

**University of New England**  
**Division of Student Support**  
**Student Academic Success Center**  
**Fall 2020**

**Course:** SAS 030 – OpportUNETies for Success  
**Class Meeting:** Marcil Hall – 216, Mondays 3:00-3:50 p.m.  
**Instructor:** Sarah E. Ross, M.Ed.  
**Office:** Student Academic Success Center (SASC) Offices, Room 12  
**Email:** [sross15@une.edu](mailto:sross15@une.edu)  
**Phone:** 207-602-2928  
**Office Hours:** Schedule an appointment on tutortrac (All tutortrac meetings via Zoom)

**Catalog Description:**

OpportUNETies for Success empowers students and helps them make a successful transition to the university experience by developing academic, social, and personal skills that contribute to academic success. The course meets both in person and online to enhance support with and engagement in the course material. Strategies taught will include, but are not limited to, note taking, test taking, time management, reading comprehension, stress management, concentration and focus, listening skills, goal setting, mindset, and motivation. Credit applies to full-time enrollment, but does not satisfy core curriculum or graduation requirements. No prerequisites (open to ALL matriculated, full time undergraduates).

**Required Textbook:**

McGuire, Sandra (2018). *Teach Yourself How to Learn*. Sterling, VA: Stylus.

**Also required:** Access to Blackboard; Microsoft Office Word or Google Docs

**Course description (Context):**

This one-credit course, taught by a SASC learning specialist, is designed to teach students habits of mind and metacognitive skills that will help them find greater success in school and in life. Through readings in Sandra Yancy McGuire's (2018) *Teach Yourself How to Learn*, other assigned readings, related reflective writing assignments, self-assessment and self-reflection, discussion and feedback, students will build their own personal metacognitive toolkit for approaching college and learn how to engage efficient, effective, deep learning. The course includes a required weekly Reading Lab to help students practice the strategies they'll need to read more complex texts. SAS 030 may benefit any student, and particularly students who feel unprepared to manage the demands of college.

**Learning Outcomes**

Students will be able to:

- Reflect on their learning and identify how college learning is different than high school learning
- Identify their personal values, priorities and goals and develop skills to be self-directed and self-regulated in pursuing them
- Apply metacognitive and self-regulated learning strategies for time management, using a study cycle, reading, note taking, test preparation and test taking to their academic work to engage efficient, effective, deep learning
- Access a growth mindset and positive emotions to increase self-efficacy, motivation and learning
- Increase resilience and self-confidence and reduce stress by actively employing social-emotional learning and self-care strategies
- Develop a philosophy of lifelong learning driven by curiosity, creative and critical thinking, and personal interests and priorities

## **Expectations**

### *Participation*

Students are expected and required to participate thoughtfully, respectfully and with presence in course discussions. **Reading the assigned text/reading and doing the assigned homework is essential to discussion.** Participation each week, which may include contributing to class discussion, asking questions, and posting responses to student posts in the Blackboard Discussion Board, counts as 5 points each week toward your grade. Plan to actively participate using one or more of these modalities each week.

### *Attendance*

Students are expected and required to attend all classes (whether presented online or in person), arrive on time, and be prepared to discuss course material. Please contact the instructor in advance of any known absence and follow up with inquiry about missing work. Attendance each week counts as 5 points (each week) toward your grade. Also see the CAS Attendance Policy below for additional information about course attendance.

### *Assignments*

All written assignments are expected to be completed and submitted on Blackboard **by midnight the day before class**. If an extension is needed, permission must be requested by email in advance. Completion of assignments, including reading, self-assessment and reflective writing (journal question responses), provides the opportunity for personal reflection and metacognitive awareness. For reflective writing expectations, please find a rubric posted to Blackboard. As part of the homework grade each week, students are required to post to the Discussion board on Blackboard, as indicated in the course calendar below. For late assignments - subtract 5 points/each day late.

### *Smart Phones/Laptops*

Only open your laptop or smart phone when instructed to do so by the instructor.

### *Metacognitive Toolkit*

All students will create a metacognitive toolkit in class based on strategies learned throughout the course. The toolkit will be reviewed and revised in 1:1 meetings with the instructor, as noted in the course calendar.

*What's My Path to Academic Success at UNE? Essay*

At the end of this course you will write a personal essay in which you reflect on the strategies and habits of mind that best support your unique path to academic success at UNE. The assignment expectations for the paper will be shared later in the semester.

*Reading Lab*

In Reading Lab, students practice the advanced reading strategies they'll need to read the more complex texts typically assigned in college courses and used in professional occupations. They develop knowledge of and fluency in the high-impact reading practices used by experts to read, understand, and make use of texts. **As a requirement of SAS 030, Reading Lab instructors work with students once a week for forty-five minutes** on readings assigned in their other UNE courses. At the end of Reading Lab, students should have the confidence to tackle any reading assignment they'll face in their first two years of college.

**Assessment (Evaluation):**

Category	Possible Points/Week	Possible Points for the Course
Homework	20 (40% of course grade)	220
Attendance	5 (13% of course grade)	65
Participation	5 (13% of course grade)	65
Reading Lab	15% of course grade	75
What's My Path to Academic Success at UNE? Essay	15% of course grade	75
<b>Total Possible Points</b>		<b>500</b>

**(Note: Grading, as noted below, corresponds with College of Arts and Sciences Grading Schema listed further along in the syllabus)**

- A = 463-500 points
- A- = 450-462 points
- B+ = 433-449 points
- B = 413-432 points
- B- = 398-412 points
- C+ = 383-397 points
- C = 363-382 points
- C- = 348-362 points
- D = 298-347 points

F = below 200 points

**BONUS EXTRA CREDIT:**

At any point during the semester, students are welcome to earn additional points toward their final grade by completing one or more of the following activities:

- 20 points for any optional, additional course-relevant reflective writing you wish to do (discuss with instructor ahead of time)
- 20 points for scheduling an appointment with Career Services to discuss career plans
- 20 points for attending a SASC workshop (up to 2 maximum)

**COLLEGE OF ARTS AND SCIENCES GRADING SCHEMA**

A	93.0-100%
A-	90.0-92.9%
B+	87.0-89.9%
B	83.0-86.9%
B-	80.0-82.9%
C+	77.0-79.9%
C	73.0-76.9%
C-	70.0-72.9%
D	60.0-69.9%
F	<60%

**ACADEMIC INTEGRITY**

THE UNE STUDENT HANDBOOK STATES:

The University of New England values academic integrity in all aspects of the educational experience. Academic dishonesty in any form undermines this standard and devalues the original contributions of others. It is the responsibility of all members of the university community to actively uphold the integrity of the academy; failure to act, for any reason, is not acceptable.

Charges of academic dishonesty will be reviewed by the Dean of the appropriate College and, if upheld, will result at minimum in a

failing grade on the assignment and a maximum of dismissal from the University of New England (UNE Student Handbook, 2018, p. 54).

THE UNE STUDENT HANDBOOK ALSO INCLUDES SAMPLES OF ACADEMIC DISHONESTY:

Academic dishonesty includes, but is not limited to the following:

- A. Cheating, copying, or the offering or receiving of unauthorized assistance or information including but not limited to
  - 1) use of any unauthorized assistance in taking quizzes, tests, or examinations;
  - 2) dependence upon the aid of sources beyond those authorized by the faculty in writing papers, preparing reports, solving problems, or carrying out other assignments, including but not limited to calculators, handheld computers, smart phones, or any other electronic devices or applications of any kind whatsoever; and/or
  - 3) the acquisition, without permission, of tests or other academic materials belonging to a member of the University faculty or staff.
- B. Fabrication or falsification of data, results, or sources for papers, reports, or examinations, either oral or written.
- C. Actions that destroy or alter the work of another student.
- D. Multiple submissions of the same paper or report for assignments in more than one course without permission of each instructor.
- E. Plagiarism: the appropriation of records, research, materials, ideas, or the language of other persons or writers and the submission of them as one's own including but not limited to:
  - 1) the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment; and/or
  - 2) the unacknowledged use of materials prepared by another person, company, online purveyor, or agency engaged in the selling of term papers or any other academic materials (UNE Student Handbook, 2018, p.28).

The College of Arts and Sciences policy on reviewing alleged acts of academic dishonesty can be found at: <http://www.une.edu/cas-1>

## **ATTENDANCE POLICY**

All students are expected to attend all classes for which they are registered. Attendance may take the form of in-person meetings, synchronous remote sessions, and/or asynchronous remote/online learning. Students working remotely/online are responsible for engaging with the course to the extent possible and using all available resources. Students who are absent from class are required to:

- (i) practice responsible community behavior in accordance with the UNE Onward Promise and Student Code of Conduct;
- (ii) communicate in advance (when possible) the details of any absence to their faculty and other university-wide reporting mechanisms as applicable, and;
- (iii) engage in meaningful follow-up with the instructor to make up any missed work in a timely manner, as agreed upon with the instructor.

## **MIDTERM ACADEMIC PROGRESS REPORTS**

The University of New England is committed to the academic success of its students. At the midterm of each semester, instructors will report the performance of each student as SATISFACTORY (S) or UNSATISFACTORY (U). Instructors will announce when these midterm academic progress reports will be available for viewing via U-online. This early alert system gives all students important information about progress in their courses. Students who receive an UNSATISFACTORY midterm report should take immediate action by speaking with their instructor to discuss suggestions for improvement such as utilizing the services of academic advising, the Student Academic Success Center, Counseling Services, and Residential Education.

## **STUDENT ACADEMIC SUCCESS CENTER (SASC)**

The Student Academic Success Center offers a range of free services to support your academic achievement, including tutoring, writing support, digital project support for ePortfolio, test-prep and studying strategies, learning consultations, and many online resources. To see and schedule available appointments go to [une.tutortrac.com](http://une.tutortrac.com) or visit the SASC. To access our online resources, including links, guides, and video tutorials, visit <https://une1.sharepoint.com/sites/SASC>.

## **STUDENTS WITH DISABILITIES**

The University of New England is committed to creating a learning environment that meets the needs of its diverse student body and will make reasonable accommodations for students with

documented disabilities. Any student eligible for and needing academic adjustments or accommodations because of a disability is requested to speak with the professor at the beginning of the semester. Registration with the Student Access Center is required before accommodation requests can be granted. Visit <https://www.une.edu/student-access-center> for more information.

**Request for COVID-related accommodations**

Student requests for accommodations regarding participation in on-campus classes and other activities, face covering requirements, or other COVID-19 related requirements should be directed to the Student Access Center (SAC). Only SAC staff have the authority to grant these accommodations to students.

**Expectations for student conduct**

Students are expected to practice responsible community behavior in accordance with the UNE Onward Promise and the Student Code of Conduct. Failure to comply with masking, physical distancing, or other safety measures may result in the student being denied entry to the classroom and/or a conduct violation with appropriate sanction per the Student Code of Conduct.

Specific class expectations (e.g., Zoom etiquette) will be communicated by the instructor.

**Student well-being**

The current pandemic has impacted all of us and resulted in challenging situations for many. If you find yourself struggling, please reach out and take advantage of the many campus resources available to you. For academic support, contact your instructor, professional advisor, faculty advisor, and/or the SASC. For physical or mental health concerns, the Student Health Center, Student Counseling Services, and wellness programming are available. For concerns about finances, contact Student Financial Services. *There are lots of people to help*; in addition to those named above, you can always talk with your Area Coordinator, coach, club advisor, faith leader, or a friend.

**Opportunities for Success (SAS 030) Course Calendar – Fall 2020**

Week	Topic(s)	Assignment (Due by Sunday at midnight, the day before next class)
1– 8/31-9/6	-Intro to SAS 030 – Syllabus Review and Q’s -Blackboard Course Page	-Complete “What’s MY path to Academic Success at UNE?” Self-Assessment (part 1)

	-Getting to Know You/Your Journey (Activity)	-Post a one minute “intro to me!” clip
2– 9/7-9/13	<p>-Survey Results</p> <p>-Entering a New University Culture and Identity (what do your survey results say about your needs?)</p> <p>-Survey of Language and Skills (Self-Regulated Learning, Self-Directed Learning, Metacognition, Social-Emotional Learning Competencies, Executive Skills, Hybrid Learning, Online Learning, Flipped Learning)</p> <p>-Start SMART Goals exercise</p>	<p>-Complete SMART Goals exercise</p> <p>-Read Introduction &amp; Chapter 1 and 2 of <i>TYHTL</i> (My Journey, Why Don’t All Students Already Know How to Learn?)</p> <p>-Read Chapter 9 of <i>TYHTL</i> (Time Management, Test Taking and Stress Reduction) - we’ll do the Activities in class</p> <p>-Complete Part 2 of “What’s MY Path to Academic Success at UNE?” Self-Assessment. This is a deeper dive into assessing your strengths and challenges as a student – so that you can successfully strategize (instructor will review results with you 1:1 week of 9/21).</p> <p>-Contribute to Discussion on Blackboard</p>
3 – 9/14-9/20	<p>-SMART Goals Review</p> <p>-Time Management Activity (<i>TYHTL</i>)</p> <p>-Test Taking, Stress Reduction Intro Discussion</p>	<p>-Read Chapter 3 in <i>TYHTL</i> (Metacognition), answer journal questions.</p> <p>-Complete Self-Regulation Self-Assessment &amp; Goal-Setting Self-Assessment</p> <p>-Schedule Zoom appointment with instructor between 9/22-9/25 to check in on your needs,</p>

		<p><i>goals and review your “metacognitive toolkit”</i></p> <p>-Contribute to Discussion on Blackboard</p>
<p>4 – 9/21-9/27</p> <p><b>Do not go to classroom - 1:1 with the instructor VIA ZOOM!</b></p>	<p>-1:1 Check In</p> <p>-Metacognition – Review Chapter and Journal Responses</p> <p>-Intro to Metacognitive Toolkit - Add new skills</p> <p>-Review Self-Regulation/Goal Setting Self-Assessments and strategies &amp; check in on your personal goal progress</p>	<p>-Read Chapter 4 in <i>TYHTL</i> (Bloom’s Taxonomy and The Study Cycle), answer journal questions</p> <p>-Make a list of your obstacles and distractions (at least 10)</p> <p>-Contribute to Discussion on Blackboard</p>
<p>5- 9/28-10/4</p>	<p>-Bloom’s Taxonomy and The Study Cycle (including Hybrid and Flipped Learning Strategies)</p> <p>-Obstacles and Distractions – WOOP strategy for self-regulated learning and goal-directed persistence</p>	<p>-Read Chapter 5 in <i>TYHTL</i> (Metacognitive Learning Strategies), answer journal questions</p> <p>-Complete Assertiveness Self-Assessment</p> <p>-Contribute to Discussion on Blackboard</p>
<p>6– 10/5-10/11</p>	<p>-Metacognitive Learning Strategies – Reading, Note Taking and Note Making</p> <p>-Review Assertiveness Self-Assessment &amp; practice strategies</p>	<p>-Reading, Note Taking and Note Making Practice</p> <p>-Complete Conflict Management Self-Assessment</p> <p>-Contribute to Discussion on Blackboard</p>

7 – 10/12-10/18	<ul style="list-style-type: none"> <li>-Metacognitive Learning Strategies at Work – Test Prep and Test Taking</li> <li>-Review Conflict Management Self-Assessment and strategies</li> </ul>	<ul style="list-style-type: none"> <li>-Read Chapter 6&amp;7 in <i>TYHTL</i> (Mindset and Emotions), answer journal questions</li> <li>-Complete Self-Efficacy Self-Assessment</li> <li>-Contribute to Discussion on Blackboard</li> </ul>
8 – 10/19-10/25 (Midterm!) <b>Do not go to classroom - 1:1 with instructor VIA ZOOM!</b>	Check-in – update Metacognitive Toolkit and check in on personal goal progress	-Read Chapter 8 in <i>TYHTL</i> (Motivation, Positive Emotions), answer journal questions
9 – 10/26-11/1	-Mindset, Emotions and Learning - Discussion	<ul style="list-style-type: none"> <li>-Read Chapter 10 in <i>TYHTL</i>, answer journal questions</li> <li>-Complete “What’s My Path?” questionnaire part 2 again</li> <li>-Contribute to Discussion on Blackboard</li> </ul>
10 – 11/2-11/8	-What are our paths to academic success at UNE? Review, add to, and discuss metacognitive toolkits and goal progress. Prep for final essay.	<ul style="list-style-type: none"> <li>-Begin essay outline (see instructions on Blackboard)</li> <li>-Make an appointment with instructor via Zoom for week of 11/9-11/15</li> </ul>
11 – 11/9-11/15 <b>Do not go to classroom - 1:1 with instructor VIA ZOOM!</b>	-Review metacognitive toolkit and essay outline. Start final essay draft.	-Write essay draft
12 – 11/16-11/20	<ul style="list-style-type: none"> <li>-What’s My Path? Essay</li> <li>-In-person instruction ends for the semester</li> </ul>	<b>Essay due 11/20</b>

<b>(11/23-11/29)</b>	<b>THANKSGIVING HOLIDAY</b>	NO HW
13 – 11/30-12/06	Wrap-Up via Zoom	We made it! 😊