



ACAD 1100 – Academic Strategies

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Course Description and Learning Outcomes:

ACAD 1100 is a three hour academic course. The focus of this course is the development of academic skills and strategies needed for college success including: studying, test-taking, learning strategies, reading, degree planning, exploration of career goals and self-management.

After completion of the course, students will:

- Develop skills that are required for academic success.
- Apply self-management strategies for personal and professional development and success.
- Understand the expectations of being a contributing member of the scholarly community

Required Textbook and Materials:

Ellis, D. (2012). *Becoming a Master Student Concise*, 14th Edition, Wadsworth, Cengage Learning, Boston

Course Expectations and Format

- Students should come to class prepared to participate in class discussions. All readings should be completed prior to the class session where the topic will be discussed.
- All assignments are due at the beginning of class.
- All assignments should be typed, double-spaced, 12-point font, with 1-inch margins. No hand-written assignments will be accepted. PROOFREAD your papers.

Class Format: You will be expected to be highly involved in daily class activities and structured exercises. This may include small group discussions, guest speakers, individual and group activities, projects, and oral presentations. Active student participation is essential for class success.

Small Groups: You will be assigned other classmates with whom to work and collaborate on projects and assignments.

Participation and Attendance: The format of the class makes participation mandatory for successful completion of the class and a passing grade. Research shows that class attendance is an essential part of academic success. It is your responsibility to contact your instructor if you are going to miss class. Arriving to class late or leaving early can constitute a partial absence at the instructor's discretion. ***Students are allowed 3 absences. Every absence after that will result in the lowering of a letter grade for each absence.***

Classroom Decorum: As a member of the university community, you are expected to treat faculty, staff, and other students with respect. During discussions, if you disagree with an issue, you may express your disagreement, but you may not attack the person expressing the opinions.

There are certain behaviors that are **not** conducive to a positive learning environment including: **sleeping, talking** while the instructor is talking, having **headphones** in your ears, and playing on your **cell phone** or any other electronic equipment. Out of respect for the learning process, please be mindful of others and how your behavior may hinder learning in the classroom.

If you have your phone out during class, you WILL be asked to leave class and you will be counted absent for that day.

Civility Statement: As voluntary members of the University, students are expected to act with respect towards self, others and the community, in order to foster and promote an educational environment conducive to the University's mission. (Paraphrased from Student Handbook and Planner)

Course Policy

Academic Integrity: The University of Memphis expects all students to behave honestly. The Code of Rights and Responsibilities explains what constitutes dishonesty. Please see the website for more information: <http://saweb.memphis.edu/judicialaffairs/dishonesty/definitions.htm>

Special Needs: Our class respects all forms of diversity. Please see the instructor if you need accommodations for a registered disability, or to fulfill cultural or religious obligations. Students with special needs should contact Student Disability Services to register and learn about the services available to support their learning.

Modifications to the Syllabus: The syllabus is subject to modifications. Any changes will be announced in class. It is your responsibility to keep up with changes. If you miss a class, you are strongly encouraged to contact another student to see what you may have missed.

Required Assignments

Attendance and Participation (250 points): Attendance will be taken each class. There are a total of 25 class periods over the course of the semester, and 10 points will be earned for each class that you attend. Students will receive this credit if they arrive on time, complete assigned work, and contribute to all class activities. **A total of 3 absences will result in lowering of a letter grade; 3 tardies will result in 1 absence.**

GPA Calculation Worksheet Assignment (15 points): In class assignment where students will demonstrate their ability to manually calculate their GPA. You will be given a GPA sample where you will be required to calculate in class.

Academic Standards Pre-Test – (30 points): After we discuss Grade Point Averages (GPA's) in class, you will be given a quiz to see what you remember from the presentation.

Fall Semester Calendar 50 (points): Students are to submit a semester calendar with deadlines for assignments/tests, class schedule, work, student organization meetings, and any other information that may help the student understand self-management.

College Catalog Quiz (55 points): This is a take-home quiz. You must use the University of Memphis website and undergraduate catalog to find the answers to these questions. <http://www.memphis.edu/> and <http://www.memphis.edu/ugcatalog/>.

Writing Assignment (60 points, 2 at 30 points each): Students are to submit 2 out-of-class response papers throughout the semester. These letters are to be addressed to Ms. LaRuth Lofties and **MUST be two full paragraphs long maximum.** A paragraph constitutes 5 to 7 sentences long. **MUST** be typed, not handwritten. **No handwritten assignments will be accepted.** Letters should follow proper college writing format. Grammar must be correct. **No misspellings.**

Writing Assignment Letter #1 – It's the middle of the road. Where do you stand now? How are you adjusting to college life? Tougher than you thought; maybe it's easier? Miss your family? Tell me how you are doing academically, socially, with roommates, commuting to and from home to college, managing your time? Is there anything you need help with? **NOTE: 2 points will be deducted for each question that you do not address in your letter.**

Writing Assignment Letter #2 – It's coming to a close! How did you do? Did you perform as well as you thought? Why or why not? What has surprised you about college? What has been the most difficult part about attending college? Are you fitting in socially? What have you accomplished? Is college what you expected? Have you met interesting people? Tell me about someone you have met, it can be a teacher, instructor, peer, or other academic person? What advice would you give an incoming freshmen that you wish someone had told you? What do you leave this semester with? **NOTE: 2 points will be deducted for each question that you do not address in your letter.**

Career Exploration Unit 140 (points):

Your instructor will group you together in groups of 4 or 5 with other students with similar academic majors/career interests. Once your group is formed, you will be responsible for developing a short presentation on possible careers in your area of interest. Each person in the group will present a brief segment on one career within their academic area. Each member of the group will:

- Identify their desired career through words and pictures.
- Explain how they determined their (possibly one of many) potential careers.
- Explain their approach to getting to that career through words and pictures.

Develop a multimedia presentation to explain your chosen career to the class. Limit the presentation to approximately five minutes. Utilize pictures, video, and interactive elements in your presentation when possible.

Reading Presentation (25 points): Search for four books whose titles communicate something about you for each of these categories: based on **a) likes b) dislikes c) hobbies and d) leisure-time activities**.

Please present in PowerPoint format. As you present, please give a brief explanation as to why you like, dislike, favorite hobbies or leisure activities that you have chosen.

Length of Presentation 1 to 3 minutes.

Final Project 140 (points): *Public Service Announcement*

Learning Outcome

Student will become aware of their growth as a first year student and the resources that assisted them in getting there.

Purpose

By creating a message for future freshman, this assignment will give you an opportunity to track your progress and growth as a first year student. It will allow you to recap on the resources that have aided in your first year success.

Instructions

Students will be put into groups of five or six to develop and present a PSA (public service announcement) or commercial directed to incoming University of Memphis freshmen.

- Information presented may express the following:
 - Advice group members think is important to achieving academic success the first semester of college.
 - Personal testimonies related to why they were successful or unsuccessful in achieving goals
 - Information that group members wish someone had shared with them that they feel would have been helpful towards achieving goals

- Presentation Guidelines:
 - Presentations must be 8-10 minutes in length
 - All group members must participate in presentation
 - Presentation date(s) _____

- Presentation will be evaluated on
 - Information content
 - Delivery
 - Creativity
 - Preparedness/organization

Grading

Your grade for the ACAD 1100 will be based on the assignments and points listed below:

| <u>Assignment</u> | <u>Due Date</u> | <u>Possible Points</u> | <u>Points Earned</u> |
|--|-----------------------|------------------------|----------------------|
| Attendance & Participation | | 250 | |
| GPA Calculation Worksheet | 8/25 (In Class) | 15 | |
| Academic Standards Pre-Test | 8/25 (In Class) | 30 | |
| Learning Plan/Projected GPA | 8/25 (In Class) | 10 | |
| Writing Assignments (2) | | | |
| Response paper 1 | 10/6 (Drop Box) | 30 | |
| Response paper 2 | 11/1 (Drop Box) | 30 | |
| Fall Semester Calendar | 9/15 (Drop Box) | 50 | |
| College Catalog Quiz | 10/4 (Take Home) | 55 | |
| Reading Presentation | 10/27 (In Class) | 25 | |
| Reading Comprehension Exercise – “Yertle The Turtle” | 9/1 (In Class) | 55 | |
| Get to Know Campus Quiz | 9/22 (In Class) | 50 | |
| Chapter 6 Test Taking Quiz | 9/27 (In Class) | 50 | |
| Prepare to meet your Advisor Quiz | 10/4 (In Class) | 25 | |
| Career Exploration Unit | 10/20 & 25 (In Class) | 140 | |
| Library Exercise Quiz | 9/8 (Take Home) | 45 | |
| Final project | 11/15 & 17 (In Class) | 140 | |
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| TOTAL POINTS | | 1000 | |

Grading Scale

A = 90-100 of possible points

B = 80-89 of possible points

C = 70-79 of possible points

D = 60-69 of possible points

F = Below 60 of possible points

****Assignments and points are subject to change at the instructor’s discretion. Please keep track of your points and grade for each assignment.**

Assignments

- All Ecourseware assignments are due by 11:59pm on the date due. Other assignments must be submitted to my office in Room 202, Ball Hall Education Building by 4:30pm on the date due.
- **NOTE**: You will be deducted **2 points** from assignments NOT submitted on Ecourseware or to my office.
- **DO NOT slide assignments under the door of room 202.**
- Late work **MAYBE** accepted with **5 points** deducted for each day beyond the due date, this will **NOT INCLUDE WEEKENDS.**

EXTRA CREDIT

| <u>Activity</u> | <u>Directions</u> | <u>Deadline</u> | <u>Points</u> |
|--|--|--|---------------|
| Advising Worksheet | Meet with your advisor for Spring 2016 registration and class schedule. Submit advising work sheet to Instructor by due date. | Thursday November 10, 2016 (Hand In to Professor) | 10 points |
| Discover you're your Major Day UC Ballroom Thursday, October 1, 2016 | Write a 2-page reaction paper about your experience at the event. Include statements about most useful and least useful components of the event. Paper must have a cover page with the name of the event, date of the event, your name and the professor's name on the cover page. | Tuesday October 4, 2016 (Drop Box) | 10 points |

Week By Week Class Schedule & Assignment Due Dates

| <u>Week</u> | <u>Day</u> | <u>Date</u> | <u>Topics</u> | <u>Activities, tests, assignments, guest speaker, etc.</u> |
|-------------|------------|-----------------|---|---|
| Week 1 | Day 1 | T, August 23 | Syllabus Review/ Goal Setting | <ul style="list-style-type: none"> - Introductions, syllabus, expectations - <u>Fill out student data sheet</u> - *Powerpoint/Syllabus Ecourseware) - In class activity: - <u>What I Like</u> - <u>Classmate Scavenger Hunt</u> |
| | Day 2 | TR, August 25 | Academic Responsibility/GPA /How to Interact with Faculty | <ul style="list-style-type: none"> - Academic Success Workshop PowerPoint - In class activity: - <u>GPA worksheet (15 POINTS)</u> - <u>Learning Plan/Projected GPA (10 POINTS)</u> - <u>Academic Standards Pre-test Quiz (30 POINTS)</u> - <u>Late Paper Blame</u> Preview for next class (Learning Styles, MBTI, True Colors) |
| Week 2 | Day 3 | T, August 30 | Success Factor: Maintain Continuous Enrollment Learning Styles/MBTI/True Colors | <ul style="list-style-type: none"> - Learning Styles PowerPoint - In class activity: - <u>Learning Style Inventory/p. LSI-1-8</u> - <u>Exercise 5 The Discovery Wheel/p. 28</u> - <u>True Color Word Sort</u> - <u>Homework:</u> - <u>MBTI personality assessment (passout)</u> - http://www.humanmetrics.com/cgi-win/jtypes2.asp <u>(DUE 9/1/16)</u> |
| | Day 4 | TR, September 1 | Reading/Note- taking | <ul style="list-style-type: none"> - Turn in homework - <u>Discuss MBTI personality assessment and Identity wheel</u> - Reading and Note-taking PowerPoint - Reading, p. 97 - Note-taking p. 117 - In class activity: - <u>Practice with Note -taking</u> - <u>Reading Comprehension Exercise "Yertle The Turtle" (55 POINTS)</u> |
| Week 3 | Day 5 | T, September 6 | Time Management | <p>Time and Money PowerPoint</p> <p>In class activity:</p> <p><u>How Well Do You Plan?</u></p> <p>Money Management PowerPoint</p> <p><u>Self-Management Checklist</u></p> <ul style="list-style-type: none"> - <u>Homework:</u> |

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|--------|--------|------------------|--------------------------|--|
| | | | | <ul style="list-style-type: none"> - The Time Monitor Exercise 7, p. 55 - Give out Library Exercise Quiz |
| | Day 6 | TR, September 8 | Your Choice | Library Visit MANDATORY Library Exercise Quiz DUE (50 POINTS) |
| Week 4 | Day 7 | T, September 13 | Communication | Jullien Gordon, Speaker MANDATORY Meet in UC Ballroom 3 rd floor |
| | Day 8 | TR, September 15 | Communication | PowerPoint (Communications) Communication (Ethos/Logos/Pathos) <ul style="list-style-type: none"> - <u>In class activity:</u> - Have a Conversation with a Time Traveler - FALL Semester Calendar (50 POINTS) |
| | Day 9 | T, September 20 | Your Choice | <u>In class activity:</u> <ul style="list-style-type: none"> - Go over Library Exercise - Turn In Time Monitor Exercise - Exercise 8 Money Monitor/Money Plan - Give out "Get to Know Campus Quiz" (50 POINTS) DUE DATE 9/22/2016 |
| | Day 10 | TR, September 22 | Advising/Degree Planning | <ul style="list-style-type: none"> - Academic Presentation in classroom - Speaker, Justin Keith Dodson - Give out Prepare to Meet your Advisor Quiz (TODAY) |
| Week 6 | Day 11 | T, September 27 | Test-taking | Test Taking PowerPoint <u>In class activity:</u> <ul style="list-style-type: none"> - Test Anxiety Inventory - Test Taking Following Instructions - Test Taking Tips - Chapter 6 Test Taking Quiz DUE (50 POINTS) - Give out "College Catalog Quiz" (TODAY) |
| | Day 12 | TR, September 29 | DYMD | <ul style="list-style-type: none"> - Meet in UC Ballroom 3rd floor |
| Week 7 | Day 13 | T, October 4 | Writing | <ul style="list-style-type: none"> - Proofreading PowerPoint - Prepare to meet your Advisor Quiz DUE (25 POINTS) - Writing Tips - <u>In class activity:</u> - College Catalog Quiz DUE (55 POINTS) |
| | Day 14 | TR, October 6 | Writing | Good Writing PowerPoint <u>In class activity:</u> Preparing a Research Paper Scavenger Hunt Response paper 1 DUE (30 POINTS) |
| Week 8 | | T, October 11 | No Class-Fall Break | Fall Break is October 8-11, 2016 (No Class on Tuesday, October 11) *October 14 is the last day to drop a class and |

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|---------|--------|-----------------|---|--|
| | | | | receive a "W" |
| | Day 15 | TR, October 13 | Midterm Assessment | Meet with each student individually by appointment in office (11:20-12:45pm) |
| | Day 17 | TR, October 20 | Career Project | Career Exploration DUE (140 POINTS) |
| Week 10 | Day 18 | T, October 25 | Career Project | Career Exploration DUE (140 POINTS) |
| | Day 19 | TR, October 27 | Career Project Public Speaking | <ul style="list-style-type: none"> - Career Exploration Unit - Public Speaking PowerPoint - (Ethos/Logos/Pathos) - Public Speaking Video - <u>In class activity:</u> Reading Presentation DUE (25 POINTS) |
| Week 11 | Day 20 | T, November 1 | Study Strategies | <ul style="list-style-type: none"> - Study Strategies Video - ABCs of Studying - <u>In class activity:</u> - ABCs of Studying - Study Skills Checklist - Study Environment Analysis - Nouns from a Hat - Response paper 2 DUE (30 POINTS) |
| | Day 21 | TR, November 3 | Reading/Note-taking | <ul style="list-style-type: none"> - Reading 2-Master Student - Discussion on Cornell Method - Muscle Reading PowerPoint - Note-taking Powerpoint - Discuss Notes from homework - <u>In class activity:</u> - Concept Mapping |
| Week 12 | Day 22 | T, November 8 | Your Choice | <ul style="list-style-type: none"> - Are You Ready or Finals - Test Taking PowerPoint - <u>In class activity:</u> - Subjective Essay Verb Competition |
| | Day 23 | TR, November 10 | Project Prep | Final Project Preparation Time |
| Week 13 | Day 24 | T, November 15 | Final Project | Final project DUE (140 POINTS) |
| | Day 25 | TR, November 17 | Your Choice | Stress Management Day MANDATORY Meet at Campus Recreation Center Stefen White |
| Week 14 | Day 26 | T, November 22 | Final Project | Final project DUE (140 POINTS) |
| | | TR, November 24 | No Class- Thanksgiving Break | - Thanksgiving Break November 24-25, 2016 |
| Week 15 | Day 27 | T, November 29 | What's Next/Transition to Spring Semester | Christmas Party!!! |
| | | TR, December 1 | No Class- Study Day | Merry Christmas!!! |

****This Syllabus is subject to change at the discretion of the Instructor .****

****Late assignments may not be accepted and will be at the discretion of the instructor.****