

Advising 101 Course Syllabus

ADVS 101:Section 23

Part 1: Course Information/Advisor Information

- **Course Instructor/Advisor:** Dawn Short
- **Office:** UAC132
- **Office Hours:** By Appointment
 - 8 AM to 5 PM*
 - Monday-Friday*

** excluding published [holidays](#), energy conservation days, or when the university is [closed](#)*
- **Office Telephone:** (409) 867-5309
- **E-mail:** workemail@lamar.edu (preferred contact method)
- **ePortfolio:** advising.blog

Course Materials

- **Recommended & Other Readings:**
 - Videos, linked articles, and student research will make up the materials and will be provided within the advising course modules.
 - Any other readings will be made available through cohort sharing discoveries, stories, reflections, and questions with one another.

Course Requirements

- Internet connection (DSL, LAN, or cable connection desirable)
- Access to university email, banner self-serv, and google classroom.
- A willingness to seek information and ask questions and collaborate with others respectfully.

Online Course Structure

This is a fully-online course that compliments mandatory advising requirements. All course activities and resources can be found on our course in Google Classrooms. At designated times throughout the semester, we will participate in a blend of self-paced and group-paced activities such as discussion forums, surveys and assessments, ePortfolio, and blogging. All of the learning activities will be completed in your own time so long as they are completed by the posted due date or the start of mandatory advising appointment scheduling for the upcoming semester (*typically in March/October*).

Important Note: This syllabus, course assignments, and due dates are subject to change. It is the student's responsibility to check our course site for corrections or updates to the syllabus. Any changes will be clearly noted in course announcements.

Technical Assistance

Google Classroom Access

To access this course on Google Classroom, you will need access to the Internet and a supported Web browser (Chrome, Firefox, and Safari are recommended). Visit the [Classroom Help](#) section for information about accessing Classrooms, tips to help you get started, and information about how to contact the help desk for support.

University Email or Self-Serv Access

Troubleshoot everyday tasks and get information on how to [contact the service desk](#) for support.

Part 2: Student Learning Outcomes/Course Outcomes

Learners will:

- Identify and apply the skills needed to access their accounts and program information
- Accept an active role in their academic program by seeking information relevant to their personal futures, academic paths, and professions
- Be able to identify, analyze, and evaluate the impact of their program's requirements and sequencing
- Exercise decision-making skills for program requirements
- Acquire skills for interviews, problem-solving, and self-assessment
- Be able to highlight opportunities needed to successfully navigate their intended program, to include student organizations, departmental contacts, and other major-specific opportunities
- Evaluate time commitments of personal lives, professional lives, and academic pursuits to craft a path to successful completion
- Articulate connections between courses throughout their declared program of study to make connections with content across curriculum
- Be able to articulate their role in academic pursuit as well as reflect upon the value of learning communities within their cohort/profession/program
- Explore personal passions and purpose to relay motivations for chosen academic path/profession
- Research and evaluate their current study skills and other previously unused techniques for academic success
- Embrace opportunities to claim ownership of their learning journey while developing a learners/growth mindset
- Identify their areas of influence and articulate their impact to their cohort/learning
- Locate, evaluate, and compile web-based resources, experts, and communities that will help promote their learning
- Explore goal setting activities and agendas to map their individualized paths to successful learning

Course Outcome

- Learners will understand their place in learning as they pursue their declared educational program's path and purpose.

You will meet the outcomes listed above through a combination of the following activities in this course:

- *Attend* support service sessions or events
- *Complete* self-assessments and surveys to gauge your own learning
- *Participate* in discussions that encourage collaboration and build community
- *Reflect* on learning, personal, and overall growth experiences

Part 3: Topic Outline/Schedule

Important Note: Refer to the course calendar for specific meeting dates and times. Activity and assignment details will be explained in detail within each week's corresponding learning module. If you have any questions, please contact your instructor.

- **Intro Topic 01: Start Here (Where to Begin)**
- **Intro Topic 02: How and why use Advising 101**
- **Intro Topic 03: Ramp-up Reminders**
- **Discussion Topics:**
 - **Student Lounge**
 - **Study Groups and Meet-ups**
 - **Walk, and Talk Discussion Topics**
- **Module Topic 01: All Things Advising**
- **Module Topic 02: Resources and Support**
- **Module Topic 03: Motivation**
- **Module Topic 04: Communication**
- **Module Topic 05: Digital Archive/ePortfolio**
- **Other Resources**
 - **Workshop**
 - **Virtual Tours**
 - **Frequently Asked Questions**
 - **Academic Departments and Information**
 - **Supplemental Resources**

Part 4: Course Policies

Participation

Students are expected to participate in all online activities as listed. During final course reflections, learners will self-evaluate their participating in class discussions, learning community meetings, and group work and meet-ups.

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

Complete Assignments

All assignments for this course will be submitted electronically through Google Classrooms unless otherwise instructed. Assignments must be submitted by the given deadline, or special permission must be requested from the instructor *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances.

All discussion assignments must be completed by the assignment's due date and time. Late or missing discussion assignments will lower your grade.

Understand When You May Drop This Course

It is the student's responsibility to understand when they need to consider disenrolling from a course.

Inform Your Instructor of Any Accommodations Needed

If you have a disability and would like to request accommodations, please contact the instructor during the first week of the semester so that your accommodations may be provided in a timely manner. Accessibility Resource Center (ARC) provides assistance in determining and facilitating appropriate accommodations for students with verified disabilities.

Academic Honesty Policy & Procedures

Academic honesty is a cornerstone of the educational community; therefore, students are expected to understand the standards of academic honesty as they pertain to student's behavior in the classroom.

Plagiarism

It is important for students to acknowledge sources that are used for completing classroom assignments. Plagiarism is a form of academic dishonesty.

Plagiarism may be any one of the following:

1. Verbatim copying without proper documentation of the source(s).
2. Paraphrasing without proper documentation of the source(s).
3. Unacknowledged appropriation of information or ideas from someone else.

If students have any questions about these forms of plagiarism or about an assignment they are preparing, they should ask their instructor for clarification rather than risk unintentional plagiarism.

Cheating

It is important for students to act in an honest and trustworthy manner. Work performed on examinations or other forms of evaluation must represent an individual's own work, knowledge, and experience of the subject matter. Students are expected to follow the classroom rules established by the instructor.

Cheating may be any one of the following:

1. Unauthorized looking at or procuring information from any unauthorized sources or from another student's work during an examination or from any work that will be graded or given points.
2. Unauthorized acquiring, reading, or learning of test questions prior to the testing date and time.
3. Changing any portion of a returned graded test or report and resubmitting it as an original work to be regraded.
4. Presenting the work of another as one's own for a grade or points.
5. Knowingly assisting another student in cheating.

This list is not all-inclusive, and the list itself is not meant to limit the definition of cheating to just these items mentioned.

Consequences of Academic Dishonesty

The disciplinary action for cheating or plagiarism is up to the discretion of the instructor.