EDCP 108G: College and Career Advancement for Transfer Students

SPRING, 2015 Section 0101
Mondays, 2:00-3:30pm
Location: ASY 3211

Instructor: Barbara Goldberg
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   Learning Assistance Service
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Course Description:
EDCP 108G is designed for transfer students to help ease their transition to the University. The course content is designed to introduce you to campus resources and help you know about the academic support, career and major information, and all the essentials to help insure your success at the University of Maryland.

Learning Objectives:
At the completion of this course, students are expected to:
1) Be familiar with various campus resources and programs that can support their success.
2) Analyze their personal learning strengths and implement appropriate learning strategies that will lead to success.
3) Develop strategies for achieving academic success including effective time management and test taking strategies.
4) Take control and responsibility for their learning.

Course Policies:
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 classmates’, you are responsible for challenging these acts and reporting them to the Student Honor Council.

**Electronic Devices:** 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. Please do not bring personal computers to class.

**Attendance and Absences**
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](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](http://www.testudo.umd.edu/soc/atedasse.html). 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; and
- Upon returning to class, present their instructor with a self-signed note attesting to the date of their illness. Each note must also contain an acknowledgment by the student that the information provided is true and correct.

You are responsible for any homework due on days in which you are absent!

**Religious or Cultural Observations**
Because we are a diverse community and enroll students with many spiritual beliefs, I will be sensitive to students’ requests for excused absences and make-up requests due to reasons of religious observances. Be mindful that it is the student’s responsibility to inform instructors of any intended absences for religious observances in advance. Notice should be provided by the end of the drop/add period.

**Course Cancellations/Delays**
Please check with 301-405-SNOW or the university website ([www.umd.edu](http://www.umd.edu)) for any cancellations or delays due to inclement weather or emergencies. You may also sign up for the free university text messaging system, UMD Alerts, and receive text messages with alerts such as cancellations or delays. ([alert.umd.edu](http://alert.umd.edu)).

**Accommodations for Students with Disabilities**
Students with disabilities are encouraged to contact the instructor so reasonable accommodations can be made to assist learning and evaluation in the class. In addition, students should contact the Office of Disability Support Services (DSS) to document their disability and identify appropriate accommodations. DSS (301-314-7682) provides a variety of services to students with disabilities; staff are available to consult with students at any time ([www.counseling.umd.edu/DSS](http://www.counseling.umd.edu/DSS)). It is the student’s responsibility to notify the instructor at the beginning of the semester of any documented disabilities.
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.

Required In-Class Behavior

• SHOW UP - Attend every class
• SHOW RESPECT - It is important in this class that we exhibit respect for each other, listen to each other and participate in class discussions and activities
• DO THE WORK - Hand in all assignments ON TIME! Put time and effort into all your work.
• PARTICIPATE ACTIVELY - Be focused and involved in each class session.

Course Assignments:

20 points Class attendance and active participation in class
8 points (Two) Individual appointments
30 points Personal Reflections (see syllabus for topics)
10 points Time Management & Goal Setting Assignments
4 points Strong-Campbell Interest Inventory
8 points Campus Resource Project
20 points Career Exploration Project

Assignments are due at the beginning of class on the dates listed in the syllabus. They MUST be typed and submitted as a hard copy. No assignments will be accepted if they are sent electronically. Directions for each assignment are outlined below.

Course Calendar: (schedule subject to change)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>January 26</td>
<td>Welcome; Getting Involved</td>
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<tr>
<td>February 2</td>
<td>Time Management and Wise Choice Process</td>
<td>1) Take the Strong Campbell Interest Inventory</td>
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<td>Bring with you the syllabi for each of your courses</td>
<td>2) Reflection #1 DUE</td>
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<td>February 9</td>
<td>Time management and learning styles</td>
<td>1) Time management assignment</td>
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<td></td>
<td></td>
<td>2) Reflection 2 Due</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Notes</td>
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<td>February 16</td>
<td>Academic Policies</td>
<td>1) Reflection 3 Due</td>
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<td></td>
<td>Guest speaker</td>
<td>3) Last day to complete Interest Inventory</td>
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<td></td>
<td></td>
<td>2) Set up 1st individual appointment</td>
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<td>February 23</td>
<td>Note taking</td>
<td>1) Work on Campus Resource Project</td>
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<td></td>
<td>Guest speaker Office of Student Conduct</td>
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<td>March 2</td>
<td>Campus Resource Project Presentations</td>
<td>1) Campus Resource Paper Due</td>
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<td>March 9</td>
<td>Career Center</td>
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<td><em>Meet at Career Center, Hornbake Building, 3rd Floor</em></td>
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<td><em>Guest Speaker: Becky Weir, Career Counselor</em></td>
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<td>March 16</td>
<td>SPRING BREAK</td>
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<td>March 23</td>
<td>Exam Skills</td>
<td>1) Make second appointment</td>
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<td></td>
<td>2) Begin working on Career Project</td>
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<td>March 30</td>
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<td>1) Work on Career Project</td>
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<td>2) Reflection 4 due</td>
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<td>April 6</td>
<td>Stress Management</td>
<td>1) Work on Career Project</td>
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<td><em>Guest Speaker: Eddie Anderson: Health Center</em></td>
<td>2) Reflection #5 DUE</td>
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<td>April 13</td>
<td>Study Skills</td>
<td>1) Hand in Career Project</td>
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<td>Wrap up</td>
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Course Assignments:

Reflections

Directions: Each reflection is due at the beginning of class. All reflections must follow the prompt below, and should be approximately 1-page in length.

Reflection #1: “Me in a 5x5”

- Write a 5 paragraph autobiographical essay with 5 sentences in each paragraph.
- Please be sure to describe your 1) philosophy of life; 2) your physical characteristics and personality; 3) your cultural identity, family identity and belief/faith system; 4) your learning style and educational experiences, 5) your career hopes and personal interests.

Reflection #2: “Wise Choice Process”

- Think of about a current problem or situation. This may have to do with a grade you received, a professors' comment, for example. Using the six questions of the Wise Choice Process listed below; describe the problem as it relates to your situation.
  1) What’s my present situation?
  2) How would I like my situation to be?
  3) What are my possible choices?
  4) What’s the likely outcome of each possible choice?
  5) What choice(s) will I commit to doing?
  6) When and how will I evaluate my plan?

Reflection #3: “My Learning Style”

- Given what was learned in class, answer the following: What is my learning style? How do I learn? Given my major, what techniques and strategies can I use to help me learn? What can I do differently to ensure academic success?
Reflection #4: “Exam Skills Analysis”

- 1: Select an exam from a current course. Go over an exam with your professor or TA and have them sign a sheet verifying your meeting (see Exam Skills Analysis assignment)

- Part 2: Reflection on the Exam Skills presentation and your current exam to respond to the following: What have I learned about myself as a test-taker and what can I do differently to be more effective on exams? What types of errors did I make on this exam? What do I need to do differently for the next exam in this class? What have I learned from this project?

Reflection #5: My thoughts about the 2 individual appointments

Did I find the sessions useful? If so why, if not why not?
What did I learn about myself, my study skills, my motivation and anything else.

Individual Appointments

You will be required to schedule and attend two 30 minute appointments. To schedule an appointment contact the LAS office at 301-314-7693 or schedule online at https://LASonline.umd.edu. Please bring an unofficial transcript, a copy of your planner, calendar, and your time management assignments to the meeting.

Strong-Campbell Interest Inventory

You will be required to take the Strong-Campbell Interest Inventory. This inventory provides you with information about your personal interests as well potential career options. Please visit the Testing Office of the Counseling Center, located at 2112 Shoemaker Building. The inventory must be completed no later than February 16, The testing office is open Mon-Fri, 9:00-4:00

Campus Resource Project
Choose a partner and select a campus resource that is new and interesting to you and spend 1 hour using/getting to know that resource. Afterwards you will write a short paper about your experience and make a brief presentation to the class.

Before visiting the resource you have chosen, prepare some questions for your interview. Some possible questions you may want to ask include:

- What services/resources do you offer to UMD students?
- How does your office interface with transfer students in particular?
- What are the best ways/times to access these resources and/or opportunities?
- What two or three critical things do you want students to know about the benefits you provide to the campus?

**Presentation:** Your presentation should be about 5 minutes long and should include basic information such as location, contact information, hours, and services as well as your experience at the resource. You must have some form visual aid for the presentation, such as a Power Point, video or poster. *Please note: if you choose to use a Power Point, remember the presentation is 5 minutes so you should have no more than 5 slides.*

**Paper:** papers should be 1 - 2 pages double spaced and provide basic information and the resource as well as your experience using it. The paper is due at the beginning of class on the first day of presentations.
Career Exploration Project

The purpose of this project is to give you the opportunity to explore various avenues of interest to you such as future education, employment and volunteer work. For this project, you are required to take active steps to gather information about one or more educational or career areas. These steps must include:

a. Two or more informational interviews
b. Two or more library resources
c. A visit to the Career Center
d. Other steps appropriate to your topic

A four to six page typed report of your work is required. The report should include:

1) A time sheet listing all your steps and the time spent on each step
2) An introduction which includes a description of where you are at the beginning of the project and the area(s) you have chosen to explore.
3) The body which includes a complete discussion of the steps you took and what you learned/gained from each step.
4) A summary of your exploration process and where you are at the completion of the project.

See your instructor to discuss your interests and this project. Copies of Career Exploration Projects by former students are on file at LAS.

Checklist for Career Exploration Paper

The following might be helpful for your career exploration report:

1. Historical Goal Statement
   - Definition of your career goal
   - Your reasons for choosing this goal
   - Reflection on your strengths and weaknesses in attaining this goal and the challenges you foresee

2. Nature of the Work in This Field
   - Definition of the occupation
   - Why the job exists and the purpose and need it serves
   - Major duties and responsibilities involved
   - Organizations in which this occupation is found (type of companies, agencies, institutions, businesses, industries that employ people in this occupation; opportunities for self-employment

3. Education, Training, and Experience Required
   - Length of time to get necessary education, training and work experience
   - College or school courses: training required or helpful before entering occupation
   - Previous work experience that might be required before entering occupation
   - Type of on-the-job training usually provided by employer (if applicable)

4. Typical Earning, Salary Range, and Benefits
   - Starting salary; Typical highest salary
   - Average income earned by people in this occupation
   - Fringe Benefits typically offered (retirement pensions, medical insurance, vacation, sick leave, paid education, and other perks)