



UNIVERSITY OF  
**GEORGIA**

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## University Council

April 20, 2018

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Dear Colleagues:

The attached proposal from the Division of Academic Enhancement for new UNIV courses and UNIV course changes will be an agenda item for the April 27, 2018, Full University Curriculum Committee meeting.

Sincerely,

Alison F. Alexander, Chair  
University Curriculum Committee

cc: Provost Pamela S. Whitten  
Dr. Rahul Shrivastav

## **UNIV Courses**

### **Proposed New Courses and Course Changes**

[UNIV 1105, Improving Grammar, Usage, and Style](#)  
[UNIV 1108, Introduction to Math Modeling](#)  
[UNIV 1110, Introduction to Pre-Calculus](#)  
[UNIV 1201, Learning for Success at the University](#)  
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[UNIV 1202, Becoming Active Learners](#)  
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[UNIV 1204, Preparing for Peer Learning: Undergraduate Facilitator Training](#)  
[UNIV 1205, Learning Online: Strategies, Skills, and Success](#)  
[UNIV 1205E, Learning Online: Strategies, Skills, and Success](#)  
[UNIV 2111, Developing Literacies in the Humanities](#)  
[UNIV 2112, Developing Literacies in the Social Sciences](#)  
[UNIV 2113, Developing Literacies in the STEM Fields](#)  
[UNIV 2114, Developing Literacies in the Pre-Professional Majors](#)  
[UNIV 2115, Digital Literacies and Documentary Media](#)  
[UNIV 2301, Transformative Learning Strategies](#)  
[UNIV 2302, Success for Transfer Students](#)  
[UNIV 2303, Propelling Success: Exit Seminar for Scholars](#)  
[UNIV 2900, Special Topics in Learning and Success](#)

## **UNIV 1105, Improving Grammar, Usage, and Style**

### **Course Change**

#### **COURSE TITLE:**

**Current:** Improving Grammar, Usage, and Style

**Proposed:** Introducing English Composition

#### **COURSE DESCRIPTION:**

**Current:** Reviews conventions of grammar, usage, punctuation, and sentence structure in order to help students edit their papers more effectively and to write in a clearer style.

**Proposed:** This course intends to help students develop skills necessary for success in English Composition I.

**GRADING SYSTEM:** A-F (Traditional)

**CREDIT HOURS AND LECTURE HOURS:** Credit Hours - 3, Lecture Hours - 3

**REPEAT POLICY:** Course cannot be repeated for credit

#### **DUPLICATE CREDIT STATEMENT:**

**Current:**

**Proposed:** ENGL 1101, ENGL 1101E, ENGL 1101S

**PRIMARY DELIVERY MECHANISM:** Lecture

**COURSE WILL BE OFFERED:** Every Year - Fall Spring

#### **COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES**

**Current:** To help students master basic grammar rules and terminology, achieve a clear, fluent writing style, and recognize common problems of usage so that they can effectively write and edit papers for academic and professional audiences.

**Proposed:** Students will be able to develop and understand transferable writing skills necessary for success in English Composition I and beyond. Students will be able to compose written products that reflect a critical thought process and focused revising. Students will be able to construct written products demonstrating critical development and creative support for an argument. Students will be able to respond to non-fiction in writing activities. Students will be able to employ formal academic English.

#### **TOPICAL OUTLINE**

**Current:**

- Parts of speech
- Elements of a sentence
- Verbals and phrases
- Clauses

*UNIV 1105, Improving Grammar, Usage, and Style*

- Using subordination and coordination for rhetorical emphasis and mature style
- Fused sentences, comma splices, fragments
- Punctuation: Commas, semi-colon, dash
- Quotations
- Pronouns: agreement, case, reference
- Subject-Verb agreement
- Mechanics: apostrophes, capitalization
- Dangling and misplaced modifiers
- Parallelism
- Levels of language use (colloquialisms and slang) and audience awareness
- Capabilities of the grammar checker

Students write and edit short academic papers.

**Proposed:**

Understanding sentence grammar, structure, and syntax  
Review of MLA format, its construction, and use  
Reading texts and constructing an argument from text-based analyses  
Four major writing assignments  
Four shorter writing activities

## **UNIV 1108, Introduction to Math Modeling**

### **Course Change**

#### **COURSE TITLE:**

**Current:** Introduction to Math Modeling

**Proposed:** Essentials of Math Modeling

#### **COURSE DESCRIPTION:**

**Current:** The concepts of analyzing and describing real-world data using statistics, mathematical models, and other quantitative tools. Emphasis is placed on conducting the analysis and interpreting the results.

**Proposed:** This course intends to help students develop skills necessary for success in Introduction to Mathematical Modeling.

**GRADING SYSTEM:** A-F (Traditional)

**CREDIT HOURS AND LECTURE HOURS:** Credit Hours - 3, Lecture Hours - 3

#### **NON-TRADITIONAL FORMAT:**

**Current:** Strongly recommended for students who place into a UNIV mathematics course and later plan to enroll in MATH 1101. This course does not satisfy core area a mathematics requirement. Students cannot enroll in this course simultaneously with MATH 1101.

**Proposed:**

**REPEAT POLICY:** Course cannot be repeated for credit

#### **DUPLICATE CREDIT STATEMENT:**

**Current:**

**Proposed:** MATH 1101

**PRIMARY DELIVERY MECHANISM:** Lecture

#### **COURSE WILL BE OFFERED:**

**Current:** Every Year – Fall Spring Summer

**Proposed:** Every Year – Fall Spring

#### **COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES**

**Current:** Students will:

- complete projects involving collecting and analyzing a data set and term needed to reduce credit card debt to zero
- develop statistical and graphical literacy
- understand basic statistical concepts
- perform basic statistical operations
- understand basic probability concepts

*UNIV 1108, Introduction to Math Modeling*

- analyze and interpret real world data by choosing and creating appropriate mathematical models to obtain reasonable predictions

**Proposed:** Students will be able to develop and understand transferable math modeling skills necessary for success in Introduction to Mathematical Modeling and beyond. Students will be able to use graphing calculators to solve, graph and analyze functions. Students will understand functions and be able to use and interpret function notation. Students will be able to create and use linear, quadratic, exponential, and logarithmic functions to solve real world problems. Students will be able to analyze and interpret real world data by choosing the appropriate functional model.

**TOPICAL OUTLINE**

**Current:**

- Create linear, quadratic, and exponential models
- Solving real world problems (population, sales, personal life issues, etc.) using modeling techniques
- An Overview of Statistics
- Data Classification
- Experimental Design
- Frequency Distributions and Their Graphs
- Measures of Central Tendency
- Measures of Variation
- Measures of Position
- Basic Concepts of Probability

**Proposed:**

- Functions definitions
- Domain and range
- Functions defined by tables, graphs, and formulas
- Average rate of change
- Increasing and decreasing functions
- Modeling with linear functions
- Constant rate of change and linear growth
- Equations of lines
- Linear functions
- Fitting linear models to data
- Modeling growth with quadratic functions
- Quadratic functions, graphs, maxima and minima, and applications
- Fitting quadratic models to data
- Modeling with exponential and logarithmic functions
- Percent increase and decrease
- Simple interest

*UNIV 1108, Introduction to Math Modeling*

- Exponential functions and their graphs
- Natural growth and decline
- Fitting exponential models to data
- Continued/compound interest

## UNIV 1110, Introduction to Pre-Calculus

### Course Change

**COURSE TITLE:** Introduction to Pre-Calculus

#### **COURSE DESCRIPTION:**

**Current:** A complete review of algebra and problem-solving techniques to prepare students for pre-calculus. Topics include factoring; solving equations and inequalities, rational, radical, exponential, and logarithmic functions; and graphing techniques.

**Proposed:** This course intends to help students develop skills necessary for success in Precalculus.

**GRADING SYSTEM:** A-F (Traditional)

**CREDIT HOURS AND LECTURE HOURS:** Credit Hours - 3, Lecture Hours - 3

#### **NON-TRADITIONAL FORMAT:**

**Current:** Strongly recommended for students who place into a UNIV math course and later plan to enroll in MATH 1113. This course does not satisfy core area A mathematics requirement. Students cannot enroll in this course simultaneously with MATH 1113.

**Proposed:**

**REPEAT POLICY:** Course cannot be repeated for credit

#### **DUPLICATE CREDIT STATEMENT:**

**Current:** MATH 113

**Proposed:** MATH 1113, MATH 1113E

**PRIMARY DELIVERY MECHANISM:** Lecture

**COURSE WILL BE OFFERED:** Every Year – Fall Spring Summer

#### **COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES**

**Current:** Students will demonstrate proficiency in:

- performing mathematical operations with algebraic expressions
- solving rational equations, first and second degree equations and inequalities
- apply concepts of solving equations and inequalities to help solve real world application problems
- simplify, evaluate, and graph polynomial, rational, square root, absolute value, exponential, and logarithmic functions
- determining domain, range, zeros, and where appropriate, inverses of polynomial, rational, square root and absolute value functions
- translating between verbal, numeric, and algebraic forms of mathematical situations, including real world application problems
- finding the error between mathematical models and real life data



**Proposed:** Students will be able to develop and understand transferable pre-calculus skills necessary for success in Precalculus and beyond. Students will be able to identify, evaluate, perform operations on, and find the domain, range, and inverse of functions. Students will be able to draw common graphs along with transformations and reflections. Students will be able to create, graph, evaluate, interpret, and solve real world applications involving linear, quadratic, exponential, and logarithmic functions. Students will be able to define and evaluate the six trigonometric functions using degrees and radians. Students will be able to draw the graph of sine and cosine functions.

## TOPICAL OUTLINE

### Current:

- Reading and Interpreting Graphs
- Maximum and Minimum Application Problems (falling objects, profit, etc.)
- Applications of Compounded Interest and Natural Growth
- Introduction to the Jexam Testing System used in Pre-calculus
- Fundamental Concepts of Algebra
- Linear Equations
- Quadratic Equations
- Other Types of Equations
- Linear Inequalities
- Quadratic and Rational Inequalities
- Lines and Slope
- Parallel and Perpendicular Lines and Circles
- Introduction to Functions
- Graphs of Functions
- Transformations and Combinations of Functions
- Composite and Inverse Functions
- Quadratic Functions
- Polynomial Functions and Their Graphs
- Dividing Polynomials: Remainder and Factor Theorem
- Zeros of Polynomial Functions
- Rational Functions and Their Graphs
- Exponential Functions
- Logarithmic Functions
- Properties of Logarithms
- Exponential and Logarithmic Equations
- Modeling with Exponential and Logarithmic Functions

*UNIV 1110, Introduction to Pre-Calculus*

**Proposed:**

- Review of algebraic concepts
- Concepts of functions
- Determine function values, domain and range
- Performing operations on functions
- Find inverse functions
- Graphs of common functions and circles including graphs involving transformations and reflections
- Determine where functions are increasing or decreasing and where functions have local or absolute maximum or minimum values
- Linear and quadratic functions
- Recognize, evaluate, and graph linear and quadratic functions
- Find x and y intercepts, slope, vertex, axis of symmetry, or maximum and minimum values
- Solve real world application problems involving linear and quadratic relationships
- Exponential and logarithmic functions
- Recognize, evaluate, and graph exponential and logarithmic functions
- Find x and y intercepts and vertical or horizontal asymptotes
- Solve real world application problems involving exponential and logarithmic relationships
- Introduction to the trigonometric functions
- Definition of the six trig functions using right triangles and angles in standard position
- Drawing the graphs sine and cosine functions

# **UNIV 1201, Learning for Success at the University**

## **New Course**

**COURSE TITLE:** Learning for Success at the University

**COURSE DESCRIPTION:** This course provides students opportunities to obtain skills that lead to success in college and beyond including learning how to learn, motivation, critical and creative thinking, decision-making, identity development, wellness, and career choice. The hallmark of this course will be an active-learning environment focused on application of skills and content.

**GRADING SYSTEM:** A-F (Traditional)

**CREDIT HOURS AND LECTURE HOURS:** Credit Hours - Variable 1-3, Lecture Hours - Variable 1-3

**REPEAT POLICY:** Course cannot be repeated for credit

**PRIMARY DELIVERY MECHANISM:** Seminar

**COURSE WILL BE OFFERED:** Every Year – Fall Spring Summer

**DESIRED EFFECTIVE SEMESTER AND YEAR:** Semester following UCC approval

### **COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES**

- Students will be able to independently acquire and practice evidence-based learning strategies, increasing their skills as learners. (e.g., metacognitive learning strategies, active learning techniques, collaborative learning).
- Students will be able to demonstrate greater academic engagement within the behavioral, psychological, and cognitive domains.
- Students will be able to practice self-regulated learning skills, and employ self-directed learning behaviors.
- Students will be able to assess and increase their current competencies in developmentally-based life-skills across several domains germane to success in college and beyond (e.g., Chickering's Vectors, Gazda's life-skills).

### **TOPICAL OUTLINE**

- Academic motivation for learning and engagement
- Identity Development
- Time-management
- Stress-management
- Metacognition: understanding learning and using memory strategies
- Self-Regulated Learning
- Getting the most out of campus resources and support services
- Organization for the "best self": goal-setting, boosting concentration, limiting distractions, and managing personal wellness

## **UNIV 1201E, Learning for Success at the University**

### **New Course**

**COURSE TITLE:** Learning for Success at the University

**COURSE DESCRIPTION:** This course provides students opportunities to obtain skills that lead to success in college and beyond including learning how to learn, motivation, critical and creative thinking, decision-making, identity development, wellness, and career choice. The hallmark of this course will be an active-learning environment focused on application of skills and content.

**GRADING SYSTEM:** A-F (Traditional)

**CREDIT HOURS AND LECTURE HOURS:** Credit Hours - Variable 1-3, Lecture Hours - Variable 1-3

**REPEAT POLICY:** Course cannot be repeated for credit

**PRIMARY DELIVERY MECHANISM:** Seminar

**COURSE WILL BE OFFERED:** Every Year – Fall Spring Summer

#### **COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES**

- Students will be able to independently acquire and practice evidence-based learning strategies, increasing their skills as learners. (e.g., metacognitive learning strategies, active learning techniques, collaborative learning).
- Students will be able to demonstrate greater academic engagement within the behavioral, psychological, and cognitive domains.
- Students will be able to practice self-regulated learning skills, and employ self-directed learning behaviors.
- Students will be able to assess and increase their current competencies in developmentally-based life-skills across several domains germane to success in college and beyond (e.g., Chickering's Vectors, Gazda's life-skills).

#### **TOPICAL OUTLINE**

- Academic motivation for learning and engagement
- Identity Development
- Time-management
- Stress-management
- Metacognition: understanding learning and using memory strategies
- Self-Regulated Learning
- Getting the most out of campus resources and support services
- Organization for the "best self": goal-setting, boosting concentration, limiting distractions, and managing personal wellness

## **UNIV 1201S, Learning for Success at the University**

### **New Course**

**COURSE TITLE:** Learning for Success at the University

**COURSE DESCRIPTION:** This service learning course provides students opportunities to obtain skills that lead to success in college and beyond in an experiential learning environment and through engagement with the community. Community-based activities will help strengthen the learning, motivation, critical and creative thinking, decision making, identify development, wellness, and career choice.

**GRADING SYSTEM:** A-F (Traditional)

**CREDIT HOURS AND LECTURE HOURS:** Credit Hours - Variable 1-3, Lecture Hours - Variable 1-3

**NON-TRADITIONAL FORMAT:** Course include a service-learning project during the semester that either employs skills or knowledge learned in the course or teaches new skills or knowledge related to course objectives. Student engagement in the service-learning component will be up to 25% of overall instruction time.

**REPEAT POLICY:** Course cannot be repeated for credit

**PRIMARY DELIVERY MECHANISM:** Seminar

**COURSE WILL BE OFFERED:** Every Year – Fall Spring Summer

#### **COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES**

- Students will be able to independently acquire and practice evidence-based learning strategies, increasing their skills as learners. (e.g., metacognitive learning strategies, active learning techniques, collaborative learning).
- Students will be able to demonstrate greater academic engagement within the behavioral, psychological, and cognitive domains.
- Students will be able to practice self-regulated learning skills, and employ self-directed learning behaviors.
- Students will be able to assess and increase their current competencies in developmentally-based life-skills across several domains germane to success in college and beyond (e.g., Chickering's Vectors, Gazda's life-skills).
- Students will be able to engage in service projects in the local community by assisting various nonprofits with fulfilling their missions while students complete various learning tasks linked to developmentally-based life-skills research.

#### **TOPICAL OUTLINE**

- Service-Learning
- Academic motivation for learning and engagement
- Identity Development
- Time-management
- Stress-management
- Metacognition: understanding learning and using memory strategies

*UNIV 1201S, Learning for Success at the University*

- Self-Regulated Learning
- Getting the most out of campus resources and support services
- Organization for the “best self”: goal-setting, boosting concentration, limiting distractions, and managing personal wellness

## **UNIV 1202, Becoming Active Learners**

### **New Course**

**COURSE TITLE:** Becoming Active Learners

**COURSE DESCRIPTION:** Students will develop skills to be successful active learners within a variety of instructional modalities. Students will learn to engage peers and instructors; embrace collaborative learning and study groups; reflect on their progress and strategies; and, adapt based on self-reflection and results.

**GRADING SYSTEM:** A-F (Traditional)

**CREDIT HOURS AND LECTURE HOURS:** Credit Hours - Variable 1-3, Lecture Hours - Variable 1-3

**REPEAT POLICY:** Course cannot be repeated for credit

**PRIMARY DELIVERY MECHANISM:** Seminar

**COURSE WILL BE OFFERED:** Every Year – Fall Spring Summer

#### **COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES**

- Students will be able to capitalize on a personal understanding of the culture and expectations of higher education, particularly those of a research university
- Students will be able to engage in self-motivation practices to maintain interest in academic content given common instructional modalities in college (lecture, online, seminar, etc.)
- Students will be able to maintain behavioral, psychological, and effective engagement in common educational delivery modalities (small and large-group discussion, game-based learning environments, student-led seminars, etc.).
- Students will be able to engage active learning strategies conducive to success in specific content-courses.
- Students will be able to thrive in out-of-class active learning strategies conducive to success in specific content-courses (group projects, case studies, etc.)

#### **TOPICAL OUTLINE**

- Psychological, behavioral, and affective aspects of engaged learning
- Theory and practice of science of motivation
- Maintaining interest and locating personal success in innovative academic environments
- Active learning environments, expectations, and techniques for success

## **UNIV 1203, Starting Strong: Introductory Seminar for Scholars**

### **New Course**

**COURSE TITLE:** Starting Strong: Introductory Seminar for Scholars

**COURSE DESCRIPTION:** This course provides first-year Scholars opportunities to: practice skills regarding motivation, academic, and career exploration; develop academic and professional skills; and, prepare for academic success at UGA. A cohort-based approach, the class builds a sustainable community during students' entry to the University.

**GRADING SYSTEM:** A-F (Traditional)

**CREDIT HOURS AND LECTURE HOURS:** Credit Hours – 1, Lecture Hours – 1

**REPEAT POLICY:** Course cannot be repeated for credit

**PRIMARY DELIVERY MECHANISM:** Seminar

**COURSE WILL BE OFFERED:** Every Year – Fall Spring Summer

### **COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES**

- Students will be able to articulate their educational goals and future academic goals.
- Students will be able to develop and sustain a strategic academic plan using requisite coaching and advising resources (e.g., Academic Coaching, Academic Advising, DegreeWorks, Exploratory Center, Mentors, and Career Center).
- Students will be able to utilize learning strategies to maintain high levels of active cognitive engagement within varied academic environments, and with complex scholarly content to sustain necessary academic momentum and progress.
- Students will be able to regulate their productive, growth mindset when confronted with ideas, beliefs, attitudes, and behaviors that are different from their own.
- Students will be able to practice behaviors conducive to achieving high levels of academic performance (i.e., productive mindsets regarding impulse control, and anxiety and stress management)
- Students will be able to practice appropriate and effective formal and informal interpersonal communicative professional skills and etiquette as they apply to academic settings.
- Students will be able to apply understandings of motivational and attitudinal concepts as they relate to academic work and endeavors including, but not limited to: self-determination, motivation, mindsets, tenacity, grit, resilience, and perseverance.

### **TOPICAL OUTLINE**

- Goal setting
- Mindset
- Grit
- Achievement behaviors
- Professional communication skills
- Motivation



## **UNIV 1204, Preparing for Peer Learning: Undergraduate Facilitator Training** **New Course**

**COURSE TITLE:** Preparing for Peer Learning: Undergraduate Facilitator Training

**COURSE DESCRIPTION:** The purpose of this course is to teach and enhance the skills characteristic of peer instruction, explore relevant research and evidence-based practices, and create dialogue on peer-to-peer learning at the University.

**GRADING SYSTEM:** A-F (Traditional)

**CREDIT HOURS AND LECTURE HOURS:** Credit Hours - Variable 1-3, Lecture Hours - Variable 1-3

**REPEAT POLICY:** Course can be repeated for credit – maximum credit allowed 3 hours

**DUPLICATE CREDIT STATEMENT:** The course will not be open to students who have credit in FCID 3100

**PRIMARY DELIVERY MECHANISM:** Seminar

**COURSE WILL BE OFFERED:** Every Year – Fall Spring Summer

### **COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES**

- Students will be able to integrate active-learning techniques into their peer-to-peer instruction (i.e. tutoring, supplementary instructional sessions, etc.)
- Students will be able to engage and coach peers in developing instructional philosophies across varying levels of ability
- Students will be able to employ effective critical thinking and problem-based learning techniques
- Students will be able to coach their peers on the best practices of self-directed learning
- Students will be able to use diverse assessment and evaluative practices to gauge student learning

### **TOPICAL OUTLINE**

- Orientation to the higher education classroom and the peer-to-peer instructional experience
- Preconceptions and their influence on learners
- Understanding (meta)cognition
- Exploring and enhancing student motivation
- Factors affecting classroom climate
- Challenging classroom scenarios
- Modeling teaching evaluations with mid-term course evaluation
- How do students develop mastery?
- Promoting self-directed learning in students
- How does feedback improve learning?
- The various skills and roles of teachers
- Discussion of emerging identity and teaching philosophies
- 5-minute presentations of capstone teaching philosophies
- Program evaluations

## **UNIV 1205, Learning Online: Strategies, Skills, and Success**

### **New Course**

**COURSE TITLE:** Learning Online: Strategies, Skills, and Success

**COURSE DESCRIPTION:** This course prepares students enrolled in UGA online courses-exploring how to use the web for successful college experiences. The course covers: navigating online resources and services; using online tools for time management and organization; developing strategies for online learning; searching for content; and, evaluating the credibility of online information.

**GRADING SYSTEM:** A-F (Traditional)

**CREDIT HOURS AND LECTURE HOURS:** Credit Hours - Variable 1-3, Lecture Hours - Variable 1-3

**REPEAT POLICY:** Course cannot be repeated for credit

**PRIMARY DELIVERY MECHANISM:** Seminar

**COURSE WILL BE OFFERED:** Every Year - Fall Spring Summer

### **COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES**

- Students will be able to optimize their learning preferences and mindsets when engaging with online courses and content.
- Students will be able to navigate UGA's wealth of online resources, services, and systems, as well as computer and software use in college life.
- Students will be able to utilize the science of motivation to avoid procrastination and the use of strategies and internet tools to enhance time management and organization to their advantage in learning online.
- Students will be able to locate and use contemporary tools and strategies of online group work, meetings, feedback, and project management.
- Students will be able to explore and utilize online resources and tools to enhance learning and motivation with textual sources, such as online readings.
- Students will be able to explore and utilize online resources and tools to enhance learning and motivation with multimedia sources, such as podcasts and online videos.
- Students will be able to autonomously navigate library databases and tools, and determine the relevance and accuracy of online content.

### **TOPICAL OUTLINE**

- Motivation for online learning
- Strategic approaches to learning online
- Efficiency in the digital, information age
- Communicating and collaborating online
- Online reading and study strategies
- Evaluating worth, quality, and relevance of online resources
- Searching and researching online

## **UNIV 1205E, Learning Online: Strategies, Skills, and Success**

### **New Course**

**COURSE TITLE:** Learning Online: Strategies, Skills, and Success

**COURSE DESCRIPTION:** This course prepares students enrolled in UGA online courses-exploring how to use the web for successful college experiences. The course covers: navigating online resources and services; using online tools for time management and organization; developing strategies for online learning; searching for content; and, evaluating the credibility of online information.

**GRADING SYSTEM:** A-F (Traditional)

**CREDIT HOURS AND LECTURE HOURS:** Credit Hours – 1; Lecture Hours - 1

**REPEAT POLICY:** Course cannot be repeated for credit

**PRIMARY DELIVERY MECHANISM:** Lecture

**COURSE WILL BE OFFERED:** Every Year - Fall Spring Summer

#### **COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES:**

- Students will be able to optimize their learning preferences and mindsets when engaging with online courses and content.
- Students will be able to navigate UGA's wealth of online resources, services, and systems, as well as computer and software use in college life.
- Students will be able to utilize the science of motivation to avoid procrastination and the use of strategies and internet tools to enhance time management and organization to their advantage in learning online.
- Students will be able to locate and use contemporary tools and strategies of online group work, meetings, feedback, and project management.
- Students will be able to explore and utilize online resources and tools to enhance learning and motivation with textual sources, such as online readings.
- Students will be able to explore and utilize online resources and tools to enhance learning and motivation with multimedia sources, such as podcasts and online videos.
- Students will be able to autonomously navigate library databases and tools, and determine the relevance and accuracy of online content.

#### **TOPICAL OUTLINE**

- Motivation for online learning
- Strategic approaches to learning online
- Efficiency in the digital, information age
- Communicating and collaborating online
- Online reading and study strategies
- Evaluating worth, quality, and relevance of online resources
- Searching and researching online

## **UNIV 2111, Developing Literacies in the Humanities**

### **New Course**

**COURSE TITLE:** Developing Literacies in the Humanities

**COURSE DESCRIPTION:** This course is an introduction to focus areas that comprise the humanities (e.g., literature, philosophy, history, and the arts). It provides an overview of the different modes of expression that scholars utilize to make sense of the world and to document the human experience. Additionally, a survey of scholarship and introduction to humanist writing allows students to critically examine forms of expression; present well-reasoned arguments; explore what it means today to be a practitioner; and, consider necessary skills across these fields.

**GRADING SYSTEM:** A-F (Traditional)

**CREDIT HOURS AND LECTURE HOURS:** Credit Hours - Variable 1-3, Lecture Hours - Variable 1-3

**REPEAT POLICY:** Course cannot be repeated for credit

**PRIMARY DELIVERY MECHANISM:** Seminar

**COURSE WILL BE OFFERED:** Every Year - Fall Spring Summer

### **COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES**

- Students will be able to critically analyze and evaluate various forms of expression in different disciplines of the humanities
- Students will be able to demonstrate basic knowledge of important historical developments in the humanities and an understanding of genre-specific scholarship across humanities disciplines
- Students will be able to develop and present well-reasoned written as well as oral arguments and critical written reflections from a humanities-base perspective in a manner that is consistent with the field's professional norms, writing conventions, and documentation style
- Students will be able to demonstrate skills of summary and synthesis for humanities scholarship
- Students will be able to process research and illustrate novice-level research skills relevant to various disciplines in the humanities

### **TOPICAL OUTLINE**

- Historical overview of the humanities
- Introduction to the interpretative methodologies of various disciplines
- Reading scholarships in the humanities
- Critical engagement with various types of texts in the humanities
- Writing in the humanities
- Basic argumentative format and process in the humanities
- Development of an argument informed by appropriate research in a chosen field of the humanities
- Critical reflection on being a practitioner in a chosen discipline

# UNIV 2112, Developing Literacies in the Social Sciences

## New Course

**COURSE TITLE:** Developing Literacies in the Social Sciences

**COURSE DESCRIPTION:** This course offers an interdisciplinary introduction to various social science disciplines by providing an overview of the development of the social sciences and their approaches to investigating social phenomena and analyzing results. Students learn how to: critically consume social science research and evaluate the skills necessary to be a practitioner in the field of social sciences while developing and presenting their arguments in a range of formats.

**GRADING SYSTEM:** A-F (Traditional)

**CREDIT HOURS AND LECTURE HOURS:** Credit Hours - Variable 1-3, Lecture Hours - Variable 1-3

**REPEAT POLICY:** Course cannot be repeated for credit

**PRIMARY DELIVERY MECHANISM:** Seminar

**COURSE WILL BE OFFERED:** Every Year - Fall Spring Summer

### COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES

- Students will be able to identify methodologies used to investigate social phenomena common to social science research
- Students will be able to critically analyze various social phenomena from the perspective of social sciences
- Students will be able to interpret various types of works produced by social scientists
- Students will be able to develop and present written arguments and critical written reflections in a chosen field of social science in a manner that is consistent with the field's professional norms

### TOPICAL OUTLINE

- Historical overview of the social sciences
- Empirical contributions of the difference social science discipline to an understanding of the nature of society
- Social science approaches to investigating and analyzing social phenomena
- Reading in the social sciences
- Exploring different types of texts in the social sciences (e.g., textbook, peer-review papers, news/magazines articles, graphics)
- Critical engagement with various types of texts in the social sciences
- Identifying arguments
- Weighing arguments
- Evaluating sources and resources
- Distinguishing facts and opinions
- Questioning assumptions

*UNIV 2112, Developing Literacies in the Social Sciences*

- Writing in the social sciences
- Basic social science argumentative format and process
- Development of an argument in a chosen field of the social sciences
- Critical reflection on being a practitioner in a chosen discipline

## **UNIV 2113, Developing Literacies in the STEM Fields**

### **New Course**

**COURSE TITLE:** Developing Literacies in the STEM Fields

**COURSE DESCRIPTION:** This course is an introduction to the fields of Science, Technology, Engineering, and Mathematics (STEM) and the skills students need to be successful within these domains. The course presents fundamental principles, applications, and processes of becoming literate within STEM fields as students explore some of the world's problems from the perspectives of STEM inquiry, learn to use various problem-solving strategies, and practice effective communication.

**GRADING SYSTEM:** A-F (Traditional)

**CREDIT HOURS AND LECTURE HOURS:** Credit Hours - Variable 1-3, Lecture Hours - Variable 1-3

**REPEAT POLICY:** Course cannot be repeated for credit

**PRIMARY DELIVERY MECHANISM:** Seminar

**COURSE WILL BE OFFERED:** Every Year - Fall Spring Summer

### **COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES**

- Students will be able to identify the fundamental concepts and skills necessary to be successful as STEM majors
- Students will be able to interpret and critically analyze different forms of data and results (i.e. STEM texts and introductory research articles) in accordance with STEM conventions
- Students will be able to summarize and synthesize research relevant to the various STEM disciplines
- Students will be able to produce well-researched reports and writing appropriate to the various STEM fields

### **TOPICAL OUTLINE**

- An overview of STEM fields
- Fundamental concepts of STEM research and presentations
- Critical problem-framing and problem-solving skills, and apply them appropriately across STEM disciplines
- Reading in STEM fields
- Interpret and analyze main ideas and arguments
- Summarize and synthesize source materials
- Evaluate ideas and arguments
- Writing in STEM
- Writing a summary and synthesis of source materials
- Writing lab and research reports
- Critical reflection on being a practitioner in a chosen discipline

## **UNIV 2114, Developing Literacies in the Pre-Professional Majors**

### **New Course**

**COURSE TITLE:** Developing Literacies in the Pre-Professional Majors

**COURSE DESCRIPTION:** This course provides an overview of professions that require advanced level education for entry into the profession (e.g., medicine, pharmacy, business, etc.). Students will explore how practitioners in these professions create and interpret written/delivered information and communication norms. Multiple sections of this course may be offered to accommodate different pre-professional majors.

**GRADING SYSTEM:** A-F (Traditional)

**CREDIT HOURS AND LECTURE HOURS:** Credit Hours - Variable 1-3, Lecture Hours - Variable 1-3

**REPEAT POLICY:** Course cannot be repeated for credit

**PRIMARY DELIVERY MECHANISM:** Seminar

**COURSE WILL BE OFFERED:** Every Year - Fall Spring Summer

### **COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES**

- Students will be able to describe the approaches that practitioners in professional fields adopt with regard to information and communication, and produce written/delivered work that models those approaches
- Students will be able to identify the main ideas and arguments of academic sources and other sources of information common in professional fields
- Students will be able to evaluate and incorporate source materials in written work in a manner that meets the expectations of academic writing and the standards of their chosen pre-professional major(s)
- Students will be able to produce a synthesis of various sources in a manner that meets the expectations of academic writing and the standards of the discipline

### **TOPICAL OUTLINE**

- An overview of the pre-professional fields
- An understanding of the roles, qualifications, and requirements to enter the professions
- Preparation prior to entering professional programs
- Reading in professional fields
- Different types of texts across pre-professional fields
- Critical engagement with various types of texts in the fields
- Identifying arguments
- Weighing arguments
- Evaluating sources and resources
- Distinguishing facts and opinions
- Questioning assumptions
- Writing in professional fields
- Basic argumentative format and process
- Development of an argument in a chosen field
- Critical reflection on being a practitioner in a chosen discipline



# **UNIV 2115, Digital Literacies and Documentary Media**

## **New Course**

**COURSE TITLE:** Digital Literacies and Documentary Media

**COURSE DESCRIPTION:** This course will expose students to the various forms of digital media and will allow students to explore the communicative possibilities unique to digital media production.

**GRADING SYSTEM:** A-F (Traditional)

**CREDIT HOURS AND LECTURE HOURS:** Credit Hours - Variable 1-3, Lecture Hours - Variable 1-3

**REPEAT POLICY:** Course cannot be repeated for credit

**PRIMARY DELIVERY MECHANISM:** Seminar

**COURSE WILL BE OFFERED:** Every Year - Fall Spring Summer

### **COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES**

- Students will be able to identify both the importance of documentary film as a vehicle for learning and various genres of documentary film
- Students will be able to identify the various forms of digital media and digital media platforms
- Students will be able to identify the affordances of various digital media and digital media platforms
- Students will be able to describe the particular challenges of digital communication with regard to access, archivability, and legal issues
- Students will be able to evaluate various digital media and digital media platforms with regard to suitability for a particular type of project or purpose
- Students will be able to employ documentary production software (iMovie, Final Cut Pro, Adobe Premiere, GarageBand)
- Students will be able to archive via WordPress (use basic HTML)
- Students will be able to create a five-minute documentary film involving more than one digital medium or digital media platform

### **TOPICAL OUTLINE**

- An overview of learning through documentary film-making and digital media as skill and product
- Proposed topic for documentary
- Relevant film clip selection and initial analysis
- Annotated bibliography related to documentary
- Treatment or persuasive overview of the documentary's significance
- Rough cut of documentary
- Completion of documentary and WordPress website
- Critical reflection on the practice of learning through documentary film production

# UNIV 2301, Transformative Learning Strategies

## New Course

**COURSE TITLE:** Transformative Learning Strategies

**COURSE DESCRIPTION:** This course assists students in developing the skills needed to learn intentionally across academic disciplines and career fields. Through critical readings, videos, discussions, and reflections, students investigate: how the brain works; deep learning strategies; and, how to integrate the new science of learning into life. Explorations of thought formation and memory (metacognition), implementing higher order learning strategies linked to majors, and evaluating strategies' impacts will be the hallmarks of the course.

**GRADING SYSTEM:** A-F (Traditional)

**CREDIT HOURS AND LECTURE HOURS:** Credit Hours – 3, Lecture Hours - 3

**REPEAT POLICY:** Course cannot be repeated for credit

**PRIMARY DELIVERY MECHANISM:** Seminar

**COURSE WILL BE OFFERED:** Every Year - Fall Spring Summer

### COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES

- Students will be able to define metacognition and apply fundamental metacognitive principles for their own academic success within their program(s) of study
- Students will be able to practice steps of question formulation, refinement, and application as a learning enhancement tool.
- Students will be able to employ reflective learning strategies to recognize flaws in their thinking, articulate their thought processes, and revise their efforts (key elements of success through reflection-centered metacognition).
- Students will be able to evaluate research on creative and critical thinking.
- Students will be able to create an integrative, life-long strategic learning plan using strategies that are congruent with metacognitive learning principles.

### TOPICAL OUTLINE

- The living brain- how we learn and remember
- The role of nutrition, sleep, relaxed alertness, and exercise in learning
- Critical thinking theories (Bloom's Taxonomy, Fink's Taxonomy of Significant Learning)
- Knowledge transfer from one subject or course to other contexts
- Tailoring learning strategies for specific content, courses, and contexts
- Building curiosity and wonder – applying creativity theories
- Awareness of thinking
- Reflective learning strategies
- Question thought formulation and improvement
- Doubt as a valuable learning component
- Distraction and music as learning aids
- Integrating learning and life

## **UNIV 2302, Success for Transfer Students**

### **New Course**

**COURSE TITLE:** Success for Transfer Students

**COURSE DESCRIPTION:** This seminar provides transfer students opportunities in writing, reading, research, and communication strategies for success within the University's unique learning environments. To enhance the transfer experience, students will examine resources and the missions, purpose, and character of the University. Selected texts, guest speakers, and campus events will provide materials for seminar exchanges. Hallmark of the course: attention to the importance of attendance, preparation, and engagement in University classrooms.

**GRADING SYSTEM:** A-F (Traditional)

**CREDIT HOURS AND LECTURE HOURS:** Credit Hours – 1, Lecture Hours - 1

**REPEAT POLICY:** Course cannot be repeated for credit

**PRIMARY DELIVERY MECHANISM:** Seminar

**COURSE WILL BE OFFERED:** Every Year - Fall Spring Summer

#### **COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES**

- Students will be able to use the University resources to successfully transition.
- Students will be able to practice skills required for academic success at a research university.
- Students will be able to engage campus/community resources to support academic success and timely progress to degree(s), including, but not limited to: Academic Coaching, Academic Advising, Exploratory Center, DegreeWorks, Career Center, Student Clubs and Organizations via Student Affairs, CURO, etc.

#### **TOPICAL OUTLINE**

- Getting acquainted with resources available at University of Georgia, from libraries to student services and much more
- A brief history of the University
- What is the research mission of the University?
- What is the instructional mission of the University?
- What is the public service and outreach mission of the University?
- Calling on strengths and previous experiences
- Developing a growth mindset for future success

## **UNIV 2303, Propelling Success: Exit Seminar for Scholars**

### **New Course**

**COURSE TITLE:** Propelling Success: Exit Seminar for Scholars

**COURSE DESCRIPTION:** This course allows Scholars from Division programs to reconvene (from year one) as a cohort for successful transition from the University to life after college. Special emphasis placed on: reflecting and synthesizing knowledge, skills, and traits developed during their first two years at the University; transitioning into programs of study; visioning where paths are headed post-University; updating strategic learning plans; building relationships around resources, e.g. the Career Center and Alumni Association.

**GRADING SYSTEM:** A-F (Traditional)

**CREDIT HOURS AND LECTURE HOURS:** Credit Hours – 1, Lecture Hours - 1

**REPEAT POLICY:** Course cannot be repeated for credit

**PRIMARY DELIVERY MECHANISM:** Seminar

**COURSE WILL BE OFFERED:** Every Year - Fall

### **COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES**

- Students will be able to engage campus and community resources to support transition from student identity to that of a professional in their chosen program of study.
- Students will be able to practice skills required for academic success as a third-year student.
- Students will be able to identify and utilize aspects of the four, major factor sets influencing life-transitions as related to Schlossberg's transition theory.
- Students will be able to develop a plan for coping with transition and maintaining wellness after college.
- Students will be able to articulate financial values, professional goals, and future plans in collaboration with the Career Center and Alumni Association.

### **TOPICAL OUTLINE**

- Developing a professional identity
- Accessing campus resources to aid in developing a professional identity and post-University network of support and contacts
- Factors related to successful life-transitions
- Coping strategies for successful life-transitions
- Reflection and presentation of skills acquired through formal curriculum
- Wellness
- Financial well-being
- Navigating life goals associated with emerging adulthood

## **UNIV 2900, Special Topics in Learning and Success**

### **New Course**

**COURSE TITLE:** Special Topics in Learning and Success

**COURSE DESCRIPTION:** This course will host emerging ideas among Division faculty/affiliates to address new research on the science of learning, i.e. metacognition, creativity, mindfulness, etc. Special topics may be taught in a seminar or lecture format and core content or area of exploration will likely vary from term to term.

**GRADING SYSTEM:** A-F (Traditional)

**CREDIT HOURS AND LECTURE HOURS:** Credit Hours - Variable 1-3, Lecture Hours - Variable 1-3

**REPEAT POLICY:** Course can be repeated for credit - maximum credit allowed 9 hours

**PRIMARY DELIVERY MECHANISM:** Seminar

**COURSE WILL BE OFFERED:** Every Year - Fall Spring

**COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES:** Specific to special topic

**TOPICAL OUTLINE:** Special topics courses will examine current research on learning and student success. Faculty from with the Division and affiliate faculty from throughout the University may provide instruction.