Learning Community Syllabus

These activities are designed to be complimentary to classroom content and take 10-15 minutes. Peer Mentors from the Student Success Center are trained to facilitate all activities, but professors should choose the activities they think will be of value to their students (i.e. a trip to the library may make sense in one class, while a presentation from study abroad may make more sense in another). You should utilize at least 75% of the activities listed, but you can change the weeks they are offered to fit your syllabus. Professors and Peer Mentors should work as a team to design activities that will best fit each individual course. The goal is to expose new students to as many elements of the PRIDE message (www.PRIDE.uwm.edu) as possible in their first year.

<table>
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<tr>
<th>Suggested Week</th>
<th>PRIDE Outcome</th>
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<tr>
<td>Week 1</td>
<td>Reach Out!</td>
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<tr>
<td>Get to know you and UWM</td>
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<td>• Introductions (tell your UWM story), “What is a Learning Community?” and class icebreaker</td>
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<td>• D2L, PAWS, and Microsoft 365 review</td>
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<td>• Professionalism and expectation setting (professional communication, attending office hours, classroom expectations, etc.)</td>
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Week 2
Time Management
|   • Review UWM important dates and deadlines (Registrar’s calendar) |          |
|   • Peer mentor should show an overview of their weekly or monthly schedule and discuss balance between school, work, socializing, getting involved, etc. |          |
|   • Students should receive an example worksheet to complete and return the next class |          |
|   • Possible Assignment: Have students write a reflection on how their time management has changed since high school |          |

Week 3
Develop a Plan
|   • Review time management worksheet and reflect during in-class discussion |          |
|   • Introduction to MAP-Works and Early Warning/Academic Updates |          |
|   • Possible Assignment: Complete MAP-Works Transition 1 Survey (9/21/15-10/21/15) |          |
|   • Possible Assignment: Attend Common Read Speaker on Tues, October 6, Union Ballroom, 7PM |          |

Week 4
Study skills, academic skills and coaching activities (Panther Academic Support Services)

Week 5
Involv Yourself
|   • Review of specific campus resources (Study Abroad, Library, Undergraduate Research, Writing Center, PASS, Norris, Multicultural Offices, Office of Student Life, etc.) |          |
|   • Possible Assignment: Have students do short presentations/reflections about offices they visited or events they attended. They could also interview faculty or staff members. |          |
Week 6
MAP-Works report reflection and early warning follow-up

Week 7
Prioritize Academic Success
Stress, anxiety, and wellness (Norris Health Center, Student Accessibility Center)

Week 8
Career and Academic Advising
- Invite guest speaker(s) from appropriate school/college and Career Planning and Resource Center
- Possible Assignment: Schedule appointment with academic advisor during first-year student advising month (October)

Week 9
Explore Milwaukee and Beyond
Service Learning
- Preparation for upcoming service learning project
- Possible Assignment: Complete Make A Difference Day (Saturday, November 7 from 8am-12pm)

Week 10
Explore Milwaukee and Beyond
Reflection and group discussion of service learning experience

Week 11
Involve Yourself
Student Involvement: Student organizations, intramural sports, campus jobs, and networking

Week 12
Prioritize Academic Success
Self-Care: Eating healthy, sleeping, and exercising (Norris and Recreational Sports)

Week 13
Develop a Plan
Re-commit to UWM for Spring 2016 and Finals Strategies
- Scholarship Application and FAFSA

Learning Outcomes
1. Students will indicate increased peer-to-peer connections from the MAP-Works Transition 1 Survey to the Transition 2 Survey.
2. Students will report a firm commitment to completing a degree at UWM from the MAP-Works Transition 1 Survey to the Transition 2 Survey.
3. Students will demonstrate established contact with instructors outside of class from the MAP-Works Transition 1 Survey to the Transition 2 Survey.
4. Students will improve their basic academic behaviors, such as class attendance, from the MAP-Works Transition 1 Survey to the Transition 2 Survey.
PRIORITY ACADEMIC SUCCESS

- Join a Learning Community
- Do the work: 1 hour of class = 2-3 hours of studying
- Participate in tutoring and Supplemental Instruction
- Take care of your physical and mental health
- Find a favorite study spot on campus and/or study buddy or group

REACH OUT!

- Connect with your Peer Mentor or Resident Assistant
- Introduce yourself to new people in and out of the classroom
- Meet with your instructors during office hours
- Take the MAP-Works survey
- Contribute positively to your community

INVOLVE YOURSELF

- Investigate leadership opportunities
- Explore the diversity around you
- Take a class or attend an event on a topic you know nothing about
- Join one of 300+ student organizations
- Attend campus events

DEVELOP A PLAN

- Check your PAWS, D2L and email accounts daily
- Figure out your finances – complete the FAFSA, consider an on-campus job
- Use a planner – set a schedule, put dates from your syllabi in your planner
- Develop a graduation plan and meet with your academic advisor once a semester
- Research career and major options

EXPLORE MILWAUKEE AND BEYOND

- Get to know your diverse neighbors, community and city
- Volunteer with campus and community organizations
- Use your U-Pass to explore Milwaukee’s parks, arts and sports venues
- Investigate opportunities to study abroad
- Enjoy local businesses and restaurants

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STUDENT SUCCESS CENTER