

UNIVERSITY OF MARY WASHINGTON – CHANGE COURSE CREDIT PROPOSAL

Electronically submit this completed form with attachments in one file to the Chair of the College Curriculum Committee.

COLLEGE (check one):	<input checked="" type="checkbox"/> Arts and Sciences	<input type="checkbox"/> Business	<input type="checkbox"/> Education	X
Proposal Submitted By: Justin Wilkes		Date Prepared: 9/7/2017		
Course Title: EDUC. 101: How to Succeed in College, Pt. 1				
Department/discipline and course number:				
Current number of credits:	1	Revised number of credits proposed:	2	
Will this course meet for at least 700 contact minutes for each credit hour proposed? <i>If no, provide a credit hour justification.</i>			YES X	NO

Date of first offering of this revised course: FALL SEMESTER, year	Summer 2018
Proposed frequency of offering of the revised course:	Every summer during STP summer bridge program
List the faculty who will likely teach the revised course:	Justin Wilkes, Kyle Danzey, Rita Thompson

This revised course will be (check all that apply):	
Required in the major*	<input type="checkbox"/> General Elective X
Elective in the major*	<input type="checkbox"/> General Education**

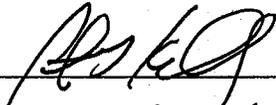
**If the revised course changes major requirements in any way, a separate major program change proposal must be submitted.*

***AFTER the credit change is approved, a separate proposal must be sent to the General Education Committee.*

REQUIRED ATTACHMENTS:

1. **Rationale Statement** – Why is a change in this course’s credit hours needed? What purposes will the change in credit hours serve?
2. **Credit Hour Justification** (if required) – explain how this course will comply with the UMW Credit Hours Policy (D.5.1)
3. **Impact Statement** – Provide details about the Library, space, staffing, budget, and technology impacts created by changing the credit hours for this course. Include supporting statements from the Library, IT Department, etc. as needed. **Any change that impacts another Department must have a written statement (such as a copy of an email) from the Chair(s) agreeing to the change.**
4. **Syllabus** – include a copy of the course’s current syllabus **and** a revised syllabus showing how the course will change as a result of the addition (or deletion) of credit hours.

Revised Catalog Description (include if this is needed to accurately reflect changes in the course; suggested length is less than 50 words):

Department Chair Approval: 

CCC Chair Approval: Patricia Reynolds

UCC Chair Approval: 

Date: 10/18/17

Date: 10/19/2017

Date: 11/16/17

September 7, 2017

Dr. Patricia Reynolds
Chair, Curriculum Committee
College of Education
University of Mary Washington

Dear Dr. Reynolds,

I am writing to request the Education 101 course be changed from 1 to 2 credit hours based on the number of contact minutes the course meets and the increased rigor of the course. When implemented in Fall 2008, Education 101 met two hours a week, bi-weekly for approximately 900 contact minutes. As of summer 2016, the course is now held during summer session II, during which STP participants complete the course as a requirement of the summer bridge program. During the summer, the course meets for 1.5 hours a day, Monday-Thursday, for the entire five-week term. This averages out to approximately 1800 contact minutes; that is double the meeting time of the originated course. Furthermore, in an effort to better prepare program participants for the rigors of UMW, the structure of the curriculum of Education 101 was amended in summer 2016 to reinforce and better align with the core principles of the university's QEP. The course has been updated to justify the level of writing, speaking, and research expected of students in a 2-credit course. For example, the original curriculum only required students to complete concise, reflective journaling with no metric for grading, whereas, the updated curriculum calls for the completion of a range of formal writing assignments assessed by a grading rubric which include a literature review and a research paper. Additionally, students are required to perform two oral presentations constructed on evidence-based research conducted over the course of the semester. Overall, the EDUC. 101 course has been enhanced to help program participants more frequently practice mastery of formal writing, to better advance an understanding of the speaking process through analysis and exercise, and to collaborate with campus outlets to help students more fully develop their prospects of support in and out of the classroom as they transition into university life.

Education 101 has been a requirement for STP participants for the past 9 years, the last two during the summer. Thus, change of credit will not impact spacing, budget, staffing, or any other means related to the program and/or other university functions. Thus, please consider the request to alter the number of credits earned from 1 to 2 credit hours.

Best,



Justin Wilkes

Director, Student Transition Program--Office of Academic Success & Student Engagement
University of Mary Washington
Fredericksburg, VA 22401
(540) 654-1726
jwilkes@umw.edu

EDUC 101: "How to Succeed in College" Part I

Fall 2008

Tuesdays, 3:00-5:00 (bi-weekly)

Instructor Leah Cox, Assistant Dean, Academic Services and
Director Student Transition Program (STP)
GW 203
lcox@umw.edu
540-654-1010

Office Hours MW, 4:00-5:00

Required Readings

- James L. Farmer, Jr., *Lay Bare the Heart: An Autobiography of the Civil Rights Movement*
- James Loewen, *Lies My Teacher Told Me*
- John Santrock & Jane Halonen, *Your Guide to College Success*

Course Description

This course will help you transition to and be successful in college in general, and specifically at UMW. Throughout the course, you will be encouraged to be reflective in identifying personal strengths and weaknesses and to place emphasis on team-building with your fellow students. Throughout the semester you will be reading, writing, and talking about how to enhance your prospects for academic success. By keeping a guided journal you will become more aware of who you are and how you are a part of the UMW community. Participation in classroom discussions and activities will help you to better understand how to apply the strategies you have found and apply them to your life, and do better in college.

The course has the following concrete objectives:

- Help you take charge of your life. You will learn how to take personal responsibility, gaining greater control over the outcomes and experiences that you create both in college and in life.
- Improve personal self-management. You will learn numerous strategies for taking control of your time and energy, allowing you to move more effectively and efficiently toward the accomplishment of your goals and dreams.

- Help you learn how to develop mutually supportive relationships with faculty and other students that will support you as you achieve your goals.
- Maximize learning. You will learn the process of learning that will enable you to get better grades in college and be an effective learner. You will learn many effective study skills strategies.
- Develop creative and critical thinking skills. You will learn to enhance the thinking skills essential for analyzing and solving problems in your academic and personal life.
- Help students clarify career objectives and provide guidance as they explore and select a major.
- Encourage involvement in extracurricular, intellectual, and cultural activities at UMW.
- Expose students to experiential learning opportunities on and off campus.

Course Requirements and Evaluation

Attendance/ Participation (30%)

This course is taught as a seminar and students are expected to be present and to actively participate in every class session. In order for the class to be successful, we must each be prepared to engage in the planned discussions and activities. You will not be able to make up the discussions that take place. Class discussions will incorporate the reading material, thus it is important that students come to class prepared, having carefully read each assigned reading prior to the class period when that topic will be discussed.

Electronic Journals (30%)

Students will be expected to maintain an electronic journal for this course. Journal entries can include reaction to class activities, description of your experiences at UMW, as well as any additional reflections. Journal entries will be focused on a question or topic that will be provided by the instructor and assigned in class. Journal entries will be graded on pass/fail basis and will be assessed for content/substance, depth of thought and personal reflection. Journal entries should be at least 100 typed words. Journals should be entered no later than 8:00 a.m. each class date as indicated on the syllabus. All information in the journals will be treated as confidential and will not be shared with other class members.

Interest Test Assignment (10%)

Students will make an appointment with the Career Center to take an interest test to assess interest, skills and values. Students will view potential career fields, learn about various jobs and educational requirements related to chosen field. The assignment must be completed at a work station in the University Career Center.

Service Learning Project (10%)

Students will participate in a community service project. The class will be divided into small groups. Each group will perform a community service activity and then evaluate this experience. Each group will give an oral presentation to the class summarizing their service experience.

Reflection Papers (20%)

Students will be expected to write 4 reflection papers; one for the service learning activity and one for each assigned reading and one for the faculty interview. These papers must be typed, double-spaced, and should be approximately 1-2 pages in length.

Tentative Course Schedule

Assignment 1: Welcome Back, Introduction and Instructional Technology

Reading: *Lay Bare the Heart* (summer assignment)

Assignment Due: Journal on picking a campus organization

Assignment 2: Academic Success and the Transition to College

Reading: Chapter 1-2, *Guide to College Success*

Assignment Due: Reflection Paper #1 (on *Lay Bare the Heart*)

Assignment 3: Learning Styles and Study Skills

Reading: Chapter 3-4, *Guide to College Success*

Assignment Due: Journal on academic progress

Assignment 4: Guest Speakers (College Experiences advice and wisdom from the Faculty)

Reading: Chapter 5-6, *Guide to College Success*

Assignment Due: Journal on personal learning style

Assignment 5: Interest, Values and Goals

Reading: *Lies my Teacher Told Me*

Assignment Due: Reflection Paper #2 (Faculty interview)

Assignment 6: Self Care and Wellness

Reading: *Lies my Teacher Told Me*

Assignment Due: Interest Test Career Center

Assignment 7: Semester Wrap Up, Assessment, and Oral Presentations on Community Service Project

Assignment Due: Oral Presentation, Reflection Paper #3 on community service project, Reflection Paper #4 on *Lies my Teacher Told Me*



EDUC 101: HOW TO SUCCEED IN COLLEGE, *Part I*

SUMMER 2018

INSTRUCTORS:

Justin A. Wilkes, Director, Student Transition Program

jwilkes@umw.edu

(540) 654-1726

Lee 308

Section 1

Mons.-Thurs.

10:15am – 11:45 am

Location: Jepson 100

Section 2

Mons.-Thurs.

1:30 – 3:00 pm

Location: Jepson 100

COURSE DESCRIPTION:

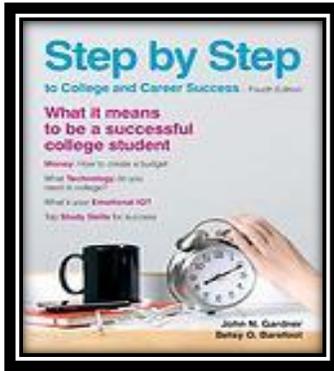
This course will help you transition to and be successful at UMW and in life. Throughout the course, you will learn how to develop, use and assess effective and efficient **learning strategies** with the goal of developing a **personal system of study**. Our **topics** will include **learning behaviors and attitudes; goal-setting and self-monitoring; time management and concentration; lecture and text note taking; test preparation and test taking**; and general strategies for learning and remembering.

Throughout the semester you will be **reading, writing, and discussing** how to enhance your prospects for academic success. You will be encouraged to be reflective in identifying your personal strengths and weaknesses and to place emphasis on teambuilding with your fellow students.

As students with ranging academic interests (i.e. Education, Political Science/Int. Affairs, the Arts, undecided, etc.) you will develop an in-depth understanding of the various fields of study that fall within these various domains. Moreover, through continuous interactions with faculty experts, you will begin developing techniques to successfully navigate these disciplines.

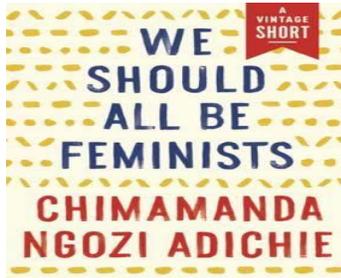
Participation in classroom discussions and activities will help you to better understand how to apply the strategies you have found and apply them to your life and do better in college.

REQUIRED READINGS:



Step by Step to College & Career Success
4th edition

John N. Gardner & Betsy O. Barefoot
Bedford/St. Martin's
2013



We Should All Be Feminists
Chimamanda Ngozi Adichie
Anchor Books
2014

Article: Edmundson, Mark. "Who Are You and What Are You Doing Here?" *Oxford American*. 22 August 2011. <<http://www.oxfordamerican.org/magazine/item/486-who-are-you-and-what-are-you-doing-here>>.

Article: Carnevale, Anthony P., Stephen J. Rose, Ban Cheah. "The College Payoff: Education, Occupations, Lifetime Earnings." *The College Payoff Executive Summary*. Georgetown University. 5 August 2011. <<https://cew.georgetown.edu/cew-reports/the-college-payoff/>>.

COURSE GOALS/LEARNING OUTCOMES:

Upon completion of this course, students will be able to:

- Develop and achieve an effective and efficient personal system of study
- Develop effective time management and concentration strategies
- Develop effective strategies for listening, reading, memory enhancement, exam preparation and test taking
- Choose, implement and assess appropriate learning strategies that address both academic demands and personal preferences
- Develop mutually supportive relationships with other students that support the process of goal achievement
- Distinguish, execute and assess effective presentation skills to be appropriately applied throughout the college career and in life
- Determine academic and personal advantages in involvement in extracurricular, intellectual, and cultural activities at UMW
- Differentiate the types of financial assistance available to college students
- Identify potential areas of study that they will pursue at UMW that best fit their values, strengths and career interests



Course Requirements and Evaluation:

Writing:

****Journals (25 points each; 50 points total):***

You will be required to complete **two (2)** self-reflective journals over the course of the summer experience examining your progress (e.g., academic, personal, social). Each paper will be graded and assessed for substance of content/fluidity, depth of thought, personal reflection, grammar and punctuation (see rubric). Journals must be **at least one page, single-spaced** (approximately 500 typed words) submitted at the beginning of class on the due date.

Learning Styles (VARK) Assessment (25 points):

You will be expected to complete the online learning styles assessment, *VARK Questionnaire* (<http://www.vark-learn.com/english/index.asp>). The assessment will help determine how you best process information. After completing the assessment, review the help sheets for effective study strategies specific to your learning style. Submit your VARK scores and a written summary describing 1) your 'recommended' learning style(s) based on your results 2) what strategies you identify to be applicable based on the help sheet and 3) how you believe your learning style impacts how you learn; your summary should be **at least one page, single-spaced** (approximately 500 typed words).

**** Literature Review (100 points total):***

A literature review is a combination of summarizing and synthesizing the arguments of published information (e.g. articles, textbooks, interviews, etc.) to provide insight on a specific topic. The objective of this assignment is to practice critically analyzing data for the purpose of developing positionality in writing and speaking; this process will be achieved through the following actions: **analysis/synthesis, adduction and extrapolation**. You will be required to write **one (1)** literature review during the course of the semester that will be:

- based on articles listed in the required reading section
- Written in MLA-format
- **4 pages in length (i.e., excluding charts, graphs, works cited page, etc.)**
- **Deducted 5 points for everyday that the assignment is late**

Quizzes:

Opportunity for Success (2 x 50 points each; 100 points total):

There will be **two (2)** quizzes (OFS) based on the textbook chapters, required reading assignments and materials presented in class.

Research/Presentation:

(Group) Show Off A Resource: Exploring UMW Resources (75 points):

You will be divided into teams and required to research and present on two assigned campus resources. Each team member must participate during the 8-10 minute presentation.

- *Overview of assignment & grading rubric will be provided separately*

(Individual/Final) Research Paper & Presentation (200 points total):

Research Paper (100 points):

You will write **one** (1) research paper on a self-selected topic based around a theme/issue prominent in contemporary society (e.g., Child Trafficking, Should Collegiate Athletes Be Paid, Stop-and-Frisk Laws). The research paper is intended to utilize logic and reason (i.e., research evidence) to develop an argument for your chosen topic.

Your written argumentation will be:

- **Required to use a minimum of five (5) sources (i.e., in-text citation, works cited)**
- Written in MLA-format
- **6 pages in length (i.e., excluding charts, graphs, works cited page, etc.)**
- Reviewed by the Writing Center (**will not be accepted until this step is completed**)
- **Deducted 5 points for everyday that the assignment is late**

Final Presentation (100 points):

You will provide a formal 5-7 minute presentation on the findings of your research paper utilizing a presentation program (i.e. PowerPoint, Prezi, Google Docs, etc.).

Attendance & Participation (30 points):

This course is taught as a seminar. In order for our class to be successful, we must each be prepared to engage in the planned discussions and activities. You will not be able to make up the discussions that take place. Class discussions will incorporate the reading material and assigned activities.

Thus, to receive the maximum points prescribed for attendance & participation you will be expected to:

1. Be **present** and **actively participate** in every class discussion.
2. Come to class **prepared**, having carefully **read each assigned reading** prior to our class meeting and **noted in writing 2-3 points of interests** to discuss in class. ***At any time during the semester the professor may request you to lead a brief class discussion based on the readings and that your noted points of interests be handed in.***

2 Office Visits (10 points each visit; 20 points total):

Students will be required to schedule two individual appointments with your instructor to discuss your academic progress and fall semester course considerations.

Grading System

600 possible points

A	600- 558
A-	557 - 540
B+	539 - 522
B	521 - 510
B-	509 - 480
C+	479 - 462
C	461 - 444
C-	443 - 420
D+	419 - 402
D	401 - 360
F	359 & below

ACADEMIC INTEGRITY:

The Honor System at the University of Mary Washington is a deeply cherished tradition founded upon the personal integrity of each individual member of the University community. It requires that all members of this community conduct themselves honorably at all times and in all dealings with others. This shared commitment to high ethical standards creates an atmosphere of trust and respect vital to the unique sense of community which characterizes the institution

(Reference: UMW Honor System Guidebook, <http://students.umw.edu/fredericksburghonorcouncil/guidebook-and-constitution/>).

OFFICE OF DISABILITY RESOURCES:

The Office of Disability Resources has been designated by the University of Mary Washington as the primary office to guide, counsel, and assist students with disabilities. If you receive services through that office and require accommodations for this class, please make an appointment with me as soon as possible to discuss your approved accommodations. I will hold any information you share with me in strictest confidence unless you give me permission to do otherwise. If you have not made contact with the Office of Disability Resources and have reasonable accommodation needs, I will be happy to help you contact them. The office will require appropriate documentation of a disability.

Office of Disability Resources, 401 Lee Hall, (540) 654-1266, ods@umw.edu



EDUC 101 COURSE SCHEDULE & TOPICS

Weekly Schedule- Monday-Thursday

Week 1/Module 1	Chapter and Topic	Assignment Due
Day #1	Introduction to the Course/ "Step By Step..." Beginning College (Ch. 1)/ Evaluating Writing Process Expectations	
Day #2	Article Discussion: <i>"Who Are You and What Are You Doing Here?"</i> / "Step By Step..." Managing Your Time (Ch. 2)	VARK Due
Day #3	"Step By Step..." How You Learn (Ch. 3)/ Listening and Taking Notes (Ch. 5)/ Reading For Success (Ch. 6)	
Day #4	Article Discussion: <i>"The College Payoff: Education, Occupation, Lifetime Earnings"</i> / "Step By Step..." Thinking Critically (Ch. 4)/ Communicating Clearly in the Writing Process (Ch. 7)	Journal 1 Due
Week 2/ Module 2		
Day #1	"Step By Step..." Taking Exams and Test (Ch. 8)	Opportunity For Success (OFS) #1 (Ch. 1-7)
Day #2	Guest Speaker: Mr. Jack Bales/ "Step By Step..." Technology in College (Ch. 9)	
Day #3	Book Discussion: <i>"We Should All Be Feminists"</i> / "Step By Step..." Appreciating Diversity (Ch. 11)/ Final Project Outline	Literature Review Due
Day #4	"Step By Step..." Majors and Career Choices (Ch. 12)	
Week 3/ Module 3		
Day #1	"Step By Step..." Managing Money & Staying Healthy (Ch. 10; 13)/	
Day#2	"Step By Step..." Review & Wrap-Up	Opportunity For Success (OFS) #2 (Ch. 8-13)
Day #3	S.O.A.R. Presentations	
Day #4	S.O.A.R. Presentations	Journal 2 Due
Week 4/ Module 4		
Day #1	The Speaking Process: Speech Basics	
Day #2	The Speaking Process: Visual Aids	
Day #3	The Speaking Process: Demonstrating Proficiency through Exercise	
Day #4	Semester Wrap-Up	Research Paper Due

Week 5/Module 5		
Day #1	Final Presentations & Group Assessment	
Day #2	Final Presentations & Group Assessment	
Day #3	Final Presentations & Group Assessment	
Day #4	Final Presentations (If Necessary)	