

Foundations for Success

UNIV 111

Instructor Information

Instructors

Sarah Shipp, M.S., LPC-Intern

E-mail: sarah.shipp@acu.edu

Phone: 325-674-6400

**McKenzie Goad, MMFT, LMFT-Associate,
LPC-Intern**

E-mail: mckenzie.goad@acu.edu

Phone: 325-674-6400

Office Location

Hardin Administration Building, Room 304

Office Hours & Scheduling

All office hours and meetings will be held by appointment only. To schedule a booking with your professor you can use the following links:

mrsshipp.youcanbook.me

mckenziegoad.youcanbook.me

Course Description

UNIV 111 is a comprehensive course designed to enhance the academic experience, create financial literacy, develop career planning skills, and teach life management skills to prepare students and develop a foundation for academic and future success. A framework for Christian learning strategies and information management skills are emphasized.

Course Competencies

Competency	Measurement
Enhance foundational skills of academic processes and translate them to the college environment.	Skills such as reading and comprehension, note-taking, and study habits will be reinforced through structured assignments and reading quizzes.
Establish self-management skills to increase motivation, prioritization, and planning in the pursuit of professional, personal and academic goals.	In-class assignments and homework designed to ensure increased skills in time management, organization, and classroom success will be given.
Demonstrate a knowledge and use of campus resources.	Campus resources will be introduced through class presentations and departmental visits then required to be used for various class assignments.
Explore and analyze the unique perspectives of personality and learning style to enhance academic and professional aptitude.	Students will use various assessments (DWYA, MI, PEPS) designed to identify personality types, learning styles, and preferred learning environments then demonstrate an understanding of academic and career application in their professional career portfolio and class presentation.
Integrate personality strengths and vocational interests with college major and career goals.	Students will integrate their strengths and interests with college majors and careers through the creation of a professional career portfolio, <i>Courage and Calling</i> paper, and a class presentation.
Evaluate personal use of a financial management system and implement financial management methods applicable to college students.	Using SALT and <i>Foundations in Personal Finance</i> as resources, students will evaluate their personal use of a financial management system and implement learned financial management methods through class activities, the completion of financial worksheets, and the creation of a financial budget.

Required Materials

Fralick, M. (2012). *CollegeScope*. HumanEsources and Kendall/Hunt. Retrieved from <http://www.CollegeScope.com/ccs/univ011>.

Smith, G.T. (1999). *Courage and calling*. Downers Grove, IL: InterVarsity.

Woodburn Press (2015). 2015 – 2016 Academic Planner.

Additional Materials Provided

Ramsey, D. (2013). Budgets. In *Foundations in personal finance college edition* (DVD). United States: Lampo Licensing. Available from www.daveramsey.com/school.

Ramsey, D. (2013). College. Student Essentials. In *Foundations in personal finance college edition* (DVD). United States: Lampo Licensing. Available from www.daveramsey.com/school.

Course Policies

Class Attendance. Attendance and punctuality are a requirement of this course. Under University policy, you may not, under any circumstances, miss more than 9 MWF class periods. If you receive 9 unexcused absences you will receive an “F” in the course.

Excused absences will not count against your grade, but you must discuss absences with the instructor BEFORE missing class. Absences may be excused for the following reasons:

- University sponsored activities approved by the Provost’s Office and the professor prior to the missed day.
- Illness that is documented by a nurse or physician.
- Death of an immediate family member.

Late Assignments & Make-Up Exams. Students are expected to turn in all assignments on time. Late Assignments will not be accepted unless there is an excused absence. All assignments must be completed and turned in on the date and time they are due, which is listed on the course schedule. Make-up exams will only be given in the event of an excused absence.

Class Participation. Students are expected to be present, listen, and actively participate in all in-class discussions and activities. Instructors and students are expected to respect the ideas of one another and to maintain a positive attitude towards one another during class discussions and activities. All electronic devices need to remain put away and turned off in class unless you are told otherwise by

Use of Technology. While mobile learning devices will be used regularly to complete homework assignments, they will not be used or needed during class. Therefore, there is no need to have them out once class has started. The instructor will inform students in advance if electronic devices will be needed for an in-class activity so they can come to class prepared. The classroom environment will be enhanced if each individual does not allowing electronic devices to be a disruption.

Academic Integrity/Honesty. It is expected that all students will adhere to the University's Academic Integrity Policy. Violations will be addressed as described in the Policy. While the University enforces the Policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in their life. Every member of the faculty, staff, and student body is responsible for protecting the integrity of learning, scholarship, and research. The full policy is available for review on the Provost's office website (www.acu.edu/campusoffices/provost) and these offices: college deans, Dean of Student Life, Director of Student Judicial Affairs, Director of Residence Life, and academic departments.

Students with Disabilities. Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. If you have a documented disability and wish to discuss academic accommodations, please feel free to contact me. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Disability Services, and you must complete a specific request for each class in which you need accommodations. Please call Alpha Scholars office at 325-674-2667.

Course Requirements

Reading & Quizzes

Class Readings (90 points). Students will be assigned readings from the textbook throughout the semester. All assigned readings from the class textbook, *CollegeScope*, must be completed on the date and time they are due, which is listed on the course schedule. If the chapter is not completed on time, it will be given a reading grade of a zero (0).

Chapter Quizzes (90 points). In order to ensure students are on track and understanding the material, all reading assignments will be followed by an in-class quiz. Quizzes will be administered at the start of class. If the student is absent from class, they will receive a zero (0) on the quiz. Make up quizzes will only be given in the event of an excused absence.

Pre-Test (10 points). The pre-test is an assessment designed to measure the student's strengths and what blind spots the student might have in different areas such as college success, career success, and lifetime success. It must be completed on the date and time it is due, which is listed on the course schedule. If the test is not completed on time, it will be given a grade of a zero (0).

Post-Test (10 points). The post-test is designed to evaluate the student's improvement in these areas over the time of the course. It must be completed on the date and time it is due, which is listed on the course schedule. If the test is not completed on time, it will be given a grade of a zero (0).

Applied Assignments

Planner and Schedule Assignments (40 points). Students will be required to have an academic planner for this class. The planner will be used to create a schedule of deadlines and study times at the beginning of the semester and update it as the semester progresses. The purpose of this assignment is to help students increase their time management skills. Through the use of a planner, students will learn skills to help them schedule, prioritize, and organize their academic and personal time.

- **Planner (25 points).** Students will bring to class a printed copy of the syllabus for each of their courses, and then will use those to record their due dates, homework assignments, and appointments. This assignment will be done in class, so attendance is necessary.
- **Schedule (15 points).** In order to ensure students are staying on track with their class deadlines, once a month they will engage in a group activity designed to assess and encourage successful time

management skills. The student is only eligible to earn points for group activities if they are present and participate. Make-up opportunities will not be provided for group activities.

Do What You Are (15 points). The Do What You Are is a 20-30 minute personality assessment that prompts students to analyze relevant scenarios and choose preferred responses. Students' responses are used to form a personality report that includes strengths and potential blind spots in regards to academic, career, and life. Additionally each student's chapters of the text will be personalized to them based on their personality type, and they will receive a personalized list of careers that match their personality type.

PEPS (15 points). The Productivity Environmental Preference Survey is 20-30 minutes in length and consists of 100 questions in which students rate their preferences in twenty different learning and productivity areas. The students' responses are used to form a preference report for the twenty areas and make recommendations to optimize students' learning and productivity skills based on the results.

MI (15 points). The Multiple Intelligences Advantage assessment is a 10-15 minute survey consisting of 72 questions in which students rate their strengths for nine different intelligences. The students' responses are used to form a report for the intelligences and make recommendations to optimize students' intelligences based on the results.

SMART Goals Assignment (20 points). At the beginning of the semester, the student will create 4 SMART goals, using the instructions reviewed in class and referring to chapter 3 of *CollegeScope*. SMART stands for specific, measurable, attainable, realistic, and timely; using this method can help increase motivation and success. The SMART goals worksheet can be accessed in the class files on OpenClass. To receive full credit for this assignment, the student's goals will need to meet the following standards:

- 1 short term academic goal (i.e. a goal for this semester)
- 1 long term academic goal (i.e. a goal to meet by graduation)
- 1 personal goal (can be long term or short term)
- 1 career goal (can be long term or short term)

Goal Benchmarks (15 points). For the short term academic goal, students will create three (3) realistic benchmarks to meet each month during the semester. Once a month, the class will engage in a group activity to discuss and encourage progress towards goals. The student is only eligible to earn points for group activities if they are present and participate. Make-up opportunities will not be provided for group activities.

Time Log & Tally (30 points). The time log and the tally log will be completed together, but will be graded separately.

- **Time Log (25 points).** Each student will be required to complete a time log. The goal of this assignment is to help the student increase their time management skills, while gaining self-awareness about how their time is spent. This assignment will involve the student keeping a log of their activities, every thirty minutes, for a Monday–Friday period, following the instructions given in class. On the log, students will record times that they participated in specific activities: class, work, studying, surfing social media, sleeping, eating, social engagements, talking on the phone, free time, etc.
- **Tally Log (5 points).** Prior to starting the tally log, the student will declare the ideal amount of time they believe should be given to each area of activity. At the end of the 5 days, students will tally the amount of hours they spent engaged in each activity. The hours will be totaled, compared to the ideal hours, and analyzed during class.

Meet the Professor Paper (55 points). The purpose of this assignment is to help the student develop relationships with professors and increase their ability to be successful in the classroom. Engaging in this assignment will help reduce the intimidation factor students can sometimes feel when talking with professors. Additionally, it allows the student to talk to the professor about progress in that course. The student will interview a professor from another class they are currently taking and then write a 4-5 page reflection about the overall experience, following the instructions given in class. Suggested interview questions, the signature sheet, and the rubric can be accessed in the class file on OpenClass. *Please note: All papers must follow the specifications and format provided in Appendix A, which can be found at the end of the syllabus or in the class file on OpenClass.* In order to be eligible for full credit, the student will need to turn in the paper, the signature sheet, and the interview questions.

5 Day Study Plan/Study Notes (40 points). The purpose of this assignment is to help students plan in advance for upcoming test and projects. Each student will complete two (2) 5 Day Study Plans according to the instructions given during class. With each study plan, the student must include any aids used to create, plan, and/or study for the assignment (i.e. lecture notes, flashcards, study guides, chapter readings, quizzes, etc.) Since the purpose is for the student to plan in advance of the due date, turning in copies or pictures of the study aids will be acceptable. One of the study plans will be created for an assignment in this class; the other will be created for an assignment in another class. Each study plan will have a different due date, which are listed on the course schedule.

Lecture Notes (20 points). The purpose of this assignment is to learn effective note-taking skills. The student will be assigned to take notes in two separate classes, using two different styles of their choosing, which are described in Chapter 4: Cornell Notes system, Outline system, or the Mind Map system. Students will also be encouraged to consider their personal learning style results of the MI Advantage assessment. In order to receive full credit, the student's notes should include at least 1-2 pages of content and the course name, date and time of the lecture, and title of the lecture. If choosing the Mind Map system, the student must complete a minimum of 3 main ideas. Additional instructions will be given in class. Examples of the Outline system and Cornell Note system can be found in the class file on OpenClass.

Career Portfolio (75 points). The purpose of this assignment is to help students begin evaluating their future careers. In order for students to be prepared for transition from academic life to professional life, each student will create a career portfolio. Each student will search for three job postings on College Central Network (collegecentral.com) based on the career matches given by their DWYA results and their current college major. Each student will then choose one job posting and create a specific cover letter and resume specific to that job. In order to receive full credit for this assignment, students will turn in a bound portfolio with all three job postings, a cover letter, and resume. Additional information regarding this assignment will be explained during class. Additional resources and the rubric can be accessed in the class files on OpenClass.

Writing Center Assignment (20 points). Students will be required to take either their Meet the Professor paper or *Courage and Calling* paper to ACU's Writing Center to be edited and review. The purpose of this assignment is to encourage the student to use campus resources and to gain experience in doing so. To earn the full credit on this assignment, the student will need to turn in the attendance confirmation email from the appointment. This may be turned in at any point throughout the semester leading up to the due date. *Please note: The student must request that the Writing Center sends a confirmation email. They will not do it automatically.*

Speaking Center Assignment (20 points). Students will be required to schedule an appointment with ACU's Speaking Center to practice presenting their in-class presentation. To earn full credit on this assignment, the student will need to turn in the attendance confirmation email from the appointment. This may be turned in at any point throughout the semester leading up to the due date. *Please note: The student must request that the Speaking Center sends a confirmation email. They will not do it automatically.*

Courage and Calling Paper (75 points). Throughout the semester, students will read the book *Courage and Calling*. The purpose of this assignment is to incorporate a spiritual component designed to help the student understand, evaluate, and analyze the difference between a vocation and career, and the role that God's calling plays in this area. The student will write a 4-6 page reflection paper over the content of the book and evaluate how the book has affected their outlook on their college major, future career choice, and God's calling so far in their life. Additional instructions regarding the paper will be given during class. *Please note: All papers must follow the specifications and format provided in Appendix A, which can be found at the end of the syllabus or in the class file on OpenClass.*

Financial Management Skills (20 points). During class, students will be taught about financial management as it relates to college students. Students will be shown videos that teach financial management skills and will engage in class discussions designed to evaluate how these financial management skills can be applied to their personal finances, both now and in the future. The goal of these videos is to help educate students on financial management, as well as scholarships, grants, and loans associated with attending college.

Financial Budget (25 points). The purpose of this assignment is to help students gain knowledge and an understanding in financial management. Students will turn in a personal budget according to the material learned from the Financial Peace University videos and workbook. Students can access a template budget form in the class files on OpenClass.

Class Presentation (150 points). Each student will create a multimedia presentation that reflects the information they have learned from the chapter readings and assessments in their *CollegeScope* textbook and evaluate how their academic success, career success, and lifetime success have been improved with this knowledge. Additionally, students will talk about their SMART goals, in detail, and the progress that has been made towards each. Presentations are expected to be at least 5 minutes in length and no longer than 10 minutes. The presentation should include a visual aid (i.e. PowerPoint, Prezi, etc). Additional clarification on the assignment will be given during class and a grading rubric can be found in the class files on OpenClass.

Final Exam (150 points). The final exam will be cumulative and used to measure the amount of material the student has learned throughout the semester. Students will be encouraged to use the academic skills they learned throughout the semester in studying for and taking the exam.

Course Evaluation

Grade Scale

Grades will come from all course requirements and will be measured as follows:

- Course Assignments—20% (200 points)
- Applied Assignments—50% (500 points)
- Class Presentation--15% (150 points)
- Final Exam—15% (150 points)

Total Points Possible: 1,000 points

A	90-100%	(900-1000 points)
B	80-89%	(800-899 points)
C	70-79%	(700-799 points)
D	60-69%	(600-699 points)
F	below 60%	(0-599 points)

UNIV 111

Appendix A

John Smith

Professor Name

UNIV 111

April 7, 2015

Make a Title for Your Paper

This is where you begin writing your paper. Your paper will continue onto the next double space line as is shown here. (Be sure to indent your paragraphs). Do not forget to set your margins to 1” before you begin your paper! Also, don’t forget to change your fonts to Times New Roman, size 12 point font! Paragraph continues...

Paragraph continues...

Paragraph continues...

End of Paragraph.

Beginning of your 2nd paragraph. (Do not add an extra space in between your paragraphs, since the format is already double-spaced). Follow this format throughout your paper. Have you set your margins in your paper to 1” yet? Have you set your font type to Times New Roman yet? Is it 12 point font?