

**HED 296: Academic Success Seminar**  
**Spring 2016**  
**Syllabus**

**Days/Time:** M/W 4:00-4:50pm

**Teaching Format:** Lecture and Student Interaction

**Site/Room:** Education, room 316

**Instructor: Anthony Valenzuela**

Email: [aav11@email.arizona.edu](mailto:aav11@email.arizona.edu)

Department Office: Transfer Center, suite 402

Office Hours: By Appointment

**Days/Time:** T/TH 4:00-4:50pm

**Teaching Format:** Lecture and Student Interaction

**Site/Room:** Education, room 308

**Instructor: Nicole Kontak, Ph.D.**

Email: [nicoler@email.arizona.edu](mailto:nicoler@email.arizona.edu)

Department Office: Transfer Center, suite 402

Office Hours: By Appointment

**Course description:** The course combines class activities and discussions with out-of-class learning experiences and readings of articles and case studies. Discussion themes and activities focus on personal development; goal-setting; taking action; developing relationships with students, professors, and advisors; skill development; time management; and discovering and learning how to use support resources.

**Course Objectives:** Upon completion of the course, the student will have learned the following:

- Students will be able to identify UA policies and find appropriate documentation on campus to facilitate their future academic success.
- Student will determine appropriate test taking strategies and study skills as indicated by assessment tools and apply these skills to improve their academic performance.
- Student will engage with the campus to best suit their academic needs and goals.
  - Students will learn to establish meaningful relationships with professors by interviewing a current professor.
  - Students will describe student services available on campus as well as why they are important to utilize.
- Students will examine how they use their time and modify their schedules to allot enough time to balance personal, academic, and work demands.
- Students will outline academic and career goals and steps necessary to achieve these goals.

**Grading system:** Letter grade

**Final Grade:**

A=	90 – 100%
B=	80 – 89%
C=	70 – 79%
D=	60 – 69%
E=	59% and below

<b>Evaluation</b>	<b>Points</b>	<b>Percent of Total Points</b>
Attendance	15 (1 point per class mtg)	15%
In Class Participation	30 (2 points per class mtg)	30%
Assignments	5 x 5 reflections	25%
Campus Resources Presentations	10	10%
Professor Meeting	10	10%
Final Reflection	10 (typed and double-spaced)	10%
	100 (total possible points)	100%

## **COURSE ASSIGNMENTS:**

### ***Reflection papers: 1-2 pages***

- *Reflection #1:* Why am I in this class? Talk about your previous semester(s) and what happened to you academically. What was different between your transfer institution and the UA?
- *Reflection #2:* Discuss your personal and academic strengths and weakness. What are your limitations? Where do you excel?
- *Reflection #3:* Time Grid. Create a time grid of one week and fill in how you spend your time.
- *Reflection #4:* Use of time. Review your time grid and discuss how you can best manage your time.
- *Reflection #5:* Skills. From the skills I & II class topics: What type of learner are you? What tips and resources did you learn to study best? What location and what time of day do you study best?

### ***Campus Resources***

Work with a group to put together a presentation on a particular resource on campus. Interview at least one staff member. There will be one group project assigned to groups of 3 to 4 students (4 maximum) in which you and your team will be expected to present about a campus resource. The presentation should be 3 - 5 minutes long and include multi-media materials, i.e. handouts, PowerPoint, overhead transparencies, etc.

All group members are required to prepare and take part in the verbal presentation.

### ***Transfer Student Center***

Engagement activities TBD.

### ***Professor Meeting: 2 or more pages***

Schedule a meeting with a professor (or go to office hours) and have a set of at least 6-8 questions.

### ***Final Reflection: 2 pages***

Submit a final paper discussing your goals and aspirations. Discuss your plan for improvement. What have you learned from this course that will make you more successful in the future?

## **COURSE TEXTS & MATERIALS:**

**Required materials:** A day planner—Please have this by the next class meeting.

Self-assessments, UA policies and procedures, semester on a page, academic agreements, time management grid, Notebowl.

Transitioning from Community College: Flaga, C. T. (2006). The process of transition for community college transfer students. *Community College Journal of Research and Practice*, 30(1), 3-19.

doi:10.1080/10668920500248845

## Tentative Schedule of Classes

Spring 2016

CLASS	TOPIC	ASSIGNMENTS DUE	TEXT/MATERIALS
1	Class introduction, review of syllabus		
2	Academic standing and UA policy (GRO, Withdrawal)	Reflection 1: Why am I in this class?	Semester on a Page
3	Meet with Advisor		Montmarquette, C., Cannings, K., & Mahseredjian, S. (2002). How do young people choose college majors? <i>Economics of Education Review</i> , 21(6), 543-556. doi:10.1016/S0272-7757(01)00054-1
4	Adapting Your Learning		Kittrell, D. L., & Moore, G. E. (2013). Student motivation. <i>NACTA Journal</i> , 57(1), 94.
5	Strengths, motivation and learning styles		Hatami, S. (2013). Learning styles. <i>ELT JOURNAL</i> , 67(4), 488-490. doi:10.1093/elt/ccs083
6	Time management & Procrastination	Reflection 2: Strengths & limitations	
7	Time & Stress Management	Reflection 3: Time Grid	Macan, T. H., Shahani, C., Dipboye, R. L., & Phillips, A. P. (1990). College students' time management: Correlations with academic performance and stress. <i>Journal of Educational Psychology</i> , 82(4), 760. doi:10.1037/0022-0663.82.4.760
8	Skills I: Note Taking & UA Lectures	Reflection 4: Use of time	
9	Skills II: Test Taking & Preparation		
10	Skills III: Surviving & Thriving in Math		
11	Goal setting, decision making, and values	Reflection 5: Skills	Vieira, E., & Grantham, S. (2011). University students setting goals in the context of autonomy, self-efficacy and important goal-related task engagement. <i>EDUCATIONAL PSYCHOLOGY</i> , 31(2), 141-156. doi:10.1080/01443410.2010.536508
12	Public Speaking & Presenting		
13	Campus Resource Presentations	Campus resources for student success	
14	WSIP: Analysis	Professor meeting	
15	Course Evaluation	Final Reflection	

## Additional Information

**Attendance is required.** In-class participation and attendance are essential components to succeeding in this class. If you must miss a class, please notify the instructor via e-mail BEFORE the class meeting. If you do this, only 1/2 point will be deducted, but if you do not notify the instructor, 1 point will be deducted. Remember, there are participation points in every class meeting, so even if you notify the instructor, you will lose 2 points from the participation portion of your grade.

**Excused Absences:** Excused absences will be honored as long as they meet the following criteria:

- All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion,
- Absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored.

**Participation:** Participating in in-class activities is worth 30% of your grade. You are strongly recommended that you take advantage of the activities, as they are meant to enhance your college experience.

**Incompletes:** No incompletes will be given for this class. In-class participation is required, and cannot happen if you take an incomplete.

**Withdrawal from the Course:** Because this course is only offered at a crucial time in your academic career, it is imperative that you complete the course.

**Disruptive Behavior:** Cell phones are prohibited. If you cannot remember to turn it off when you come to class, please do not bring it to class. Respectful behavior toward your instructor and fellow students is required. Racist, sexist, or any behavior that resembles intolerance toward is not acceptable. If you are invited to leave for offending others, you will lose participation points, and may be reported to the Dean of Students. Tardiness is also unacceptable, and if you arrive late to class, you may lose participation points.

**Threatening Behavior:** Threatening Behavior is Prohibited. "Threatening behavior" means any statement, communication, conduct or gesture, including those in written form, directed toward any member of the University community that causes a reasonable apprehension of physical harm to a person or property. A student can be guilty of threatening behavior even if the person who is the object of the threat does not observe or receive it, so long as a reasonable person would interpret the maker's statement, communication, conduct or gesture as a serious expression of intent to physically harm. For more information please visit <http://policy.web.arizona.edu/threatening-behavior-students>

**Plagiarism:** Please see the Student Code of Academic Integrity for information on plagiarism  
<http://dos.web.arizona.edu/uapolicies>

**Students with Disabilities:** If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (621-3268; [drc.arizona.edu](http://drc.arizona.edu)) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations.

**Student Code of Academic Integrity:** All forms of academic dishonesty are prohibited, including, but not limited to: cheating, fabrication, facilitating academic dishonesty, plagiarism, modifying any academic work to obtain additional credit without the approval of the instructor, or attempting to carry out any of the above. Committing any of the above will result in sanctions being imposed on the student's scores or grade up to and including the assignment of an "E" for the entire course. Please refer to: <http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity>

\*The information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.