXPECTATIONS:
This is a three-credit course. We follow the University manual for basis of credit:
https://web.uri.edu/manual/chapter-8/chapter-8-3/- please review 8.31.10 through 8.32.13. Modules, videos, inventories, resource review, or group work are required. It is estimated you will have about 15 hours per week for class preparation, studying, homework, and assignments. Please be aware that this course provides many tools and strategies for navigating the higher education landscape and beyond into your careers. It also requires self-reflection, introspection, and assessments designed to delve into your strengths and personal characteristics. At times, you will be asked and encouraged to share these reflections with other course participants and instructors.

REQUIRED TEXT AND READINGS
All required text, modules, readings, and assignments have been specifically designed for these students and will be provided online via Brightspace.

OTHER EQUIPMENT AND MATERIALS
This online course features both synchronous and asynchronous sessions. The synchronous online portion of this course will be held on Zoom and on Google Meet (group work). As such, there will be required individual and group work outside of class time. The asynchronous sessions will be on Brightspace where you can access materials and complete assignments.

Additional information:
Computer access to the internet is required to successfully navigate this course. Google Chrome is the recommended browser for Brightspace compatibility to be downloaded free from google.com. You will require additional plug-ins (Adobe Reader, Adobe Flash, Real Player, QuickTime). Internet Explorer for Windows, version 6 or higher, is also an option. Be sure to turn off pop-up blockers.

Asynchronous Class
Brightspace is our “classroom.” Brightspace is URI’s adopted learning management system. Please review the following instructions carefully to make sure you can login to Brightspace.
• Login to Brightspace using URI’s Single Sign-on system. If you have not done so all-ready, you will need to change and synchronize your password within the Single Sign-on system which you can do
online.

Here are the steps:

• Change your password: https://password.uri.edu/self/. (See guide for details)
• Then, login to Brightspace: brightspace.uri.edu
• Please contact the IT (Information Technology) Service Desk with any questions or issues using this self-service password reset by calling 874-HELP or email helpdesk@uri.edu.

Once logged into Brightspace, you will have access to the 24/7 chat function for technical support as well as a Getting Started widget, where you can access video tutorials, guides and other support documentation that will ensure ease-of-use when navigating the platform.

In the asynchronous environment, “attendance” is measured by your PRESENCE, COMPLETION OF MODULES in the site as well as your CONTRIBUTIONS to the site. The importance of regular logins and active participation cannot be overstated.

**COURSE GRADERS:**

- **Attendance and Participation 20%:** As part of this 3-credit course, you are expected to “attend” and “participate” on Brightspace. Participation will be assessed on preparation and engagement in asynchronous components of the course. Communication is essential for successful completion of the course. **Lack of participation, tardiness, and absences will result in reduction of the final grade.** Remember that absences and missed deadlines should be used only if necessary for bereavement, serious illness, court appearances, and other unavoidable circumstances. These unavoidable absences must be communicated in advance whenever possible.

- **Getting Started in Brightspace 5%:** This assignment is specifically geared towards new learners. Self-enroll in online training to view and successfully navigate the Brightspace learning management system which is an essential part of all courses at URI.
  - [https://brightspace.uri.edu/d2l/le/content/6606/viewContent/294691/View?ou=6606](https://brightspace.uri.edu/d2l/le/content/6606/viewContent/294691/View?ou=6606)
- **Academic Reflections & Activities 10%:** These assignments are designed for students to reflect on the effectiveness of academic success strategies with the goal of developing metacognitive awareness.

- **The Rhode Ahead Self-assessment and Evaluation Assignment 5%:** Self-inventory to assess students’ current academic abilities and aptitudes. The inventory will help students to identify and reflect on areas for targeted growth and practice and set goals for academic skills development.

- **Decision-Making Assessments 5%:** This involves completing two worksheets and reflections - one focused on confidence with self-directedness and one focused on influences of others in personal decision-making style.

- **Trait and Factor Inventories 15%:** The assignments include:
  - Holland’s types and Myers-Briggs Type Indicator worksheets that incorporate personality assessment, values inventories, values alignment with Holland’s types, alignment with labor market information, and student summary reflection.
  - Interest and values worksheet that aligns interests and values with personality type and occupational fit.

- **Professional Development Homework Assignments 20%:** These assignments include calendar activity, resume updates, interviews, labor market research, including value of obtaining a college degree, LinkedIn profile, Handshake profile, preparing your elevator pitch, mentor engagement, and enhancement of transferable skills (public speaking and written communication). All these assignments will be incorporated into the final portfolio.
  - **Career Modules:** These self-paced career education lessons guide students through several professional development topics including resume, job and internship searching, exploring majors and more.
    - [https://web.uri.edu/career/professional-development-modules/](https://web.uri.edu/career/professional-development-modules/)

- **Final Portfolio & College Success Plan 20%:** This will include your cumulative academic plan for success, connection of coursework and major to career aspirations highlighting transferable skills, and other career related deliverables (resume, cover letter, elevator pitch etc.) organized into a professional profile (LinkedIn, website/other). Portfolio will include at least one letter or video for future adult or veteran students.

**GRADING POLICY**
This is a graded course and thus follows the University guidelines for final grades.

- **A 94-100, A- 90-93, B+ 87-89, B 83-86, B- 80-82, C+ 77-79, C 73-76, C- 70-72, D+ 67-69, D 60-66, F <60**

**COURSE SCHEDULE:**

Below is the schedule including class-meeting times, topics, readings, assignments, due dates & deadlines, and final exam information. The schedule is subject to change to accommodate the learning needs and expectations throughout the semester. Fair notice will be given, with at least 1 week in advance, should any changes be needed. The notice will be posted to Brightspace and communicated during our synchronous class meeting and emailed to your official URI email address.
<table>
<thead>
<tr>
<th>Either: • Course learning outcomes addressed this week (write # from above) OR • Weekly learning outcomes (type below)</th>
<th>Content topics</th>
<th>Learning Activities (Assignments, discussions, quizzes)</th>
<th>Multimedia</th>
<th>Readings/Self-Assessments</th>
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<tbody>
<tr>
<td></td>
<td>Technology (SSO, Brightspace Starfish, Handshake, Google Calendar) Effective Communication Manual and handbook</td>
<td>Due date &amp; time: All assignments are due by the start of class unless otherwise noted. For each assignment we used the full words below and explicitly stated whether things were written assignments, personal assessments, required videos, Production of materials for portfolio, online modules and important webpages.</td>
<td>Brightspace Gateway University Manual The Rhode Ahead Assessment</td>
<td>Due date &amp; time: All assignments are due by the start of class unless otherwise noted. Please plan accordingly as assessments can take many hours</td>
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<tr>
<td>Unit 1</td>
<td>Demonstrate understanding of technology by showing use of platforms such as Brightspace, Starfish, Handshake, Google Calendar and more. Identify learning needs through academic needs inventory assignment. Translate and articulate University expectations and policies. Outcomes 5 &amp; 1</td>
<td>Assignment Due: Selected videos from “Getting Started in Brightspace” &amp; URI Gateway Page In Class: 1) Short introductions 2) Review all selected videos from “Getting Started in Brightspace” &amp; URI Gateway Page, Q&amp;A, &amp; Technology 3) Mindset and Motivation Module 4) Review The Rhode Ahead Self-Assessment and evaluation For Next Week: 1) The Rhode Ahead Self-Assessment and evaluation 2) Troubleshoot outstanding technology issues with appropriate offices.</td>
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<td><strong>Unit 2</strong></td>
<td><strong>Identify and review relevant URI technologies imperative to student success. Identify and apply strategies for time management and planning (deadlines, calendars, planning activities)</strong></td>
<td><strong>Outcomes 5 &amp; 1</strong></td>
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| | Technology Review and Troubleshooting | **Assignment Due:**
1. The Rhode Ahead Self-Assessment and evaluation
2. Week 1 Introductions-Post about yourself & respond to at least 2 peers

**In Class:**
1. Discuss URI technology & issues encountered-have students start a log for their final portfolio
2. Break out and discuss The Rhode Ahead Self-Assessment and evaluation
3. Priorities Jamboard activity and video
4. Review and discuss time management module.

**For Next Week:**
1. Google Calendar weekly time blocking activity
2. Academic Application and Reflection #1:
   Strategies for Planning and Managing Time and Work

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<tr>
<th><strong>Assignment Due:</strong></th>
<th><strong>The Rhode Ahead Self-Assessment and evaluation</strong></th>
<th><strong>Platform</strong></th>
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<tr>
<td></td>
<td>ITS Virtual Help Desk</td>
<td><strong>Procrastination Article</strong></td>
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<td>Google Calendar Video</td>
<td><strong>Help with Google Apps</strong></td>
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<td>Microsoft 365 Portal</td>
<td><strong>Help with O365</strong></td>
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<td><strong>Previewsing (Textbook strategy)</strong></td>
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<tr>
<th><strong>Unit 3</strong></th>
<th><strong>Recognize and apply study strategies that promote active learning. Practice learning strategies that work and tools for reading with focus and purpose. Discuss academic reflection #1.</strong></th>
<th><strong>Outcomes 1 &amp; 2</strong></th>
</tr>
</thead>
</table>
| | 1. Discussion on Academic Reflection 1
2. Study strategies that promote active learning.
3. Learning strategies that work and reading with focus and purpose, | **Assignment Due:**
1. Academic Application and Reflection #1:
   Strategies for Planning and Managing Time and Work
2. Google Calendar weekly time blocking activity

**In Class:**
1. **The Forgetting Curve and spaced repetition** (video & article)
2. 10 study strategies that promote active learning and Textbook Forensics Module (PPT)

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<tr>
<th><strong>Assignment Due:</strong></th>
<th><strong>Textbook Forensics</strong></th>
<th><strong>Previewing (Textbook strategy)</strong></th>
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<tbody>
<tr>
<td></td>
<td><strong>The Forgetting Curve and spaced repetition</strong></td>
<td><strong>Variety of linked reading in module</strong></td>
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<td>Rocks in a jar</td>
<td><strong>Rocks in a jar</strong></td>
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### Unit 4

Discuss and apply the study cycle and 5-day study plan activities. 

Develop and demonstrate confidence in self-directedness and relational influences.

**Outcomes 1 & 2**

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<thead>
<tr>
<th>1) The Study Cycle and 5-day study plan</th>
<th>Assignments Due:</th>
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<tbody>
<tr>
<td>This lesson combines planning and active learning</td>
<td>Academic Application and Reflection #2: Study strategies that promote active learning</td>
</tr>
</tbody>
</table>

**In Class:**

- The study cycle and 5-day study plan PPT
- Growth Mindset Jeopardy
- Introduction to Decision making & Self-Directness assignment

**For Next Week:**

- 1) Study Cycle Activity
- 2) Decision-Making Assessment #1

### Unit 5

Discover and interpret academic and career decision making styles, including theories.

**Outcomes 3 & 2**

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<thead>
<tr>
<th>1) Academic and Career Decision-Making Styles, including theories</th>
<th>Assignment Due:</th>
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<tr>
<td>Confidence in Self-Directedness; Relational Influences</td>
<td>Study Cycle Activity</td>
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</table>

**In Class:**

1) Review definitions & connections of aptitudes, abilities, personality, interests & values
2) Decision-making psychology
3) Intro to Clifton Strengths

**For Next Week:**

- 1) Decision-Making Assessment #2

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**Assignments Due:**

- Study your way to success web portal
- Study Cycle and 5 day study plan
- Mindset Video
- Growth mindset and resources combined activity (word doc)
- Resource w/ HW assignment (worksheet then discussion posts)

See Bright Space Resources for complete instructions - reading should be done currently w/ assessment

Mindset Reading

Course specific individualized link with [pre-paid code by URI](#) for Clifton Strengths to be emailed & to be completed by next class
| Unit 6 | Complete and interpret one trait and factor theory personality assessment. | 1) Clifton Strengths | **Assignments Due:**
1) Decision Making Assessment #2
2) Clifton Strengths Inventory |
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<tbody>
<tr>
<td></td>
<td>Outcomes 3 &amp; 2</td>
<td></td>
<td>Individual trait factor link &amp; code</td>
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<td>Word Doc assignment &amp; PDF found in Resources</td>
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<td><strong>In Class:</strong></td>
<td>1) Focus on Clifton Strengths inventory interpretation <em>(Guest Facilitator)</em></td>
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<td><strong>For Next Week:</strong></td>
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<td>1) Exploring Majors Module</td>
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<td>2) Trait and Factor 1: TypeFocus Results</td>
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</table>
| Unit 7 | Discover and interpret academic and career decision making styles, including theories. Continue to interpret and Comparing trait and factor theory interest and personality assessments. | 1) Confidence in Self-Directedness; Relational Influences | **Assignments Due**
1) Exploring Majors Module
2) Trait and Factor Theory - Interests, Personality, Abilities, and Values |
|         | Outcomes: 2, 3, & 4                                                  |                  | **In Class:**                                                    |
|         |                                                                     |                  | 1) Overview of Trait and Factor Theory.                         |
|         |                                                                     |                  | **For Next Week:**                                              |
|         |                                                                     |                  | 1) Trait and Factor Assessment – Interests, Personality, Values  |
|         |                                                                     |                  | 2) Trait and Factor Assessment - Occupational Searching          |
|         |                                                                     |                  | 3) Reading in Brightspace – Roundtrip Nation (2020) Chapter 9   |
### Unit 8

**Assignments Due**
1. Trait and Factor Assessment – Interests, Personality, Values
2. Trait and Factor Assessment - Occupational Searching
3. Reading in Brightspace – Road trip Nation (2020) Chapter 9

**In Class:**
- Labor Market Information
- Foundations and Interests
- Trait and Factor Theory Review

**For Next Week:**
1. Watch Videos on – How to ask for an Informational Interview & How to Conduct an Informational Interview

**Bureau of Labor Statistics:**
[www.bls.gov](http://www.bls.gov)

**O*Net Online:**
[https://www.onetonline.org](https://www.onetonline.org)

**Exploring Careers Module**
[https://web.uri.edu/career/events/](https://web.uri.edu/career/events/)

**See Brightspace Resources for complete instructions – reading should be done currently w/ assessment**

### Unit 9

**Assignments Due**
1. Watch Videos on – How to ask for an Informational Interview & How to Conduct an Informational Interview

**In Class:**
- Professional Development
- Professionalism Module
- Professionalism Quiz (In module)

**For Next Week:**
1. Contact 2-3 individuals in your career field to schedule/conduct your Informational Interview.
2. Write a reflection paper on selected informational interviewees based upon

**Professionalism Module**

**How to ask for an Informational Interview**

**Social Identity Theory**

**Links to Upcoming Events:**
[https://web.uri.edu/career/events/](https://web.uri.edu/career/events/)

**DLT hiring events in RI**
<table>
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<tr>
<th>Unit 10</th>
<th>Develop, organize, and compile elements of professional profile including resume, cover letter, and elevator pitch. Outcomes 5 &amp; 4</th>
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</table>

1) Networking Identification  
2) Career/Job Event Attendance  
3) Conducting an Informational Interview  

**Assignments Due**  
1) Contact 2-3 individuals to schedule your Informational Interview.  
2) Write a reflection paper on selected informational interviewees based upon their occupations and relevance to your career - submit via assignments  
3) Discussion Post: Desired vs Perceived Professional Image - Discuss your understanding of the Social Identity Theory and its impact in the workplace - respond to two peers  

**In Class:**  
1) Professional Resume Development  
2) Cover Letter Writing  
3) Job Interviewing  

**For Next Week**  
1) Submit your first resume Draft for review via discussion tool  
3) Watch listed videos  

| See Brightspace Resources for complete instructions & links | How to Conduct an Informational Interview  
| Writing the Resume Module  
| Writing the Cover Letter  
<p>| Job Interviewing  |</p>
<table>
<thead>
<tr>
<th>Networking Identification</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>Career/Job Event Attendance Sample Informational Interview Presentation LinkedIn Essentials</td>
<td>1) Submit your first resume Draft for review via discussion tool</td>
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</tbody>
</table>

**For Next Week**
1) Recording/Writing and submission of the “Elevator Pitch” - Personal Brand Statement via discussions
2) Provide feedback on 2 peers
3) Begin work on Final LinkedIn Profile & Final Resume Draft

**Outcomes 3, 4, & 5**

See Brightspace Resources for complete instructions & links
### Unit 12

**Demonstrate and apply professional development skills through executing a LinkedIn profile**

**Outcome 5**

Core Values

1) Personal Mission Statement

**Assignment Due:**

1) Recording of the "Elevator Pitch" Personal Brand Statement via discussions
2) Submit Final Resume Draft and Link to LinkedIn Profile

**In Class:**

1) Personal Mission Statement and Core Values

**For Next Week**

1) Continue to work on Final Portfolio
2) Finalize LinkedIn Profile, uploaded/live

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### Unit 13 & Final Presentation

**Incorporate, create, and demonstrate academic, personal, and career related knowledge and skills developed in this course through final portfolio.**

**Outcomes 1, 2, 3, 4, & 5**

1) Course Summary
2) Review & presentation of Final Portfolios
3) Course evaluation

**Assignments Due**

1) LinkedIn Profile completed
2) Course Summary
3) Final Portfolio Presentations
4) Course Evaluation

**See Brightspace Resources for complete instructions & links**

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**ADDITIONAL COURSE POLICIES AND RESOURCES**

**COVID/Viral Illness Precautions Statement:** The University is committed to delivering its educational mission while protecting the health and safety of our community. As members of the URI community, students are required to comply with standards of conduct and take precautions to keep themselves and others safe.
• Students who are experiencing symptoms of viral illness should NOT go to class/work. Those who test positive for COVID-19 should follow the isolation guidelines from the Rhode Island Department of Health and CDC.
• Masks are required in all classrooms, laboratories, and spaces where direct academic instruction and research are taking place, unless the instructor or staff member expressly waives that requirement.
• We strongly recommend surgical or higher-grade masks where face coverings are required. Masks should be properly worn, well-fitting, and high quality.
• Students who do not comply with the classroom/lab masking requirement will be asked to leave class and will be reported through the Student Conduct process.

If you are unable to attend class, please notify your instructors prior to the start of class via email.

Anti-Bias Syllabus Statement: We respect the rights and dignity of each individual and group. We reject prejudice and intolerance, and we work to understand differences. We believe that equity and inclusion are critical components for campus community members to thrive. If you are a target or a witness of a bias incident, you are encouraged to submit a report to the URI Bias Response Team at www.uri.edu/brt. There you will also find people and resources to help.

Disability, Access, and Inclusion Services for Students Statement: Your access to 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@etal.uri.edu. We are available to meet with students enrolled in Kingston as well as Providence courses.

Academic Enhancement Center: The Academic Enhancement Center (AEC) offers face-to-face and online services to undergraduate students seeking academic support beginning Monday, January 30, 2023. 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.

• STEM Tutoring helps undergraduate students navigate a variety of 100 and 200 level STEM courses and a limited selection of BUS, STA, ECN, and CSC courses. The STEM Tutoring program offers free peer tutoring in-person and online. Students can select occasional or weekly 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 programs teach students courses and programs teach students how to plan and apply time management and study strategies. UCS 160: Success in Higher Education is a one-credit course focused on developing strategic approaches to planning and studying. UCS 161x: Becoming a Self Directed Student teaches strategies for taking greater control over their academic work and lives. Academic Consultations are 1 to 1 meetings that help students to identify and address individual academic challenges. Students can schedule an in-person or online consultation with David Hayes on Starfish. Study Your Way to Success is a self-guided web portal connecting students to tips and strategies on studying and time
management related topics. For information or help with scheduling, contact Dr. Hayes directly at davidhayes@uri.edu.

- **The Undergraduate Writing Center** provides peer writing support to students in any class, at any stage of the writing process: from understanding an assignment and brainstorming ideas, to developing, organizing, and revising a draft. Writing consultations are available through 1) 25- or 50-minute in-person appointments, 2) synchronous online appointments, and 3) asynchronous written feedback. Synchronous appointments hosted by WCOnline are video-based, with audio, chat, document-sharing, and live captioning capabilities, to meet a range of accessibility needs. View availability and book online at uri.mywconline.com. For more information, visit uri.edu/aec/writing.

ADDITIONAL COURSE POLICIES TO BE OUTLINED BY THE START OF THE SEMESTER.