

UNIV 101: Liberal Arts Core Criteria

LAC Criteria	Course Description	Course Objectives	Sample Course Topics and/or Evaluation	Sample Exam Questions
<p>Further the mission of the Liberal Arts Core at UNC.</p>	<p>The purpose of this course is to foster the successful transition of first-year students from high school to UNC. This course will introduce theoretical models and the application of these models to help build the foundation for continued intellectual, personal, and professional growth and development. With a broad focus on reading, writing, critical thinking, and communication skills and competencies, this course will help students become independent, strategic learners who can contribute to the university as scholars and who can determine and construct their own futures.</p>	<p>Adapt and apply appropriate information processing and strategic learning strategies to their courses and learning experiences.</p>	<ul style="list-style-type: none"> <li>• Information Processing</li> <li>• Motivation</li> <li>• Graphic Organizers</li> <li>• Study Groups</li> <li>• Mid-term/Final Exams</li> </ul>	<p>Multiple Choice: Ray believes he failed his history class because the final exam was not fair. Ray’s explanation for his failure is an example of what type of attribution?</p> <ol style="list-style-type: none"> <li>a) Internal uncontrollable</li> <li>b) Unstable controllable</li> <li>c) External stable</li> <li>d) External uncontrollable</li> </ol>
		<p>Use effective research skills to retrieve and evaluate information from a variety of sources.</p>	<ul style="list-style-type: none"> <li>• Library Research/ Database</li> <li>• Journal Articles</li> <li>• Paraphrasing/ Plagiarism</li> <li>• Mid-term Exam</li> <li>• Debate/ Debate Paper</li> </ul>	<p>Short Answer: Describe 2 factor that can influence a person’s self-efficacy and 2 ways a learner is potentially impacted by their level of self-efficacy. As part of your description about impacts to a learner, be sure to contrast the difference between learners with low and high self-efficacy.</p> <p>Multiple Choice: An elementary school teacher is doing research about effective ways to teach math concepts to her students. Which section of a journal article would provide her with the most RELEVANT information about the <i>practical implications</i> of the teaching method that was studied?</p> <ol style="list-style-type: none"> <li>a) Results section</li> <li>b) Discussion section</li> <li>c) Methods section</li> <li>d) Participants Analysis section</li> </ol>
		<p>Use written and oral communication to discover, develop, articulate, and defend ideas and viewpoints.</p>	<ul style="list-style-type: none"> <li>• Debate/ Debate Paper</li> <li>• 1-minute Papers</li> <li>• Study Groups</li> <li>• Common Book</li> <li>• Final Exam Essay</li> </ul>	<p>Essay Question (from The Unlikely Disciple): Describe your understanding of cultural competence. Based on this understanding, does Kevin achieve cultural competence in Liberty’s culture?</p>
		<p>Describe concepts of diversity and recognize diverse perspectives.</p>	<ul style="list-style-type: none"> <li>• Diversity</li> <li>• Cultural Competence</li> <li>• Common Book</li> <li>• Final Exam Essay</li> </ul>	
		<p>Use effective collaboration and teamwork skills to work productively with others.</p>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Study Groups</li> <li>• Debate</li> <li>• Peer Evaluations</li> </ul>	

UNIV 101: Liberal Arts Core Criteria

LAC Criteria	Course Description	Course Objectives	Sample Course Topics and/or Evaluation	Sample Exam Questions
<p>Enhance students' competency in technology.</p>	<p>The purpose of this course is to foster the successful transition of first-year students from high school to UNC. This course will introduce theoretical models and the application of these models to help build the foundation for continued intellectual, personal, and professional growth and development. With a broad focus on reading, writing, critical thinking, and communication skills and competencies, this course will help students become independent, strategic learners who can contribute to the university as scholars and who can determine and construct their own futures.</p>	<p>Responsibly access and use information technology to effectively support and reach academic, professional, and personal goals.</p>	<ul style="list-style-type: none"> <li>• Library Research/ Database</li> <li>• Career Services/ Portfolio</li> <li>• Blackboard Discussion Posts</li> <li>• Debate/ Debate Paper</li> <li>• Mid-term Exam</li> </ul>	<p>Lisa's first database search yielded only 8 responses and she wants to expand her search results. She began her search with three keywords that were related to her topic. Which of the following operators would increase the number of responses the <u>MOST</u> and still provide relevant responses?</p> <ol style="list-style-type: none"> <li>a) Using the 'OR' operator and adding a keyword.</li> <li>b) Using the 'AND' operator and adding a keyword.</li> <li>c) Using the 'NOT' operator and adding a keyword to exclude results matching that keyword.</li> <li>d) Using the 'AND' operator and adding a synonym.</li> </ol>

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Fall 2011  
Majors: Psychology  
Foundations for Learning and Development

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**Class Information:** Tuesdays & Thursdays 9:30 – 10:20 am, MCKEE 0137

**Course Description:**

The purpose of this course is to foster the successful transition of first-year students from high school to UNC. This course will introduce theoretical models and the application of these models to help build the foundation for continued intellectual, personal, and professional growth and development. With a broad focus on reading, writing, critical thinking, and communication skills and competencies, this course will help students become independent, strategic learners who can contribute to the university as scholars and who can determine and construct their own futures. Non-repeatable. (LAC)

**Course Objectives:**

This course provides an interdisciplinary introduction to topics that will promote students' beginning development and progress towards the following objectives. Upon successful completion of this course, students will begin to:

- 1) *Intellectual Development*
  - a) Adapt and apply appropriate information processing and strategic learning strategies to their courses and learning experiences.
  - b) Use effective research skills to retrieve and evaluate information from a variety of sources.
  - c) Use written and oral communication to discover, develop, articulate, and defend ideas and viewpoints.
  - d) Develop and apply skills that contribute to building positive relationships with peers, staff, and faculty.
  - e) Recognize the purpose and value of personal and academic integrity and describe the key themes related to the Honor Code at UNC.
  - f) Responsibly access and use information technology to effectively support and reach academic, professional, and personal goals.
- 2) *Personal Development*
  - a) Understand the inter-relationship between goal-setting, motivation, and time management. Apply strategies to effectively set goals, develop and maintain personal motivation, and manage time based on priorities.
  - b) Describe processes, strategies, and resources, and explain the implications of their decisions, related to their overall wellness.
  - c) Manage personal financial affairs effectively.
  - d) Describe concepts of diversity and recognize diverse perspectives.
  - e) Identify appropriate campus resources and opportunities that contribute to their educational experience and campus engagement.
- 3) *Professional Development*
  - a) Use effective collaboration and teamwork skills to work productively with others.
  - b) Identify relevant academic policies, processes, and procedures related to advising, course planning, and major exploration.
  - c) Identify career options that are consistent with personal values, interests, and aptitudes.

**Class Schedule as of:**

Week	Day	Date	Class Description	Reading	Homework Due	Submittal	Main Course Obj's
7	Tue	10/4	Journal Articles Paraphrasing/Plagiarism	Power Ch 7; BB Readings			1b; 1c; 1e; 1f;
	Thurs	10/6	Share Graphic Organizer Study Groups – Mid-Term		Graphic Organizer & Study Group Plan	Bring to class	1a; 1d; 3a
8	Tue	10/11	Mid-term Exam				
	Thurs	10/13	Advising Instruction		Bring UNC Catalog		3b
	<i>Fri</i>	<i>10/14</i>	<b><i>Withdrawal deadline for 16-week courses (No refund, W recorded)</i></b>				
9	Tue	10/18	Exam Feedback Common Read – The Unlikely Disciple  <b>Assign:</b> Common Read Posts	Power Ch 12; The Unlikely Disciple (Pgs. 1 – 165)	Common Read Posts	Submit on BB Discussion Forum	1c; 1f; 2d
	Thurs	10/20	Motivation – Intrinsic & Extrinsic Motivation	BB Readings	Study Group Evaluations	Bring to class	1a; 2a
10	Tue	10/25	Motivation – Self-efficacy & Attributions	BB Readings			1a; 2a
	Thurs	10/27	Concentration vs Attention	BB Readings			1a
11	Tue	11/1	Common Read – The Unlikely Disciple  <b>Assign:</b> Debate Project	The Unlikely Disciple (Pgs. 166 – 315)	Common Read Posts	Respond on BB & Bring copy to class	1b; 1c; 1d; 1f; 2d; 3a
	Thurs	11/3	Debate Prep		Bring Laptop		1b; 1c; 1d; 1f; 3a
12	Tue	11/8	Debate Prep		Bring Laptop		1b; 1c; 1d; 1f; 3a
	Thurs	11/10	Debate		Debate Activity Bring Laptop		1b; 1c; 1d; 1f; 3a
13	Tue	11/15	Career Services Day II  <b>Assign:</b> Career Portfolio		Career Services Activity II	Bring to class	1f; 2e; 3b; 3c
	Thurs	11/17	Debate Paper Draft - Peer Review Activity		Debate Paper Draft	Bring to class	1c; 1d; 3a

**Objectives - Goals***Contributes to Course Objectives:*

Students will:

- 1f) Responsibly access and use information technology to effectively support and reach academic, professional, and personal goals.
- 2a) Understand the inter-relationship between goal-setting, motivation, and time management. Apply strategies to effectively set goals, develop and maintain personal motivation, and manage time based on priorities.

*Unit Objectives:*

Students will:

1. Write and recognize a "useful" goal, using the 3 key elements of useful goals.
2. Discuss how each element of a useful goal can influence a person's motivation to achieve the goal.
3. Discuss and give examples of goal conflict and goal commitment.
4. Define and describe the difference between enabling goals, short-term goals, and long-term goals.
5. Explain how wishes and dreams are different from goals.
6. Discuss how values and beliefs influence your goals.
7. Describe what it means to "own" your goals.
8. Submit assignments on Blackboard Safe Assign.

*Sample Multiple Choice Exam Question:*

Michael wants to do well this semester and he knows that having goals will help keep him focused. Which of the following is the BEST example of a *useful* goal that could help him maintain a high level of motivation?

- a) I will study for all of my classes each week.
- b) I will attend every supplemental instruction offered for my BIO 100 class this semester.
- c) This semester, I will work to have better grades than last semester.
- d) If I start to struggle, I will form and meet with a Chem 103 study group.

*Sample Short Answer Exam Question:*

Give an example each of a short-term, enabling, and long-term *useful* goal. With each goal, describe why it is an appropriate example of the type of goal. Be specific.

**Objectives – Time Management**

*Contributes to Course Objectives:*

Students will:

- 2a) Understand the inter-relationship between goal-setting, motivation, and time management. Apply strategies to effectively set goals, develop and maintain personal motivation, and manage time based on priorities.

*Unit Objectives:*

Students will:

1. Discuss how time management is directly related to our goals.
2. Explain the purposes of time management.
3. List 10 ideas for managing your study time.
4. Describe the purpose of a master calendar and how it is used.
5. List and describe the four self-deceptions that aid and abet procrastination.
6. Be able to give examples and provide a rationale for procrastination-elimination strategies.

*Sample Multiple Choice Exam Question:*

Susan has a 20-page research paper due next week in her HIST 100 course. She has not started the paper and is beginning to get nervous about completing the paper. She keeps telling herself that if she could only find *exactly the right* topic, she could begin. Which of the following BEST describes Susan's reason for procrastinating?

- a) She has inappropriate commitments
- b) She has a perception that the job is too time consuming
- c) She believes she works better under pressure
- d) She believes she has to be perfect

*Sample Short Answer Exam Question:*

Give an example of a *useful* academic goal that you want to achieve. Provide three sample time management questions you would ask yourself when trying to accomplish this goal.

<b><u>Due Date</u></b>	<b><u>Submittal</u></b>
	Submit on Blackboard Safe Assign prior to the start of class on the due date.

**Purpose**

To help you understand how to write effective goals that can promote increased levels of motivation and provide focus to your efforts.

**Objectives***Contributes to Course Objectives:*

Students will:

- Responsibly access and use information technology to effectively support and reach academic, professional, and personal goals.
- Understand the inter-relationship between goal-setting, motivation, and time management. Apply strategies to effectively set goals, develop and maintain personal motivation, and manage time based on priorities.

*Unit Objectives:*

Students will:

1. Write and recognize a "useful" goal, using the 3 key elements of useful goals.
2. Discuss how each element of a useful goal can influence a person's motivation to achieve the goal.
3. Discuss and give examples of goal conflict and goal commitment.
4. Define and describe the difference between enabling goals, short-term goals, and long-term goals.
5. Explain how wishes and dreams are different from goals.
6. Discuss how values and beliefs influence your goals.
7. Describe what it means to "own" your goals.
8. Submit an assignment on Blackboard Safe Assign.

**Instructions**

Select 3 of the goals from your draft paper to complete this assignment. Write a separate paragraph for each goal that includes the following information:

1. Make any necessary changes to your goal statement so that it includes all 3 elements of a useful goal.
2. Identify whether the goal is a short-term, enabling, or long-term goal and describe why.
3. Provide at least 3 action steps on how you will achieve this goal. Be sure these steps are concrete and specific.
4. Describe any possible obstacles to achieving your goal and then include at least 2 possible strategies to overcoming those obstacles.
5. For any enabling goals, describe how achieving these goals will help you achieve the long-term goal.
6. Make any changes, if needed, to your narrative statement about how your life will look when you reach your goal. This may not change from your draft.
7. Describe 2 reasons on why you deserve this goal. This may not change from your draft.
8. Submit your final paper on Blackboard Safe Assign.

**Paper Requirements**

- Format of the paper should be typed, double-spaced, 1-in margins, and 12-pt font.