

EDCP 108B—Section 0101—1 credit
SPRING 2016

EDCP108B College & Career Advancement:
ON COURSE: STRATEGIES FOR CREATING SUCCESS IN COLLEGE & IN LIFE

Syllabus

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Shoemaker Building—Room 2201B
Office Hours: by appointment

Class Info: Section 0101: Wednesdays, 2:00-3:20PM, February 3 to May 4, 2016
Location: Benjamin/Education Bldg. EDU 2119
EDCP 108B Grading Methods: REG, P/F, AUD

Many of the concepts presented in this class are taken from the following book: Downing, Skip. ON COURSE: Strategies for Success in College and in Life--Study Skills Plus Edition, 2011, Wadsworth, Cengage Learning. (See me for details about renting or purchasing this book).

Purpose: “This class will help you set goals for yourself and learn strategies that will work for you, so you can ‘move forward positively’ toward your goals.” (Greenfeig, 2009).
EDCP 108B is designed to empower you to become a more active learner in college and in life. The content is based on proven strategies that will enable you to be successful. By examining your prior and current learning strategies, you will be encouraged to make wise choices to create new pathways for growth now and in the future. YOU will be in the “driver’s seat” to stay “on course” in your journey to reach all your chosen destinations . ENJOY THE RIDE!!!

COURSE OBJECTIVES: In this course you will learn how to do the following:

- 1. TAKE CHARGE OF YOUR LIFE. You will learn how to accept personal responsibility and gain more control over the outcomes and experiences that you create in both college and 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 toward reaching your goals.**
- 4. DEVELOP INTERDEPENDENCE. You will learn how to develop mutually supportive relationships with people who will help you achieve your goals, as you assist them to achieve theirs. You will learn more about yourself within the context of being a member of the University of Maryland College Park community.**
- 5. INCREASE SELF-AWARENESS. You will learn to understand and revise your self-defeating patterns of behavior, thoughts, and emotions. You will identify your learning style in order to use study strategies that will work for you. In addition, better self-understanding will help you to make wise choices to lead to success in college and in life.**
- 6. MAXIMIZE YOUR LEARNING. You will learn to develop your own learning system and master effective study skills. You will learn how to raise your grades in college by improving essential skills, such as reading, note-taking, studying, and taking exams.**
- 7. DEVELOP EMOTIONAL INTELLIGENCE. You will learn how to use your emotions in order to support your goals and dreams, as opposed to not taking responsibility and allowing yourself to be ‘hijacked by your emotions’ (Downing) and to make unwise decisions that get you off course.**
- 8. BELIEVE IN YOURSELF. “The foundation of anyone’s ability to cope successfully is high self-esteem. If you don’t already have it, you can always develop it.” (Virginia Satir)**

LEARNING OUTCOMES: By the completion of the course, students will be able to:

- 1. Identify and apply the Wise Choice Process to their college experience. Important concepts include: Wise Choice Process, Victim/Creator Language, Self-Talk, and Accepting Responsibility. (TAKE CHARGE OF YOUR LIFE)**
- 2. Describe and develop self-management strategies for achieving academic success. Important concepts include: Time Management, Procrastination, Motivation, Goal Setting, and SMART Goals. (INCREASE SELF-MOTIVATION and IMPROVE SELF-MANAGEMENT)**
- 3. Explain interdependence and identify helpful campus resources. Important concepts include: Academic Policies, Career Exploration and Resources, and Building a Network of Support. (DEVELOP INTERDEPENDENCE)**
- 4. Identify their personal learning styles and implement a personal set of learning strategies that will lead to success and lifelong learning. Important concepts include: Active Learning, Study Skills, Exam Preparation Techniques, Brain-Based Learning, and the CORE System. (INCREASE SELF-AWARENESS and MAXIMIZE YOUR LEARNING)**
- 5. Identify personal strengths and growth-edges. Important activities include: Writing journals and reflections, comparing pre- and post-test self-assessment results, and developing a self-care plan. (DEVELOPING EMOTIONAL INTELLIGENCE and BELIEVING IN YOURSELF)**

Procedures: Each class you take at the university should have a course syllabus that explains the purpose of the course; lists assignments, projects, and readings to be covered; and lists examination and assignment due dates, times, and locations. This syllabus tells you what you need to do in order to complete this course. Instructors write a course syllabus to help you know what they expect of you. This syllabus is our contract for the semester. It clearly spells out the policies, procedures, and expectations. **Read the syllabus for each of your courses.** **Mark important dates on your calendar!** Some class sessions will include small group discussions/cooperative learning. These sessions will focus on implementing the techniques presented in lecture.

Attendance (UMCP Policy)

Class attendance is essential and expected. The university has instituted a new attendance policy related to medically necessitated absences (available at <http://www.president.umd.edu/policies/docs/V-100G.pdf>). The general attendance policy is available at <http://www.testudo.umd.edu/soc/atedasse.html>. The information contained in this syllabus adheres to both these policies.

Excused absences will be provided on a limited basis for illness (self or dependent), religious observances (where the nature of the observance prevents the student from being present during the class period), participation in university activities at the request of university authorities, or compelling circumstances beyond the student's control. Absences will only be excused when the student has made a reasonable attempt to inform the instructor prior to class, except in case of emergency.

For a medically necessitated absence from a single class session, students may submit a self-signed note to me. Such documentation shall be honored as an excused absence unless the absence coincides with a Major Scheduled Grading Event (i.e. final exam or project). Any student who wishes to be excused for an absence from a single class session due to a medically necessitated absence shall:

- Make a reasonable attempt to inform the instructor of his/her illness prior to the class;
- Upon returning to class, present the instructor with a self-signed note attesting to the date of the illness. Each note must also contain an acknowledgment by the student that the information provided is true and correct.

Students who experience a prolonged absence (multiple consecutive absences due to the same illness) or an illness during a Major Scheduled Grading Event (i.e. final exam) shall be required to provide written documentation of the illness from a health care provider. In cases where written verification is provided, the health care provider shall verify dates of treatment and indicate the time frame that the student was unable to meet academic responsibilities.

It is the responsibility of the student to inform the instructor of any intended absences for religious observances by the end of the drop/add period. Students claiming excused absence must apply in writing and furnish documentary support for their assertion that absence resulted from one of the above causes. **For both excused and unexcused absences, students are still responsible for coursework missed and for turning in assignments on time.**

Attendance: (Additional Information for EDCP108B)

- 1. This class meets once a week for the semester. Attendance is extremely important and will be reflected in your attendance/participation grade. To be considered present, you may not miss more than 10 minutes of class. Two (2) points will be deducted for each class session missed.**
- 2. Be on-time for class and stay for the entire session. What you get out of this course, or any other course, is directly related to the time and effort you put into the course.**
- 3. Absences: An excused absence is permitted and must be verified with documentation. If you are absent from a class, it is your responsibility to get together with another student from the class. If you still have questions, call or email your instructor to learn what you missed.**

4. If you have any questions about an assignment or lecture material that you do not get clarified before, during, or after class, you may call 314-7698, email, or make an appointment with your instructor.

Late Policy: We expect all assignments to be turned in DURING CLASS TIME on the due dates. One (1) point will be deducted if the assignment is submitted after the class session on the due date. One (1) additional point will be deducted for each subsequent weekday that an assignment is late, unless the student has a documented excuse. Late assignments will only be accepted for ONE WEEK from the date the assignment was due.

All assignments are to be typed, double-spaced, and submitted in hard copy (unless otherwise specified). In addition, please save all your work on your computer in case the submitted copy gets lost/stolen/requires review. (THIS IS IMPORTANT FOR ALL YOUR COURSES!!) Please try to proofread your assignments carefully before submitting them.

Accommodations for Students with Disabilities If you are a student with a documented disability and wish to discuss academic accommodations for this class, **please contact me during the first two weeks of class. Submit your documentation at that time.**

Academic Integrity

As an academic community, the University is committed to the principles of truth and academic integrity. The University has a nationally recognized Honor Code, administered by the Student Honor Council. The Student Honor Council proposed and the University Senate approved an Honor Pledge. The University of Maryland Honor Pledge reads:

“I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.”

As a student at this University, it is your responsibility to help uphold these principles for yourself and for other students. **Unless you are specifically advised to the contrary, the Pledge statement should be handwritten and signed on the front cover of your final exam.** Students who fail to write and sign the Pledge will be asked to confer with the instructor. If you are aware of acts of academic dishonesty (cheating, fabrication, plagiarism, or facilitating academic dishonesty), either your own or a classmate’s, you are responsible for challenging these acts and reporting them to the Student Honor Council.

Confidentiality Personal issues in individual meetings and class discussions are to remain confidential. Class members are expected to respect their peers’ contributions during class discussions.

Cell Phones As a courtesy to us and to the other students in the class, please turn off all cell phones, laptops, or other wireless devices before coming to class.

Course Rules for Success

In-Class Behavior:

- 1. SHOW UP -- Attend every class.**
- 2. SHOW RESPECT -- Exhibit respect for each other, listen to each other, and participate in class discussions and activities.**
- 3. DO THE WORK -- Hand in all assignments ON-TIME. “DIVE DEEP.” (Put time and effort into all your work.)**
- 4. FOLLOW THE RUBRIC -- Be sure to follow guidelines to earn total points for each assignment.**
- 5. PARTICIPATE ACTIVELY -- Be focused and involved in each class session.**

Additional Information:

The Learning Assistance Service (LAS), Shoemaker Building—Room 2202, is available to all UMCP students, whether or not they are taking EDCP 108B, so tell your friends about our services.) Phone: 301-314-7693 or contact us at <https://LASonline.umd.edu>

LAS -offers the following services:

- (a) Diagnosis of students’ study skills and action plans for improvement
- (b) Individual educational skills counseling
- (c) Referrals to other campus services
- (d) Guided Study Sessions (GSS) in Science and Math

Individualized programs, in addition to those covered in class, include:

Academic Coaching, Academic Assertiveness Training, Stress Management and Test Anxiety-Reduction Techniques, Writing Skills, Math/Science Learning Skills, and Confidence-Building in Math.

EDCP 108B: Course Requirements

1. **Pre –Self Assessment—due February 10, 2016 (20 points)**
 - a. **You can take this Self-Assessment on the internet by visiting the ON Course Website at :**
http://college.cengage.com/downing_assessment/jsp/questions1-8.jsp?customizer=pre
 - b. Take the Self-Assessment, either on-line or in hard copy (to be given out in class). Record your scores. **(10 points)**
 - c. **Complete Journal Entry #1 (consisting of three steps) (10 points).**
Copy the directions for each step in your journal/paper before writing each response. See directions for writing a journal that are attached to the packet.

2. **Unofficial Transcript—due February 10, 2016 (5 points)**
Bring in a copy of your unofficial transcript to be placed in your homework folder.

3. **Semester Deadline Calendar—due February 17 , 2016 (20 points)**

One of the biggest academic skills problems that college students seem to have is maintaining control of their time.

 - a. **Deadline Calendar:** Read the syllabi for all your courses and mark every due date for papers, projects, exams, quizzes, assignments, etc, on a Semester Calendar (or planner) for **February 3--May 10, 2016**. Write the name of the course and the assignment on your calendar You may also want to fill in important personal dates. Please include information from **ALL classes (including EDCP108B and all your assignments from this class)** and be specific/detailed (i.e. what parts of a paper or projects are due). Please complete a hard copy of the Semester Deadline Calendar (**February 3, 2016 to May 10, 2016**) and bring it to class.

4. **Barriers to Success/ Wise Choice Process February 24, 2016 (10 points-in class 10 points- assignment)**

Read over the “Barriers to Success” handout. Check all the barriers that may have impacted your academic success. (If you wish, add to the list any of your own barriers/problems not listed.) Rank your top 5 barriers (from 1-5—1 being the most significant barrier.)

In class: Choose one barrier or one current problem and apply the Wise Choice Process.(Journal #6)—In class (10 points)

Assignment: Read the study skills material given out in class: Choose 1 current study skills problem and apply the Wise Choice Process. (10 points)
Part 1: Write out the 6 questions and answer each one as it relates to your situation. **Be as specific as possible.(see next page)**

1. What is my present situation?
2. What would I like my situation to be?
3. What are my possible choices?
4. What is the likely outcome of each choice?
5. Which choice will I commit to doing?
6. When and how will I evaluate my Academic Skills Plan?

Part 2: Write what you learned by doing the Wise Choice Process.
Remember to DIVE DEEP!!!

5. Time Management—due February 24 , 2016 (25 points)

Keeping a weekly schedule gives you an idea of where your time has gone in the past and where you expect your time to go in the future.

a. Complete the following sections of the Time Management Booklet:

- i. Time Estimate Sheet (5 points)
- ii. 168 Hour Schedule (5 points): **Outline study time in red & recreation time in blue.**
- iii. Follow-Up on Time Use (5 points)
- iv. Reflection Paper (10 points). See directions below/next page.
REFLECTION: Typed (2-3 pages) Please answer the **following five (5) questions:**
 1. What did I learn about my time management strategies? (2 points)
 2. Can I estimate how long a task or assignment will take? (2 points)
 3. What things prevented me from accomplishing my priorities? (2 points)
 4. Do I seem to have balance in my life? (school, work, play) (2 points)
 5. What 1 or 2 specific things can I do differently to improve my time management (and/or self-management)? (2 points)

NOTE: The 168 Hour Schedule, the Time Estimate Sheet, and the Follow-Up on Time Use can be hand-written, but they should be legible. **Please type your Reflection.**

6. Self-Directed Search -- due March 2, 2015 (10 points)

Fill out the Self-Directed Search Booklet which is handed out in class.
Bring it to class on **March 2** for the session on Career Exploration

7. Class Notes --to be done in class – March 23, 2016 (20 points)

In class, you will learn about a variety of note-taking methods. You will take notes on the video in class and go over your notes with a partner. These notes will be graded according to the following criteria:

- a. Are the notes **dated and titled** from each class meeting (2 pts).
- b. Are **key words or questions** (as cues) written in the **left margin**? (4 pts).
- c. Does the student use **visual emphasis** to highlight key points (i.e. bullets, brackets, underlining?) (4 pts.)
- d. Does the student have a **summary at the end** of each session? (4 pts.)
- e. Does the student list **names and phone numbers or e-mail addresses** of at least **two students in each class**? (2 pts.)
- f. Overall, are the notes **neat and well-organized**? (4 pts.)

8.EDCP Instructor/TA Appointment -- due March 30, 2016 (20 points)

a. Appointment: You will be required to schedule and attend one 30 minute appointment with your instructor or the class assistant. (Call 301-314-7693 or go to <https://LASonline.umd.edu>). **Please bring a copy of your planner or calendar and your time management assignments to the meeting. (10 points)**

b.Reflection Paper: Please write a reflection paper about the session and include the benefits, knowledge, practical application, etc. as a result of the meeting. (In other words, what did you learn about yourself, your study habits, and needed changes to become a more effective student?) (10 points)

9.Technology Resources Project—due March 30 and April 6, 2016 (20 points)

Students and instructors need to keep up with technology and to share information about the ways to use technology to improve learning. For this project, you will work in a group. Each student will submit his/her work individually in a paper (10 points). In addition, each student will do a presentation for the class (10 points). A rubric will be provided in class.

10. Exam Analysis- due April 6, 2016 (20 points)

- a. Using the Exam Analysis Handout, go over one of your exams yourself and take notes on the handout.
- b. **Signature:** Go over your exam with your professor or T.A. and have that person sign the form (10 points).
- c. **Journal:** From going over the exam yourself and with the professor or T.A., discuss what changes you need to make for the next exam (ie, what you need to do differently or keep doing for the next exam). More specific instructions will be given in class. (10 points).

11. Experiential Learning Project—due April 13, 2016 (20 points)

Spend at least 2 hours on this activity (not including writing the paper).

Choose *one/two* of the following activities to be explored during **Spring 2015** semester:

- a. Successful Person Interview**
- b. Career Exploration**
- c. Advisor Appointment**
- d. Campus Resource**

Write a 2-3 page paper. Be sure to respond to each of the following **4** items:

1. Why did you choose the specific experience, agency, or person for this project? (5 points)
2. Briefly describe the experience. (5 points)
3. What did you learn from this experience? (5 points)
4. What impact did this experience have on you in terms of your future academic (or personal) progress. (5 points)

12. Post-Test: Online ASSIGNMENT -- due April 20, 2016 (20 points)

Self Assessment Post-Test and Journal #32.

1. Take the Self-Assessment Post-Test online at:
http://college.cengage.com/downing_assessment/jsp/questions1-8.jsp?customizer=post
2. Record your pre and post-test scores (10 points)
3. Compare your pre- and post-test scores and complete Journal #32 (Questions 1-4) following the Self-Assessment.

13. Participation and Attendance (20 points)

14. Final Exam -- In Class—April 27, 2016 (30 points)

The final exam will be in-class. There will be multiple choice questions and short-answer essay questions. A final exam review will be held on April 20 in class.

ON COURSE PRINCIPLES	DATE/TOPIC	ASSIGNMENT (for next week)
Introduction: Getting “ON COURSE”	<u>February 3</u> Introductions/Ice Breaker What is “On Course”? What is Success? Choices of Successful Students: Eight Principles Syllabus/ELMS Journals/Individual Appts. Review Assignment: Self-Assessment/Journal #1 Unofficial Transcript	Self-Assessment and Journal #1 (20 points) Unofficial Transcript (5 points) Due: February 10, 2016
Successful students do the following: <u>Accepting Personal Responsibility</u>	<u>February 10</u> Discuss Self-Assessment Personal Responsibility (p.pt.) Victim-Creator Language (p.pt.) Role Play In-Class: Journal #5 Review Assignment: Time Management Packet	Semester Deadline Calendar Due: February 17, 2016
<u>Accepting Personal Responsibility</u> <u>Mastering Self-Management</u>	<u>February 17</u> Getting to know yourself and each other Barriers to Success and Wise Choice Process Introduction to Time Management Review Assignment: Time Management Packet Wise Choice Process	Barriers to Success/Wise Choice Process (20 points) Instructions will be given in class Time Management Assignment (25 points) Due: February 24
<u>Increasing Motivation</u> <u>Mastering Self-Management</u> <u>Developing Emotional Intelligence</u>	<u>February 24</u> Review Wise Choice Process Review Time Management Procrastination Introduction to Motivation Goal Setting/SMART Goals with accountability partner	Self-Directed Search (10 points) Due: March 2

<u>Discovering Self-Awareness</u> <u>Employing Interdependence</u>	<u>March 2</u> Self-Directed Search-Theory and Discussion Career Exploration and Resources	
<u>Mastering Self-Management</u>	Note-Taking Note-Taking basics In-class activity with partners (20 points) Introduce Technology Project Did you complete your appointment for the Instructor/TA reflection? (Due March 23)	Reminder: EDCP Instructor/TA Appointment and Reflection (20 points) Due: March 23, 2016 Reminder: Technology Projects Due: April 1 and 8, 2015
<u>Employing Interdependence</u> <u>Mastering Self-Management</u>	<u>March 9</u> Academic Policies, Guest Speaker Rosalyn Anderson-Howell, Behavioral and Social Sciences Work on Technology Project	EDCP Instructor/TA Appointment and Reflection (20 points) Due: March 23, 2016 Reminder: Technology Projects Due March 30 and April 6 , 2016
	<u>March 16</u> <u>NO CLASS-SPRING BREAK</u>	ENJOY
<u>Employing Interdependence</u>	<u>March 23</u> Campus Resources Introduce Exam Analysis (Due: April 6) Work on Technology Project (due 3/30 and 4/6)	Reminder: Exam Analysis: Signature and Reflection (20 points) Due: April 6
<u>Adopting Life-Long Learning</u>	<u>March 30</u> Technology Projects Presentation Discuss Experiential Learning Project (Due: April 13)	Exam Analysis: Signature and Reflection (20 points) Due: April 6

<u>Adopting Life Long Learning</u>	<u>April 6</u> Learning Styles Study Skills	Experiential Learning Project (20 points) Due: April 13
<u>Mastering Self-Management</u>	<u>April 13</u> Exam Skills Review for Final Exam Discuss Final Assignments	Self-Assessment Post-Test and Journal #32 (20 points) (Due: April 20)
	<u>April 20</u> Pre- and Post- Assessments: Discussion Self-Care Plan <u>Review for Final Exam</u>	Next week: FINAL EXAM IN CLASS (30 POINTS) Extra Credit (10 points)
<u>Discovering Self Awareness</u> <u>Adopting Life-Long Learning</u> <u>Believing in Yourself</u>	<u>April 27</u> Course Evaluation FINAL EXAM	FINAL EXAM IN CLASS – (30 points) (Due: April 29)

Summary of Evaluation Points		
Assignment	Points	Due Date
Self-Assessment Pretest and Journal #1	20	February 10, 2016
Unofficial Transcript	5	February 10, 2016
Semester Calendar	20	February 17, 2016
Wise Choice Process (in-class activity)	20	February 24 , 2016
Time Management Assignment	25	February 24, 2016
Self-Directed Search	10	March 2, 2016
Note-Taking Activity (in-class)	20	March 23, 2016
Counselor Appointment and Reflection	20	March 23, 2016
Technology Resources Project	20	March 30 and April 6, 2016
Exam Analysis: Signature and Reflection	20	April 6, 2016
Experiential Learning Project	20	April 13, 2016
Self-Assessment Post-Test and Journal #32	20	April 20, 2016
Final Exam-(in class)	30	April 27, 2016
Participation and Attendance	20	
Total	270	

Grade	Percentage	Points
A+	97% and above	262 and above
A	93%-96.99%	251-261
A-	90%-92.99%	243-250
B+	87%-89.99%	235-242
B	83%-86.99%	224-234
B-	80%-82.99%	216-223
C+	77%-79.99%	208-215
C	73%-76.99%	197-207
C-	70%-72.99%	189-196
D+	67%-69.99%	181-188
D	63%-66.99%	170-180
D-	60%-62.99%	162-169
F	59.99% and below	162 and below