

## **ENG 211 EMPOWERING ACADEMIC SUCCESS SYLLABUS**

### **DESCRIPTION AND LEARNING OBJECTIVES**

1 credit hour course

Anticipated time commitment is 2-3 hours each week, including asynchronous lectures and reading.

This class will allow students to concentrate on learning the skills needed to be successful academically, personally, and will be transferable for lifelong success and wellness. You will hear others' voices and experiences, which will help you reflect on your own experience and find ways to apply new strategies to your own experience. By the end of the semester, students can go back through weekly journal submissions and will see academic and personal growth.

By the end of class, students will be able to:

- a) understand what is expected in a rigorous academic environment
- b) build and maintain a healthy balance between academic, personal, and professional interests
- c) explore and apply fundamental learning strategies for successful study
- d) identify and apply academic and personal strengths, through weekly journal
- e) explore and apply strategies for managing unexpected challenges

### **COURSE INSTRUCTORS**

Dana Tempel, Lead Instructor  
[tempel1@illinois.edu](mailto:tempel1@illinois.edu)

Jason Nankivell, Instructor  
[jasonhn@illinois.edu](mailto:jasonhn@illinois.edu)

Office Hours: Available by appointment Monday-Friday 8:30am-4:00pm. Should email either instructor to request a meeting.

Instructors will post announcements throughout the semester with an invitation to meet one-on-one to discuss ENG 211 progress and overall progress. This is optional and not reflected in the grading.

### **SCHEDULE FOR CLASS**

All class materials will post on a weekly basis. Each week contents will post on Sunday at 11:59pm CDT, prior to the assigned week.

Each week has optional Wellness Resources available. Wellness Resources include articles to read, short videos and guided mindfulness.

- Week 1 (a): Choosing the Right Class Schedule
- Week 2 (b)- Time Management & Balancing Priorities
- Week 3 (b)- Setting Realistic Goals
- Week 4 (c)- Intentional Learning
- Week 5 (d)- Individuality and Self-Expression
- Week 6 (c)- Your Academic Toolbox
- Week 7 (e)- Life Happens
- Week 8 (e)- Maintaining Physical Health
- Week 9 (c, d, e)- Staying Motivated

- Week 10 (d, e)- Maintaining Mental Health
- Week 11 (a, b, c, d, e)- Academic Goals
- Week 12 (b)- Professional Goals
- Week 13 (b, d)- Holistic Success and Wellness
- Week 14 (a, b, c, d, e)- Decompress, Rejuvenate, and Prepare

## TEXT FOR THE CLASS

There is no textbook required for this class. All materials are provided online in Canvas.

## GRADING FOR THE CLASS

**Discussion Board (520 points possible):** Weekly discussion board will have a prompt related to the weekly theme (see example below). Active participation and engagement with your classmates is expected on the discussion board. Your post should be 200-500 words and will be graded based on completion and content. You are also required to reply to at least two classmates. Your post is due on Thursdays by 11:59PM CDT of each assigned week. Your replies will also be graded on completion and are due Sunday by 11:59PM CDT at the end of each assigned week. There will be no required discussion the last week of classes, to gently close the semester.

Discussion Board prompt example:

“There is no one plan for everyone. Comment on a time where you had to adapt a set plan (it does not need to be academic) to fit your personal strengths and weaknesses. Explain how you made a choice to better your position and the lessons you learned. Please elaborate and be thoughtful in your response (200-500 words), and don't forget to reply to two other discussion posts by the end of the week.”

**Journal (420 points possible):** Weekly discussion board will have a prompt related to the weekly theme (see example below). Each week, following the videos and articles which are aligned with the weekly topic, you will submit a journal following an assigned prompt. Journal entries will consist of 1) reflecting on which resource resonated with you and 2) reflecting on an assigned prompt for each week. Due the Sunday by 11:59PM CDT at the end of each assigned week. Instructors will give feedback in comments every week based on your submission with strategies, resources, and encouragement.

Journal prompt example:

Please respond to the following:

1. Name what resource(s) out of this week resonated most with you and why (100-150 words).
2. In an academic setting, what are three things you do well and three things you could improve upon?

### **Additional Policies:**

- **Forgiveness Policy.** We will drop the lowest discussion board grade and the lowest journal grade when computing your total numerical score. This is because we understand students may experience occasional sickness, etc. Students who may have been sick for more than a week should consult with their college to seek guidance.
- **Late policy.** There is no late make-up possible in this class - all assignments are due by the due date.

### **Grading Scale**

97-100	A+
94-96	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
0-59	F

### **ACCOMMODATIONS**

We wish to fully include persons with disabilities. Students with disabilities who require assistance to participate are asked to email course instructors as soon as possible. You can email us to describe your needs. If a meeting would be helpful, we can coordinate a meeting via zoom or in-person. In addition, to obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact Disability Resources and Educational Services (DRES). To contact DRES you may visit 1207 S. Oak St., Champaign, call 217-333-4603 (V/TDD), or e-mail [disability@uiuc.edu](mailto:disability@uiuc.edu). Information about students' rights and responsibilities regarding accommodations can also be found in the student code (Article 1, Part 1, 1-110): [http://admin.illinois.edu/policy/code/article1\\_part1\\_1-110.html](http://admin.illinois.edu/policy/code/article1_part1_1-110.html)

### **QUESTIONS?**

Do not hesitate to email us with any question.

### **CAMPUS POLICIES**

**Sexual Misconduct Reporting Obligation** - The University of Illinois is committed to combating sexual misconduct. Faculty and staff members are required to report any instances of sexual misconduct to the University's Title IX and Disability Office. In turn, an individual with the Title IX and Disability Office will provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options.

A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: <http://wecare.illinois.edu/resources/students/#confidential>.

Other information about resources and reporting is available here: <http://wecare.illinois.edu>.

**Academic Integrity** - The University of Illinois at Urbana-Champaign *Student Code* should also be considered as a part of this syllabus. Students should pay particular attention to Article 1, Part 4: Academic Integrity. Read the Code at the following URL: <http://studentcode.illinois.edu/>.

Academic dishonesty may result in a failing grade. Every student is expected to review and abide by the Academic Integrity Policy: <https://studentcode.illinois.edu/article1/part4/1-401/>. Ignorance is not an excuse for any academic dishonesty. It is your responsibility to read this policy to avoid any misunderstanding. Do not hesitate to ask the instructor(s) if you are ever in doubt about what constitutes plagiarism, cheating, or any other breach of academic integrity.

**Religious Observances** - Illinois law requires the University to reasonably accommodate its students' religious beliefs, observances, and practices in regard to admissions, class attendance, and the scheduling of examinations and work requirements. You should examine this syllabus at the beginning of the semester for potential conflicts between course deadlines and any of your religious observances. If a conflict exists, you should notify your instructor of the conflict and follow the procedure at <https://odos.illinois.edu/community-of-care/resources/students/religious-observances/> to request appropriate accommodations. This should be done in the first two weeks of classes.

**Disability-Related Accommodations** - To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the Disability Resources and Educational Services (DRES) as soon as possible. To contact DRES, you may visit 1207 S. Oak St., Champaign, call 333-4603, e-mail [disability@illinois.edu](mailto:disability@illinois.edu) or go to <https://www.disability.illinois.edu>. If you are concerned you have a disability-related condition that is impacting your academic progress, there are academic screening appointments available that can help diagnosis a previously undiagnosed disability. You may access these by visiting the DRES website and selecting "Request an Academic Screening" at the bottom of the page.

**Family Educational Rights and Privacy Act (FERPA)** - Any student who has suppressed their directory information pursuant to *Family Educational Rights and Privacy Act* (FERPA) should self-identify to the instructor to ensure protection of the privacy of their attendance in this course. See <https://registrar.illinois.edu/academic-records/ferpa/> for more information on FERPA.