Academic Retention and Success Strategies Syllabus
Fall 2017

Instructor Information

Instructor:
Email:
*See registration information for your course instructor & section

Office Location & Hours:
Student Development Center, Center for Access and Academic Success, Suite 2200

General Information

Description

This mandatory Academic Retention and Success Strategies course is designed to empower students who are not in good academic standing to attain success in their academic, personal, and professional lives. This course, through established approaches of self-assessment, guided journaling, assignments and examinations will provide necessary tools for proficiency development in essential study skills of reading, note-taking, test-taking, time management, writing and other skills needed to ensure student success. Students will also gain an understanding of university policies, procedures and regulations.

Expectations and Goals

• To establish a strong connection to UMES and its campus through utilizing its resources connecting with important UMES contacts through workshops.
• To empower students to attain success in their academic, personal and professional lives by practicing important tools that will help them to study, learn and interact more effectively in the classroom.
• To give FOCUS students opportunities to meet the FOCUS program requirements in order to attain good academic standing.
• Encourage students to reflect on and set their current and future goals through guided journaling and goal planning.

Methodology

• Lecture
• Class discussion and small group interaction
• Readings from text and additional materials
• Integration of Blackboard for instruction and communication

Course Objectives

The course is designed to:

1. To acquaint students with the history, mission and organizational structure of the University of Maryland Eastern Shore and the names of key contact personnel in key positions.
2. To expose students to methods of time management and organizational skills.
3. To provide the opportunity for students to understand and apply techniques for formulating curriculum and career goals, and additional academic pursuits.
4. To provide students with specifics test taking and study skills.
5. To connect students to key university resources such as the Center for Access and Academic Success, the Writing Center, Counseling Services and the Career and Professional Development Center.

6. Help students develop a sense of professionalism.

7. To help students develop critical thinking, communication (both orally and written) and interpersonal skills.

Intended Learning Outcomes

✓ To understand the high academic expectations of UMES.
✓ To recognize skills and abilities are necessary to be successful at UMES.
✓ To acquaint new students with the history and intellectual culture of UMES.
✓ To provide activities which introduce students to the traditions, values and resources of the University.
✓ To introduce new students to their discipline.
✓ To establish in students pride in the University and confidence in their ability to be successful in this environment.
✓ To demonstrate an understanding of the academic structure of the University and be able to describe the location, function, and responsibilities of the major academic and administrative units.
✓ To identify the Core Values of The University of Maryland Eastern Shore.

Policies

Attendance

Attendance to this class is MANDATORY. If you have more than 3 unexcused absences at the end of the semester, you will receive a failing grade in this course.

1. Arrive on time! If you come late, you miss important information, and you disrupt your classmates’ learning. Attendance will be taken every week at different time intervals, if you are not present when attendance is taken, you will be marked absent.

2. Leaving the classroom: Because it is very disruptive and rude to leave class during class time, please do not leave during class unless you have an emergency. Go to the restroom before class. If an emergency requires you to leave, please see me after class ends!

3. Attendance at a Specified Number of Campus Programs:

   Students are required to attend a total of four (4) Workshops during the fall semester; (2) will be MANDATORY during the first 7-weeks of the course (face-to-face sessions) and (2) can be completed during the remainder of the course as indicated on the syllabus (see schedule of workshops provided).

   Additional Note:
   When attending workshops and campus events, students must (1) arrive before the program begins and remain until the program ends; and (2) secure a printed program (if available), write name and UMES 9 digit ID number on the program to be submitted to the instructor. Failure to follow the above steps may result in no credit for attendance.

4. Appointments and Outside Commitments: Do not schedule work interviews or appointments with other professors during our class time.

5. Absences - Absences will be excused ONLY if you present me with one of the following on the day you return to class: (university policy)
   - Note from the hospital or physician (Don’t schedule routine appointments during class time.)
   - Summon to court
   - Letter from the athletic department for a scheduled game
   - Letter from the Office of Student Affairs or other campus advisor for required participation in a campus event.
   - Funeral bulletin (this is the program given out at the funeral, not the obituary listed in the newspaper)

6. Any assignments that were due on a day you were absent for an excused reason (as explained above) must be turned in the day you return to class along with the documentation of your excuse (unless other arrangements have been discussed with me and given my approval).
6. **Take responsibility** -- If you do miss class, for any reason, it’s your job to find out what you missed and to obtain any handouts or assignments given. Make friends with someone in class who takes good notes. You are responsible for any information or assignments presented in class, whether you were there or not. Check Blackboard as well.

7. **Athletes** -- It’s your responsibility to make sure that your coaches supply me with the official excuses for collegiately approved absences due to sports activities. **Students are still responsible for all assigned work on the dates due.**

8. **CONFLICTS**: If you find that other activities, family matters, employment, etc. are causing you to miss classes, you should consider withdrawing from this course and taking it in a semester when your schedule is less demanding.

**Classroom Protocol**

1. **Talking** – **Except** for participation in class and assigned group activities, don’t talk! If you persist in carrying on independent conversations, you will be asked to leave the classroom.

2. **Cell phones and other Electronic Devices** – Under no circumstances is it ever acceptable to have an active cell phone in class. Cell phones should not be visible; students may not text during class. Also remove all headphones and music devices during class time. **Students who do not adhere to this policy will be asked to leave class.**

3. **Falling Asleep** -- If you are too tired to stay awake in class or feel you need to rest your head on the desk, please evaluate your schedule and make appropriate modifications so that you can be a productive member of class.

4. **Effective and appropriate communication and problem-solving skills:**

   Students will be required in this course, as in others, to use appropriate and effective written and oral communication skills as well as critical skills of reasoning and problem-solving. All written assignments and oral presentations must adhere to standard rules of writing and speaking.

5. **Attire (Classroom, Career Fairs, Interviews, Freshman Convocation, Cultural Events, etc.):**

   It is vital that you view yourself as a representative of the University of Maryland Eastern Shore. Dress in appropriate business casual clothing and/or business attire. Visible body piercing, tank tops, see through, clingy, provocative, offensive and baggy clothing are not acceptable for work, the UMES classroom or cultural events.

6. **Comments / Language:**

   As you meet, greet and share your opinion, know that profanity, slang and crude language are not acceptable. This rule of thumb also applies to contact with all social media i.e., Facebook, Twitter, Linkedin, Instagram, and the like. As well as the media i.e., live radio remotes, television and newspaper quotes. You are an ambassador for the University of Maryland Eastern Shore and the contact that individuals or groups have with you can easily shape their view of the entire institution. Civility on campus is an expectation. The University of Maryland Eastern Shore students who make inappropriate or offensive remarks in any public venue, then identify themselves as the University of Maryland Eastern Shore students, do a disservice to themselves and the University.

**Disability Statement**

Students capable of success, regardless of their disabilities are admitted to the university. The faculty and staff of the University of Maryland Eastern Shore work cooperatively to assist their students in achieving their educational goals. Moreover, students with disabilities are accommodated in accordance with both federal and state laws. To receive special accommodations for a disability, the student must register with Student Disability Services before any accommodations can be granted. At the time of registering for disability services, please bring documentation to support your claimed disability. The documentation must be within three years and provided by a licensed professional with expertise in the special disability area. If you have questions about disability services or accommodations, please contact Dr. Dorling Joseph at (410) 621-3446. The Student Disability Services office is located in the Student Services Center (SSC), Suite 2169.

**Academic Honesty**

- As a college student you should take pride in the hard work and knowledge that you put into your assignments. As students at UMES you will be held accountable for any incident of Academic Dishonesty according to the policies stated in the UMES Academic Catalog (full text of this section and explanation of disciplinary procedures is available on the UMES website, and on pages 68-71 of the catalog):

   “Academic honesty and integrity lie at the heart of any educational enterprise. Students are expected to do their own work and neither to give nor to receive assistance during quizzes, examinations, or other class exercises. One form of academic dishonesty is plagiarism. Plagiarism is intellectual larceny: the theft of ideas or their manner of expression. Students are urged to consult individual faculty members when in doubt. Because faculty and students take academic honesty seriously, penalties for violation may be severe, depending upon the offense, as viewed by the committee selected by the appropriate Dean to review such matters. The minimum sanction for cases of proven cheating is failure of the course. Instructors will gladly explain procedures for taking
tests, writing papers, and completing other course requirements so that students may understand fully their instructor's expectations.

One of the objectives of the University of Maryland Eastern Shore is to promote the highest standards of professionalism among its graduates. The integrity of work performed is the cornerstone of professionalism. Acts of falsification, cheating, and plagiarism are acts of academic dishonesty which show a failure of integrity and a violation of our educational objectives; these acts will not be accepted or tolerated. To avoid ambiguity, the following guidelines should be followed:

**Cheating** is also unacceptable. Cheating includes but is not limited to:
- a. giving answers to others in a test situation without permission of the instructor;
- b. taking or receiving answers from others in a test situation without permission of the tester;
- c. having possession of test materials without permission;
- d. taking, giving, or receiving test materials prior to tests without permission;
- e. having someone else take a test or perform an assignment for you;
- f. submitting as your own work, work done by someone else;
- g. permitting someone else to submit your work under that person's name;
- h. falsifying research data or other research material;
- i. copying, with or without permission, any works, e.g., essays, short stories, poems, etc., from computer hard drive or discs and presenting them as your own.

**Plagiarism** as a form of cheating is also unacceptable. Plagiarism is the act of presenting as your own creation works actually created by others. Plagiarism consists of:
- a. taking ideas from a source without clearly giving proper reference that identifies the original source of the ideas and distinguishes them from your own;
- b. indirectly quoting or paraphrasing material taken from a source without clearly giving proper reference that identifies the original source and distinguishes the paraphrased material from your own compositions;
- c. directly quoting or exactly copying material from a source without giving proper reference or otherwise presenting the copied material as your own creation.

Acts of falsification, cheating, plagiarism and other forms of academic dishonesty are grounds for failure of a course. The University reserves the right to impose more severe penalties for any of these forms of academic dishonesty. The penalties may include, but are not limited to suspension from the University, probation, community service, expulsion from the University, or other disciplinary action the University believes to be appropriate."

If you commit any of the above acts of Academic Dishonesty, or meet any of the criteria listed in the Academic Catalog under the Academic Dishonesty Policy; you will fail this course.

**Grading Outline**

<table>
<thead>
<tr>
<th>Assignment:</th>
<th>Points:</th>
<th>% of Final Grade:</th>
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</thead>
<tbody>
<tr>
<td>Reflective Journals (2)</td>
<td>5 points each = 10 points total</td>
<td>10%</td>
</tr>
<tr>
<td>Workshops (4)</td>
<td>5 points each = 20 points total</td>
<td>15%</td>
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<tr>
<td>Tutoring Hours (20) <strong>(can be a combination of tutoring and/or study time—must be logged into Accutrack in CAAS)</strong></td>
<td>20 points</td>
<td>25%</td>
</tr>
<tr>
<td>Survey (2)</td>
<td>2.5 points each = 5 points total</td>
<td>5%</td>
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<tr>
<td>Self-Disclosure Agreement</td>
<td>10 points</td>
<td>10%</td>
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<tr>
<td>Academic Improvement Plan (AIP) &amp; Academic Coach Session</td>
<td>10 points</td>
<td>10%</td>
</tr>
<tr>
<td>Attendance</td>
<td>15 points</td>
<td>15%</td>
</tr>
<tr>
<td>Know Your Campus Resources Activity</td>
<td>10 points</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>100 Points Possible</strong></td>
<td><strong>100%</strong></td>
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Reflective Journal Format and Grading Rubric

- Both reflective journal assignments will be submitted electronically via Blackboard
- 1 page, double spaced length
- 12 pt Times New Roman font
- Writing and language should be at the collegiate and professional level

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<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Incomplete</th>
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</thead>
<tbody>
<tr>
<td>Reflective Journal</td>
<td>5 Points</td>
<td>2 Points</td>
<td>0 Points</td>
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<tr>
<td>Evidence of strong reflective thought pertaining to personal perspectives and professional development. Reflective statements go beyond simply answering one or two questions to include a rationale underlying the use of specific strategies or materials. Follows the given format: 1 pg. double spaced, 12 pt. Times New Roman, Writing and language at the collegiate/professional level.</td>
<td>Evidence of some reflective though pertaining to personal perspectives and professional development. Reflective statements contain some rationale underlying the use of specific strategies or materials. Partially follows the given format.</td>
<td>Little evidence of reflective thought pertaining to personal perspectives and professional development. Few if any reflective statements go beyond accounting of what takes place in a specific classroom. Little if any rationale underlying the use of specific strategies or materials included. Does not follow the format given.</td>
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Reflective Journal Example:

Jane Student
ARSS 188
Reflective Journal 1

Emotional Intelligence (Title of Workshop or Assignment)

Follow the same format for every reflective journal assignment. Times New Roman, 12 pt font, double spaced. Include specific details on the topic assigned, not just surface observations. Discuss what you gained from the experience, what new skills you learned, or what you felt could have been more beneficial. Each journal should be a FULL page. Do not include extra spaces at the top or bottom of the page. Submit the journals on Blackboard prior to the deadline to avoid any glitches with technology.
<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topics</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>FOCUS ORIENTATIONS&lt;br&gt;Fall Schedules Adjustments</td>
<td>Sign up and attend FOCUS Orientation</td>
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<td></td>
<td><strong>Drop/Add Period Ends 9/6</strong></td>
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<tr>
<td>Week 2</td>
<td><strong>LABOR DAY if class meets on a Monday (No Class)</strong></td>
<td><strong>Attend workshops during the semester</strong><em>Refer to workshop schedule.</em>**</td>
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<td><strong>Withdrawal Period Begins 9/7</strong></td>
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<tr>
<td>Week 3</td>
<td>Introduction to the course, syllabus reading, ARSS 188 expectations</td>
<td>1st Reflective Assignment – “Who Am I and Why Am I In College?” – Due on Blackboard Sunday, 9/17 - 11:59 PM</td>
</tr>
<tr>
<td>Week 4</td>
<td>Academic Improvement Plan (AIP) Activity</td>
<td>Bring a copy of your WEEKLY schedule to class next week – Due Week 5</td>
</tr>
<tr>
<td>Week 5</td>
<td>Time Management Activity Tutoring/Workshop Schedule</td>
<td>Complete Time Table &amp; Master Plan Worksheet – Bring to next class&lt;br&gt;Due Week 6</td>
</tr>
<tr>
<td></td>
<td><strong>TIME MANAGEMENT</strong></td>
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<td></td>
<td><strong>Mandatory Workshop: SDC 2200</strong></td>
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<td>September 26, Tuesday 11am – 12 pm</td>
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<tr>
<td>Week 6</td>
<td>Building Rapport and Relationships with Self Disclosure Activity</td>
<td>Complete Self Disclosure Assignment&lt;br&gt;All faculty signatures – Bring completed form to SDC 2200 Due Week 7</td>
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<tr>
<td></td>
<td><strong>CAAS J.A.M.S.S.</strong></td>
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<td>October 5th 9 pm – 12 midnight</td>
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<td>Week 7: 10/9/17</td>
<td>Survival Kit Activity&lt;br&gt;Know Your Campus Resources</td>
<td>Know Your Campus Resources Scavenger Hunt – *Due at the end of class&lt;br&gt;Tutoring/CAAS Study Time 10 hours completed</td>
</tr>
<tr>
<td>Week 8: 10/16/17</td>
<td>Study Skills &amp; Test Taking Strategies</td>
<td>2nd Reflective Assignment – “Knowing Then, What I Know Now” Due on Blackboard Sunday, 10/21 - 11:59 PM&lt;br&gt;*Sign up for FOCUS Appointments with ARSS Instructor/CAAS Coach</td>
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<tr>
<td>Week 9: 10/23/17</td>
<td><em>Tutoring/CAAS Study Time&lt;br&gt;Continue attending workshops</em><strong>Refer to workshop schedule.</strong>*</td>
<td>*FOCUS Appointments with ARSS Instructor/CAAS Coach&lt;br&gt;*FOCUS Appointments with ARSS Instructor/CAAS Coach</td>
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<tr>
<td>Week 10: 10/30/17</td>
<td>Tutoring/CAAS Study Time&lt;br&gt;Continue attending workshops<em><strong>Refer to workshop schedule.</strong></em></td>
<td>*FOCUS Appointments with ARSS Instructor/CAAS Coach&lt;br&gt;*FOCUS Appointments with ARSS Instructor/CAAS Coach</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Event Description</td>
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</table>
| Week 11: 11/6/17 | ARSS 188: **Peer Academic Coaching Session**  
SDC 2200 | **FOCUS Appointments with ARSS Instructor/CAAS Coach** |                                                                       |
| Week 12: 11/13/17 | Tutoring/CAAS Study Time  
Continue attending workshops  
***Refer to workshop schedule.*** | **FOCUS Appointments with ARSS Instructor/CAAS Coach** |                                                                       |
| Week 13: 11/20/17 | Tutoring/CAAS Study Time  
Continue attending workshops  
***Refer to workshop schedule.*** | **FOCUS Appointments with ARSS Instructor/CAAS Coach** |                                                                       |
| Week 14: 11/27/17 | **Closing Survey**  
Waters Hall | CAAS Tutoring Services for Mid-Terms |                                                                       |
| Week 15: 12/4/17 | Tutoring/CAAS Study Time  
Continue attending workshops  
***Refer to workshop schedule.*** | Tutoring/CAAS Study Time  
**Due: 20 hours completed**  
Workshops  
**Due: 4 attended for semester** |                                                                       |

**CAAS J.A.M.S.S.  
>>MANDATORY<<  
November 30th 9 pm – 12 midnight**