

University of the Pacific, Student Academic Support Services  
**SERV 12-01 - Academic Skills for Success**  
**Spring 2018**

**Instructor:**

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Student Academic Support Services (209) 946-2177

**Office Hours:** By appointment

**Office:** Hand Hall 1<sup>st</sup> Floor Room 119

**Course Section:** Section 01- Monday 2:00pm- 2:50pm  
Classroom 231

**Credits:** 1.00

**Catalog Description:**

Student Academic Support Services is designed to help students learn strategies and the campus resources available to assist them in college level courses. This course is designed to academically support students and provide them with helpful strategies and skills needed for academic success. Some topics covered will include: time management, note-taking, exam preparation, goal-setting, motivation, campus resources, personal reflection, and self-assessment.

**Student Learning Outcomes:** As a result of taking this course, students will be able to:

1. Identify and monitor personal goals with regard to becoming self-directed learners through setting precise goals, learning to self-evaluate, finding solutions to issues, and exploring alternatives to answers
2. Demonstrate and develop self-awareness in regards to personal learning styles and how to take advantage of their style
3. Learn and apply strategies and utilize resources within their own studies for successful academic performance
4. Practice and improve the study, communication, and time management skills necessary to advance academically

**Grading Policy**

This course is a Pass/No Credit (P/NC) course. In order to pass the course, students must earn 70% or more of total points possible.

**Course Requirements:**

Any absence should be discussed in advance with the instructor. Students who miss class due to an excused absence will be given alternative assignments to complete. **Only one unexcused absence will be allowed. Any additional unexcused absences will result in a 5-point loss per absence.**

**Collection of Work for Assessment:**

Some of the assignments completed by students in the course may be retained by the professor for assessment purposes. Students are assured confidentiality and will not be identified with individual work or identifiable data.

University of the Pacific, Student Academic Support Services  
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**Text-book:**

No text-book is required for the course except a planner; course material from various sources will be provided by the instructor.

**Honor Code:**

The Honor Code at the University of the Pacific calls upon each student to exhibit a high degree of maturity, responsibility, and personal integrity. Students are expected to:

- 1) Act honestly in all matters;
- 2) Actively encourage academic integrity;
- 3) Discourage any form of cheating or dishonesty by others;
- 4) Inform the instructor and appropriate university administrator if she or he has a reasonable and good faith belief and substantial evidence that a violation of the Academic Honesty Policy has occurred.

Violations will be referred to and investigated by the Office of Student Conduct and Community Standards. If a student is found responsible, it will be documented as part of her or his permanent academic record. A student may receive a range of penalties, including failure of an assignment, failure of a course, suspension, or dismissal from the University. The Academic Honesty Policy is located in the *Tiger Lore* and online at <http://www.pacific.edu/Campus-Life/Safety-and-Conduct/Student-Conduct/Tiger-Lore-Student-Handbook.html>

**Accommodations for Students with Disabilities**

If you are a student with a disability who requires accommodations, please contact the Director of the Office of Services for Students with Disabilities (SSD) for information on how to obtain an Accommodations Request Letter.

**3-Step Accommodation Process**

1. Student meets with the SSD Director and provides documentation and completes registration forms.
2. Student requests accommodation(s) each semester by completing the Request for Accommodations Form.
3. Student arranges to meet with his/her professors to discuss the accommodation(s) and to sign the Accommodation Request Letter

*To ensure timeliness of services, it is preferable that you obtain the accommodation letter(s) from the Office of SSD (insert timeframe. Depending on course and session, expectation might be 1-2 weeks or 1-2 days).*

After the instructor receives the accommodation letter, please schedule a meeting with the instructor during office hours or some other mutually convenient time to arrange the accommodation(s). The Office of Services for Students with Disabilities is located in the McCaffrey Center rm. 137, phone: 209-946-3221, e-mail: [ssd@pacific.edu](mailto:ssd@pacific.edu) Online: [www.pacific.edu/disabilities](http://www.pacific.edu/disabilities)

**Student Academic Support Services**

If you're having difficulty in this course, please contact Student Academic Support Services for information on the academic resources available on Pacific's campus. These resources include but

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University of the Pacific, Student Academic Support Services  
**SERV 12-01 - Academic Skills for Success**  
**Spring 2018**

are not limited to tutoring services, academic services, academic coaching services, writing assistance and peer mentoring. The office of the Student Academic Support Services is located in Hand Hall room 105/119, Phone: 209-946.2177 / 209.946.7702, and is open Monday-Friday between 8:30am-5:00pm

**Course Schedule:**

**Class meets weekly every Monday 2:00 pm to 2:50 pm from Jan 22-May 7 in Classroom 231**

<b>Class</b>	<b>Date</b>	<b>Topic</b>	<b>Assignment Due</b>
Week 2	January 22 <sup>nd</sup>	Welcome, Course Overview, Assignments, Canvas, Course Topics, Academic Calendar, & Pre-Test Assessment	
Week 3	January 29 <sup>th</sup>	(Journal Entry 1) Time Management & Goal Setting	<b>Goal Setting worksheet due at end of class</b>
Week 4	February 5 <sup>th</sup>	Note-Taking & Campus Resources <i>Learning Style Assessment and Personality Type web-link to be uploaded onto Canvas</i>	
Week 5	February 12 <sup>th</sup>	(Journal Entry 2) Learning Styles & Personality Types*	<b>Bring Learning Style Assessment &amp; Personality Type Assessment Results to class</b>
Week 6	February 19 <sup>th</sup>	<b>HOLIDAY NO CLASS</b>	<b>One-on-one beginning 2/21--2/27</b>
Week 7	February 26 <sup>th</sup>	(Journal Entry 3) Test-Taking & Managing Test Anxiety	
Week 8	March 5 <sup>th</sup>	Guest speakers promoting Resources & Services	<b>Self-Evaluation I, due</b>
Week 9	March 12 <sup>th</sup>	<b>SPRING BREAK</b>	
Week 10	March 19 <sup>th</sup>	(Journal Entry 4) Memory Strategies	
Week 11	March 26 <sup>rd</sup>	Communicating with Professors	<b>Mini Presentation due</b>
Week 12	April 2 <sup>nd</sup>	(Journal Entry 5) Motivation and Review Goals	<b>One-on-one beginning 4/3--4/10</b>
Week 13	April 9 <sup>th</sup>	(Journal Entry 6) Managing Procrastination	
Week 14	April 16 <sup>th</sup>	Gear up For Finals	
Week 15	April 23 <sup>rd</sup>	Final Presentations	<b>Final Presentations due</b>
Week 16	April 30 <sup>th</sup>	Course evaluations, Post-Test Assessment, & final thoughts	
Week 17	May 7 <sup>th</sup>	<b>FINALS WEEK-No Class! Study for your finals!!</b>	

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<b>Assignment</b>	<b>Points</b>
Journal Entries as indicated (1-6)	60 points
Personal Goals Worksheet	10 points
Learning Style Assessment	20 points
Personality Type Assessment	20 points
Self-Evaluation I	25 points
Self-Evaluation Presentation	25 points
Individual Advising (2 @ 10 points each)	20 points
Class Note Example	10 points
Calendar Check-ins	10 points
<b>Total</b>	<b>200 points</b>

**Assignments:**

Below is a brief overview of the assignments that are expected to be completed during the semester, more instruction will be provided at the time of the assignment. The completion of each Self-Evaluation and Journal Entry is mandatory to pass the course.

**Journal Entries—6 entries required/10points each—60 points**

At the end of **each class period** you will be asked to write a short reflection on a given prompt related to the topic that day. You are expected to reflect on your own experience, how the discussion topic for the day can relate to your academic experience, and how this can be applied to your own learning. **Students will turn in journal entries on Canvas by the upcoming Friday by 11:59pm.**

**Personal Goals Worksheet—In class assignment due on Jan. 29th—10 points**

Following the lecture on Goal Setting, students will receive a worksheet where they are expected to create six S.M.A.R.T. goals in different educational and personal areas. It is important that you choose goals that are attainable, yet challenging. The assignment is due at the end of class on Tuesday, January 29<sup>h</sup>.

**Learning Style Assessment—Bring results to class on Feb. 12th—20 points**

Prior to the lecture on learning styles and personality types, students are expected to complete the learning style assessment and bring results to the February 12<sup>th</sup> class session.

**Personality Style Assessment—Bring results to class on Feb. 12th—20 points**

Prior to the lecture on learning styles and personality types, students are expected to complete via online the learning style assessment. The on-line link will be provided in class September 13<sup>th</sup>. Students must print the results and bring to the September 20<sup>th</sup> class session. Students who do not have access to a copy machine should speak with the instructor prior to the assignment's due date for assistance.

**Self-Evaluation I Paper submit on Canvas by 11:59pm on Monday March 5th—25 points**

Please respond to the questions listed below. It should take at least 2-3 pages (Times New Roman, 12 point font, double spaced) in order to completely answer the following questions.

1. List your classes below and write a paragraph about how you are doing in each class. **Be specific** about the grades you have received so far and how you are preparing to complete

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the class successfully. If you need to make additional changes in your performance in the class, what are they?

2. What is a recent academic accomplishment you are proud of?
3. What or who is your source of support while you are in college? I.e. emotional support, academic support, relationships with friends/family, etc.
4. What do you do to relieve stress from classes and adjusting to university life?
5. What is a recent academic accomplishment you are proud of?
6. Are you having any challenges so far since starting the semester? I.e. academic, social, emotional, etc. What resources that have been discussed thus far would help with the challenges you see this semester? Feel free to disclose whatever you are comfortable with, and keep in mind that this is confidential.
7. When are your next exams for each class? How do you plan on studying for them? Make a specific schedule of when you will study for each class.

**Self-Evaluation II: Presentation in class on April 23rd—25 points**

Please complete an 8-minute presentation addressing the four sections below. Creativity is encouraged, but please respond to the topics listed.

1. Review your goals and explain what steps have you taken this semester to achieve or get closer to at least two of your goals? Have any of your goals changed over the course of the semester?
2. Review your academic progress. Has your attitude or approach (skills) to your classes changed over the semester?
3. Describe a campus resource that you have used and will continue to use to support your academic success.
4. What advice would you give to new students entering Pacific next semester (i.e. academic success, meeting new people, relieving stress)? What additional topics do you feel would be beneficial to be covered in this class for new students?

**Individual Advising Appointments—Two appointments/10 points each—20 points** Twice during the semester, you will meet with Gabriella Ruiz from Student Academic Support Services in Hand Hall room 119 for individual advising. These appointments will occur during weeks 6 and week 11 of the Spring semester. Gabriella will bring a sign-up sheet to class and students are expected to sign up for a 30-60-minute appointment. Together, you will discuss your academic plans and how you've been applying your Serv 12 skills and strategies into your other classes, provide clarification, and discuss your academic plan.

**Mini Presentation—Due at the beginning of class, March 19th—10 points**

Following the Memories Strategies lecture memorize (topic TBD) to present to the class

**Calendar Check-ins—2 check-ins/ 5 points each—10 points**

To meet a goal of improving time management, students will be given time during each class to work on their calendar for the rest of the week. Students are required to bring their calendars or planners with them to each class session. These planners will be spot checked twice throughout the semester and will impact the final grade.

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