EDCP 108B—Section 0401 -- 1 credit

EDCP 108B College & Career Advancement:

**ON COURSE: STRATEGIES FOR CREATING SUCCESS IN COLLEGE & IN LIFE**

**Syllabus**

**Instructor:** Beverly Greenfeig, Educational Skills Counselor, Learning Assistance Service  
Email: brgreen@umd.edu  
Telephone: 301-314-7698 or 301-314-7693 (LAS Main #)  
Shoemaker Building—Room 2201 & 2202  
Office Hours: by appointment  
LaVonne Morgan, graduate assistant, lsmorgan@umd.edu

**Class Info:**  
Section 0601: Tuesdays-2:00-3:20p.m. January 25 to May 2, 2011  
Location: EDU 1315  
EDCP 108B Grading Methods: REG, P/F, AUD

Many of the concepts presented in this class are taken from the following 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 take 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, thought, 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.

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 all of your courses. Mark important dates on your schedule!**

Some class sessions will include small group discussions/cooperative learning experiences. The sessions will focus on implementing the techniques presented in lecture.

Attendance: 1. This class meets once a week for half 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 permitted in extreme circumstances only, and absence 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 me at 301-314-7698 or email me (brgreen@umd.edu) 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 314-7693, email me, or make an appointment with me.

Late Policy: We expect all assignments to be turned in during class time on the due dates. Three points will be deducted if the assignment is submitted after the due date. One additional point will be deducted for each subsequent weekday that an assignment is late, unless the student has a documented excuse.

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 (THIS IS IMPORTANT FOR ALL YOUR COURSES!!) Please try to proofread your assignments carefully before handing them in.

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 week of class.

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.

Cell Phones

As a courtesy to us and to the other students in the class, please turn off all cell phones, pagers, or wireless devices before coming to class.
Course Rules for Success: In-Class Behavior: It is important in this class that we exhibit respect for each other, listen to each other, and participate in class discussions and activities.

1. SHOW UP—Attend every class.

2. DO THE WORK--Hand in all assignments ON-TIME. “DIVE DEEP” (Put time and effort into all your work).

3. PARTICIPATE ACTIVELY--Be focused and involved in each class session.

4. FOLLOW THE RUBRICS—Be sure to follow guidelines to earn total points for each session.

Additional Information:
The Learning Assistance Service (LAS), 3125 South Campus Dining Hall 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 email us at https://LASonline.umd.edu

LAS offers the following services:
(a) diagnosis of students’ study skills and prescription for improvement
(b) one-to-one educational skills counseling,
(c) referrals to other campus agencies and services

Individualized Programs, in addition to those covered in class, include:
Course Requirements:

1. **Self-Assessment and Journal 1--due February 1, 2011 (20 points)**
   
   Take the self-assessment (to be given out in class). Score the assessment and record your scores **(10 points)**.
   
   Complete JOURNAL ENTRY # 1 (consisting of 3 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 this packet.

2. **Barriers to Success/Wise Choice Process—due Tuesday, February 8, 2011 (10 points)**
   
   a. 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.)
   
   b. Choose one barrier or one current problem and apply the Wise Choice Process. (Journal #6)
      
      Part 1: Write out the 6 questions of the Wise Choice Process and answer each one as it relates to your situation. Be as specific as possible.
      
      Part 2: Write what you learned or re-learned by doing the Wise Choice Process. Remember DIVE DEEP!!!

3. **Semester Deadline Calendar--due February 8, 2011 (10 points)**
   
   One of the biggest academic skills problems that college students seem to have is maintaining control of their time.
   
   **Deadline Calendar**: Take all your syllabi and mark every due date for papers, projects, exams, quizzes, assignments, etc., on the Semester Calendar handed out in class. 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). Complete and bring to class your **January-May** schedule.

4. **Unofficial Transcript—due February 8, 2011 (5 points)**
   
   Bring in a copy of your unofficial transcript to be placed in your homework folder.

5. **“Me in a 5x5” and Strengths--due February 15, 2011 (10 points)**
   
   a. See 5x5 assignment attached. Follow directions and write 5 paragraphs with 5 sentences each.
b. Journal---List 5 strengths and 5 areas in need of improvement (“growth edges”)—Use creator language.

   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:**
   1. Time Estimate Sheet (5 points)
   2. 168 Hour Schedule (5 points)
   3. Follow-Up on Time Use (5 points) and
   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 one page Reflection.

b. **REFLECTION: (One page or two)** Please answer the following the 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? (work, play, school, etc.) (2 points)
   5. What 1 or 2 specific things can I do differently to improve my time management (and/or self management)? (2 points)

7. **Class Notes-- due March 8, 2011 (20 points)**
   In class, you will learn the Cornell method of note-taking. For one session, in one class, you will be expected to use the Cornell method of note-taking. You can then photo-copy your Cornell notes (because you will need to keep the originals) and then you can turn in the photocopied version. These notes will be graded according to the following criteria:

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

8. **Written SQ3R Textbook Notes-- due March 15, 2011 (20 points),**
   a. The SQ3R method is to be used on 2-3 pages of any ONE of your textbooks. This assignment should be typed and single-spaced. You are to turn in notes that contain the Survey, Question, Recite, and Review steps of the technique. Use the format in the sample attached to this syllabus. Your notes must follow this format!
b. Reflection: In addition to your notes, write a brief (one page maximum) reflection on this assignment. Answer the following questions: Did you find the SQ3R method helpful? Why or why not? Which part(s) of the method did you find most useful? Do you plan to use all or parts of this method in the future? Why or why not?

9. Exam Analysis and Journal #26-- due April 5, 2011 (20 points)
a. Using an Exam Analysis Handout, go over one of your exams yourself and with your professor or T.A.
b. Go over your exam with your professor or T.A. and have that person sign a form (your exam, a separate sheet, etc.) (10 points)
c. Journal: Discuss what changes you need to make for the next exam (and what you need to do differently or keep doing for the next exam). More specific instructions will be discussed in class. (10 points)

10. Creation of a Support Network: Journal #17--due April 5, 2010 (5 points)
A handout with directions will be given out in class.

11. Experiential Learning Project—due April 12, 2011 (20 points)
Choose one of the following activities to be explored during this Spring 2011 semester:
a. Successful Person Interview or b. Career Exploration or
c. Advisor Appt. or 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?
2. Briefly describe the experience.
3. What did you learn from this experience?
4. What impact did this experience have on you in terms of your future academic (or personal) progress.

12. Counselor Appointment-- due April 19, 2011 (20 points)
1. You will be required to schedule and attend one 30 minute appointment with Beverly Greenfeig, your instructor, or the class assistant. (301-314-7693 or https://LASonline.umd.edu) You must bring an unofficial transcript, a copy of your planner or calendar, and your time management assignments to the meeting. (10 points)

3. 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)
13. **Self Assessment Post-Test and Journal #32—due April 24, 2011 (20 points)**
   Take the Self-Assessment Post-Test. Score the test and record your scores. (10 points)
   Complete Journal #32—“Changes to Keep on Course.”

14. **Participation and Attendance (25 points)**

15. **Educational Plan—due April 24, 2011 (20 points)**
   By the end of this course, you should have a much better sense of what your strengths and weaknesses are as a student, as well as some specific techniques that you can apply to maximize your academic effectiveness and performance. This Educational Plan is an opportunity for you to synthesize everything you have learned in the course, both about yourself and about learning, into a concrete plan for your academic success. This plan may include content similar to that included in other course assignments. **You will write this assignment as if you are an academic performance expert. You will write with yourself as the subject, in the third person. Please follow the outline on the handout given in class. This assignment should be typed, double-spaced, and written in outline form. The length should be 3-5 pages.** Please be thoughtful, and include specific recommendations about how the student (YOU!) can increase academic efficiency and performance. **PLEASE READ AND FOLLOW THE DIRECTIONS CAREFULLY!!** Use sub-headings for each section of the assignment. You should make specific references to the principles and techniques covered in this course.

16. **Final Exam—in Class—May 2, 2011 (20 points)**
   The final exam will be in-class. There will be multiple choice questions and short-answer essay questions.

**EXTRA CREDIT: Study Skills Websites -- due April 24, 2011 (10 points)**
   The internet can be a great tool in helping you improve your study skills. Please find one website that addresses a study skills area that you would like to improve and write a 1 page reflection paper for each website. The paper should include the website address, a description of the website, and information about how you, as a student, can use the website to become a more effective student. (I will give you a handout to use for this assignment.)
<table>
<thead>
<tr>
<th>Summary of Evaluation Points</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Self Assessment (Pre-test)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal #1: Self-Assessment</td>
<td>20</td>
<td>Feb. 1</td>
</tr>
<tr>
<td><strong>2. Barriers to Success/Wise Choice Process</strong></td>
<td>10</td>
<td>Feb. 8</td>
</tr>
<tr>
<td>Journal #6: Wise Choice Process</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3. Semester Calendar</strong></td>
<td>10</td>
<td>Feb. 8</td>
</tr>
<tr>
<td><strong>4. Unofficial Transcript</strong></td>
<td>5</td>
<td>Feb. 8</td>
</tr>
<tr>
<td><strong>5. Strengths &amp; “Me in a 5x5”</strong></td>
<td>10</td>
<td>Feb. 15</td>
</tr>
<tr>
<td><strong>6. Time Management Assignment</strong></td>
<td>25</td>
<td>Feb. 22</td>
</tr>
<tr>
<td><strong>7. Note-Taking: Cornell</strong></td>
<td>20</td>
<td>March 8</td>
</tr>
<tr>
<td><strong>8. Study Skills: Reading-SQ3R</strong></td>
<td>20</td>
<td>March 15</td>
</tr>
<tr>
<td><strong>9. Exam Skills/Analysis</strong></td>
<td>20</td>
<td>April 5</td>
</tr>
<tr>
<td><strong>10. Creation of a Support Network</strong></td>
<td>5</td>
<td>April 5</td>
</tr>
<tr>
<td>Journal #17,</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>11. Experiential Learning:</strong> Choose 1(one) below:</td>
<td>20</td>
<td>April 12</td>
</tr>
<tr>
<td>Successful Person Interview</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Exploration (Interview, Career Center, Career Web-sites, Shadowing, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advisor Appt. (mandatory for some students)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus Resource</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
12. Counselor Appointment 20 April 19

13. Self-Assessment (Post-Test) 20 April 24
   Journal #32: Changes to Keep On-Course

14. Participation & Attendance 25

15. Final Evaluation: Educational Plan 20 April 24

16. Exam 20 May 2

TOTAL POINTS= 270

17. Extra Credit: Web-site Analysis 10 April 24

Grade distribution:

- A+ 261 and above
- A 250-260 pts
- A- 242-249 pts
- B+ 234-241 pts
- B 223-233 pts
- B- 215-222 pts
- C+ 207-214 pts
- C 196-206 pts
- C- 188-195 pts
- D+ 180-187 pts
- D 169-179 pts
- D- 161-168 pts
- F 160 and below