SEMinar on college success
UNIV 1002
SPRING 2012
UNIVERSITY OF LOUISIANA-MONROE

Description: ULM’s Seminar on College Success is a course designed to help students become more academically successful. The skills and competencies taught and the assignments required will supplement the learning taking place in students’ semester course load. This means that any time spent outside the classroom will be spent on skills/ exercises that will benefit, rather than detract from, students’ ability to be successful in their other classes. The semester will be broken into clusters of classes focusing on critical skills and understandings related to college success. Each cluster will culminate in 30 minute individual sessions where class will not meet as regularly scheduled, but where students will be expected to attend a one-on-one session with a mentor (Adam McKeever-Burgett). These sessions will focus on an assignment/ conversation topic centered on key themes from the Cluster.

UNIV 1002: 1 hour credit
Meeting Time: 8am, Mondays and Wednesdays
Meeting Place: ULIB – 3A
Instructor: Adam McKeever-Burgett
Office: Student Success Center, 125
Telephone: 318.342.3667 Email Address: mckeever-burgett@ulm.edu
Office Hours: email or call to schedule appointment

Text: Motivation and Learning Strategies for College Success: A Self- Management Approach 2nd edition by Myron Dembo. This text is currently available on Amazon.com in both hardcopy and Kindle editions (Kindle editions are currently $30 to purchase or $12 to rent for 120 days. Amazon Kindle books are accessible to all students through the Amazon Cloud Reader – a web-based application accessible through Google Chrome or Mozilla Firefox web browsers, which are loaded on all SSC lab computers.

Other Resources:
Articles (all on Moodle):
  • “Adapting for Success: Using Ronald Heifetz’s Teachings about Change in Response to the Challenges of College” by McKeever-Burgett, 2012
  • “14 Habits of College Students“ from Secrets of College Success by Lynn Jacobs and Jeremy Hyman
  • “The 11 Secrets of Getting Good Grades in College” from Secrets of College Success by Lynn Jacobs and Jeremy Hyman
  • “Choosing Vocation: The Importance of Choosing a Major You Like” by McKeever-Burgett, 2012
  • “The Myth of Multitasking” by the Atlantic Monthly
  • “Stress and the College Student” by NHM
**Course Goals:** At the end of this semester, learners will:

- Understand the pitfalls, shortcomings, and behaviors that led to their unsatisfactory academic progress during their first semester at ULM
- Understand how humans learn, are motivated and reach the goals they have set
- Understand crucial learning, study, behavioral and motivational strategies
- Be capable of effective time management
- Be capable of effectively setting and prioritizing daily and long term goals
- Be capable of effectively preparing for and executing the various methods of assessment used at the college level
- Be capable of using and reviewing assessments for further learning
- Have a more holistic understanding of what it takes to be successful in college
- Be set up to recover his/her GPA so that his/her TOPS scholarship is restored

**Class Policy:** Learning cannot take place if the learner is not in class, is ill prepared, or is not paying attention. Therefore, you are expected to attend every class **on time**, and you should be prepared to contribute to the classroom learning experience. In case of absences, documentation meeting University Policy criteria must be presented to the instructor in order to make up missed assignments.

**The absentee policy set forth in the University of Louisiana at Monroe Undergraduate Catalog 2011-2012 will be strictly adhered to (specific information addressing freshmen and sophomores).**

**Cell Phone Policy:** Cell phones should be turned off or set to vibrate only when in academic buildings (including the University Library) and may be used only in restrooms, group study rooms, and offices. Text messaging may be used throughout the Library (with the exception of the classrooms) provided that no audible sound is used to notify the recipient.

All people carrying cell phones into a classroom, laboratory, or clinic must turn off and store (e.g., in a backpack, purse, phone holster, or other similar item) their phones prior to entering the room. Cell phones are not allowed on desk or table tops. If there is an extenuating circumstance that requires the cell phone to be on during a class, the student must obtain permission from the instructor prior to the beginning of class and must operate the phone in a silent (vibrate only) mode. Each instructor may further restrict the use of cell phones in class and may determine the consequences for violations of this policy. People who violate this cell phone use policy may be asked to leave the building.

**Class Attendance: Regulations/Excused Absences:**

1. Class attendance is regarded as an obligation and a privilege, and all students are expected to attend regularly and punctually all classes in which they are enrolled. Failure to do so may jeopardize a student’s scholastic standing and may lead to suspension from the University.
2. Any student who is not present for at least 75% of the scheduled class sessions in any
course may receive a grade of W if this condition occurs prior to the last day to drop a
course or a grade of F after that date.
3. Any University-related activity requiring an absence from class will count as an absence
when determining if a student has attended 75% of class meetings.
4. Students are responsible for the effect absences have on all forms of evaluating course
performance. Thus, the student is responsible for arranging the allowed make up of any
missed work.

Grading Scale:
Based on 500 semester points

450 – 500 pts = 90% - 100% = A
400 – 449 pts = 80% - 89% = B
350 – 399 pts = 70% - 79% = C
300 – 349 pts = 60% - 69% = D

Required Activities:
Weekly 3/2 Micro Goal assignments (10 pts each) 10 points x 12 weeks = 120 points
Weekly Schedule assignments (10 pts each) 10 points x 12 weeks = 120 points
Cluster Assignments (40 pts each) 40 points x 4 clusters = 160 points
Participation/ Attendance/ Reading 100 points

UNIV 1002 Class Breakdown

CLUSTER 1: Prolegomena
Class 1 – January 18 Introduction to the class; syllabus discussion; introductions
Class 2 – January 23 Ronald Heifetz’s “technical” vs. “adaptive changes; identifying problems
READING: Article on Heifetz (on Moodle), 14 Habits of College
Students from Secrets of College Success by Lynn Jacobs and Jeremy
Hyman (on Moodle)
Class 3 – January 25 Goal Setting and Prioritization; introduction to 3/2 micro goal assignment
READING: Dembo, pp 93-107
ASSIGNMENT: 3/2 Micro Goal Assignment due weekly on Mondays
(the week before’s)
Class 4 – January 30 Time Management; introduction to weekly schedule assignment
READING: Dembo, pp 139-155
ASSIGNMENT: Weekly Schedule Assignment due weekly on
Mondays (the week before’s)
Class 5 – February 1 Analyzing Course Demands
READING: Dembo, pp 10-26
Class6 – February 6 Individual Sessions this Week
Class 7 – February 8 Individual Sessions this Week
ASSIGNMENT: Analyzing Course Demands Worksheet (handed in
at individual session)
ASSIGNMENT: Student Self-Evaluation (handed in at individual session)

CLUSTER 2: Foundations of Learning and Motivation
Class 8 – February 13 Academic Self-Management
READING: Dembo, pp. 1-10 (review 10-26), “The 11 Secrets of Getting Good Grades in College” from Secrets of College Success by Lynn Jacobs and Jeremy Hyman (on Moodle)
Class 9 – February 15 Understanding Learning and Memory
READING: Dembo, pp. 29-47
Class 10 – February 27 Understanding Motivation
READING: Dembo, 53-76
Class 11 – February 29 Understanding Vocation/ Profession
READING: Dembo, 76-83, Article on Vocation (on Moodle)
Class 12 – March 5 Individual Sessions this Week
Class 13 – March 7 Individual Sessions this Week
ASSIGNMENT: Midterm Study Plan (using template found on Moodle) (handed in at individual session)

CLUSTER 3: Behavioral Strategies
Class 14 – March 12 Troubleshooting, Time Management
READING: Dembo, 155-160
Class 15 – March 14 Prioritization, mid-semester evaluations
READING: Dembo, 145-155
Class 16 – March 19 Management of Physical and Social Environment
READING: Dembo, 165-183
Class 17 – March 21 Studying/ Preparing for Exams
Class 18 – March 26 Individual Sessions this Week
Class 19 – March 28 Individual Sessions this Week
ASSIGNMENT: Annotated Bibliography of success strategies.

CLUSTER 4: Learning and Study Strategies
Class 20 – April 2 Taking exams
READING: Dembo, 255-274 (essay examples optional)
Class 21 – April 4 Assessment for Learning
Class 22 – April 16 Learning from textbooks
READING: Dembo, 189-202 (required), 203 – end of chapter optional, but highly recommended for visual learners
Class 23 – April 18 Learning from lectures
READING: Dembo, 217-233
Class 24 – April 23 Individual Sessions this Week
Class 25 – April 25 Individual Sessions this Week
ASSIGNMENT: Assess your each of your midterms (or last test/paper) using the “Assessment for Learning” handout (handed in at individual session)
CLUSTER 5: Motivational Strategies
Class 26 – April 30 Management of Emotion and Effort and Self-Care
READING: “Stress and the College Student” by NHM (on Moodle)
Class 27 – May 2 Finishing Strong

*All aspects of this syllabus are subject to change.