Instructor: Kylie A. Kenner   Office Hours: M/T/W 8-9 a.m. Pacific Time
Email: kkenner@ucsc.edu   **[ZOOM LINK REDACTED]**
Section 3: M/W 9-10:30   (*Or by appointment*)
Section 4: M/W 11-12:30
Section 5: M/W 1-2:30   **Reader**: Rebekah Brown-Morales
All sections are on Zoom: **Email**: [email redacted]
[ZOOM LINNK REDACTED]

COURSE DESCRIPTION

"Navigating the Research University" explores critical engagement in education in the context of a research university. This course introduces ways to participate in the institution's academic life with a particular emphasis for incoming international and first-year students. It also investigates strategies for clarifying education goals and devising a plan for success here or at any UC campus.

COURSE GOALS AND STUDENT LEARNING OUTCOMES:

To address the broader issues for incoming first-year student and academic success, this course presents these course goals and corresponding student learning outcomes:

1. To assist students with making a smooth transition to the research university while they become productive members of a community of scholars. After completing this course, students will be able to identify their challenges and opportunities at the research university especially including knowledge of campus resources and an increased awareness of cultural norms.
2. To guide students to explore differences in academic expectations at the research university while enabling them to maintain a sense of academic self-efficacy. After completing this course, students will be able to demonstrate acceptable academic performance as they adjust formerly successful academic strategies to meet increased expectations at the research university.
3. To enable students to refine their academic skills so as to achieve academic excellence. After completing this course, students will be able to implement effective approaches to reading; demonstrate introductory level knowledge of university-level writing expectations in their expected discipline; identify and practice critical thinking skills appropriate to their major discipline; and adapt to the fast pace of the quarter system with revised time management strategies.
4. To introduce students to the importance of developing essential relationships which will enrich their academic experience. After completing this course, students will be able to meet and connect with faculty, especially during faculty office hours; demonstrate use of study groups; demonstrate use of advisers in their colleges and departments; and engage in participation with at least two campus resources.
5. To prepare students for future opportunities. After completing this course, students will be able to investigate resources to assist with setting career goals; understand the contributions an internship can make in a student's educational experience; and develop understanding of the role of graduate school in one's career goals as well as the identification of potential programs and the application process.

COURSE REQUIREMENTS:

1. Attend and actively participate in class two times per week. If you miss all or part of a class, your final course grade may be affected.
2. Complete the assigned reading and all daily assignments in preparation for each meeting. There will be folders on our class Google Drive where you will submit your work. Please title all Google Docs with the format LastName, FirstInitial_Assignment and place them in the correct folder. For example, "Kenner, K_Archive" in the "Archive Project Final Draft" folder.

3. Complete several other assignments, including an archival project, a career center assessment, a parental figure interview and analysis, a class presentation, and a final paper analyzing your transition to the university.

COURSE GRADING POLICY:

Participation: 20%	Attendance on Zoom, participation in the chat and break out room functions, evidence of preparation for each class session (e.g. required readings, short reflective writing, participation in the in-class activity Google Docs) (2 possible per class; 10 total class sessions) *Note: please communicate ahead of class if you will be absent or miss a portion of class (e.g. enrollment period overlap)*
Smaller weekly assignments: 10%	Introductory survey (2) Tough (2014) reading response (2) Office Hour attendance (2) Week 2 Question Set (2) Week 4 Question Set (2)
Larger weekly assignments: 40%	Archive Project in Week 2 (10) Parental Figure Essay in Week 3 (10) College in the time of COVID Essay in Week 4 (10) Resources Presentation in Week 5 (10)
Final Essay: 30%	Essay with four-year Educational Plan due before 11:59 PM PT Friday, August 28

COURSE MATERIALS

- Britt Andreatta, *Navigating the Research University* (3rd edition): Available at Bay Tree Bookstore or widely available online
- Access to our class Google Drive: I will post all assignments, homework updates, additional course texts, and in-class activities on our class Drive
- Also, as a UCSC student, you have a subscription to the *New York Times*. The Student Union Assembly has attained funding so that all undergraduate and graduate students can enjoy a free digital New York Times subscription (Links to an external site.). Please activate your subscription since we'll be reading articles from the NYT.

Zoom etiquette

Please have your computer camera on during breakout room sessions, office hour appointments, your own class presentation, and at some points in class (e.g. the first portion of the first day of class). If you don't have a camera and have not already let me know, please personal message me on Zoom (chat with Kylie only) or email me if you can't have your camera on due to circumstances or technical issues.

SUMMER ACADEMY WORKSHOPS:
You must attend **two** of the following:

Date	Time	Workshop/Info. Session	Lead
7/21	Pre-recorded	Time Management	Madi
7/21	Pre-recorded	Self-Care Tips	Madi
7/23	Pre-recorded	Note-taking	Jasmine
7/23	Pre-recorded	How to Make Study Guides	Jasmine
7/24	Pre-recorded	Grounding, Staying Motivated, and Avoiding Burnout	Jasmine
7/28	Pre-recorded	What is Slug Success + How to Use It	Jasmine

8/4	TBD	Internship Opportunities Workshop	TBD
TBD	TBD	Grad School Prep	Pateley
8/11	TBD	Undergrad Research Opportunities	TBD
TBD	TBD	Study Aboard Info Session	TBD

Important Summer Session Remote 2020 Deadlines:

Session 2: July 27 - August 28, 2020

Deadlines
- **Add** - Thursday, July 30
- **Drop** - Monday, August 3 (tuition reversed)
- **Financial Aid Disbursement** - Monday, July 20 (if enrolled by June 1 priority deadline (https://financialaid.ucsc.edu/cost-to-attend/summer-costs.html)
- **Request "W" Grade** - Friday, August 14 (no tuition reversal)
- **Change Grade Option** - Friday, August 14
- **Grades Due** - Thursday, September 3

Summer is unique. **You will not be dropped for non-attendance or non-payment.** You must drop yourself. Dropping before the deadline results in a full-tuition reversal/refund. Withdraw posts a W for the grade and full tuition is charged (no refund).

For all dates and deadlines, including 'change of grade option' (P/NP) and grades due, here is the summer academic calendar: https://summer.ucsc.edu/studentlife/index.html

For questions about dropping, requesting a W grade for a course, or withdrawing from the summer quarter, email summer@ucsc.edu.

DRC Remote Accommodations:
The Disability Resources Center reduces barriers to inclusion and full participation for students with disabilities by providing support to individually determine reasonable academic accommodations. Operations continue via remote appointments. If you have questions or concerns about exam accommodations or any other disability-related matter, email the DRC Schedulers at drc@ucsc.edu for an appointment.

Small Group Tutoring
Small Group Tutoring (SGT) supports students academically to advance educational equity by designing inclusive learning environments outside of the classroom. In SGT, you can expect the Tutor to facilitate cooperative group activities designed to have students work together on the course content and develop study skills for the course. SGT is offered at least three times each week for the entire quarter. The Tutor is an undergraduate student who took the class, did well, and is trained to facilitate group sessions to focus on students' needs to succeed in the course. SGT is open to all students enrolled in the class and they must sign up on our online system: TutorTrac.

When students sign up for SGT, they are committing to attend every week. For Summer 2020, students can begin signing up for tutoring on **Monday, June 22rd** and tutoring will begin **Wednesday, June 24th**. Students only have to sign up once for tutoring and their appointments will repeat weekly. Sign-ups will close on **Friday, August 14th** for all Summer Session Sign-Ups. This means that after **August 14th,** no new students can sign up for tutoring.

Want SGT to be successful for you? Bring your books, lecture notes, questions, and be open to working collaboratively with your peers. You can sign up using this link: https://ucsc.go-redrock.com/tracweb40/NoAccess.4sp?errText=insufficient%20credentials%20to%20view%20content

You can also find the link on our website: https://lss.ucsc.edu/index.html

Academic Dishonesty
Academic integrity is the cornerstone of a university education. Academic dishonesty diminishes the university as an institution and all members of the university community. It tarnishes the value of a UCSC degree. All members of the UCSC community have an explicit responsibility to foster an environment of trust, honesty, fairness, respect, and responsibility. All members of the university community are expected to present as their original work only that which is truly their own. All members of the community are expected to report observed instances of cheating, plagiarism, and other forms of academic dishonesty in order to ensure that the integrity of scholarship is valued and preserved at UCSC.

In the event a student is found in violation of the UCSC Academic Integrity policy, he or she may face both academic sanctions imposed by the instructor of record and disciplinary sanctions imposed either by the provost of his or her college or the Academic Tribunal convened to hear the case. Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript.

For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the Academic Integrity page at the Division of Undergraduate Education.

Title IX:
The university cherishes the free and open exchange of ideas and enlargement of knowledge. To maintain this freedom and openness requires objectivity, mutual trust, and confidence; it requires the absence of coercion, intimidation, or exploitation. The principal responsibility for maintaining these conditions must rest upon those members of the university community who exercise most authority and leadership: faculty, managers, and supervisors.

The university has therefore instituted a number of measures designed to protect its community from sex discrimination, sexual harassment, sexual violence, and other related prohibited conduct. Information about the Title IX Office, the online reporting link, applicable campus resources, reporting responsibilities, the UC Policy on Sexual Violence and Sexual Harassment, and the UC Santa Cruz Procedures for Reporting and Responding to Reports of Sexual Violence and Sexual Harassment can be found at titleix.ucsc.edu.

The Title IX Office is actively responding to reports and requests for consultation. If you are not currently working with someone in the office and want to make a report/request a consult, you can expect the fastest response by using our online reporting link.

For more information please visit the Title IX Operations under Covid-19 page.

Course Outline*:

Week/Theme	Activities/Assignments
WEEK 1 **July 27 & 29** Introduction and Issues in Higher Education	*Monday:* Course introduction and community building **Introductory Survey, Pre-STEV 26 Survey, and read Tough (2014) and complete Reading Response before 11:59 PM PT on Tuesday (7/28)** *Wednesday:* Genre overview, mini lecture on parts of the R.U., Tough (2014) discussion **Archive Project due before 11:59 PM PT on Sunday (8/2)** **Strong Interest Inventory (SII) due before 11:59 PM PT on Sunday (8/2)** *NOTE: REQUIRED OFFICE HOURS START THIS WEEK—be sure to sign up and show up* ☺
WEEK 2 **August 3 & 5** First-Year Experiences and Expectations	*Mon:* Chapter 2 (The First-Year Experience at the R.U.), COVID and BLM **Week 2 Question Set due before 11:59 PM PT on Tuesday (8/4)** *Wed:* Chapter 3 (Skills for Academic Success at the R.U.), database, and BLM **Parent/Parental Figure Essay due before 11:59 PM PT on Sunday (8/9)** *NOTE: REQUIRED OFFICE HOURS FINISH THIS WEEK—be sure to sign up and show up* ☺
WEEK 3 **August 10 & 12** Academic Planning, Independence, and Family	*Mon:* Chapter 5 (Degrees, Majors, and Careers) and Advising Center Presentation **Catch up: have you completed all of your work thus far?** *Wed:* Chapter 4 (Independence, Family, Values, and Campus Safety), "value onion" and debrief Parental Figure Essay, SII Presentation **College in the time of COVID essay due before 11:59 PM PT on Sunday (8/16)**
WEEK 4 **August 17 & 19** Making Wise Decisions with New Independence	*Mon:* Gather loose ends, COVID debrief/discussion, jigsaw planning **Week 4 Question Set due before 11:59 PM PT on Tuesday (8/18)** *Wed:* Jigsaw: Chapter 6 (Alcohol, Drug Use, and Sexual Activity among University Students) and Chapter 7 (The Diverse University Community) and presentations (TBD) **Resource Presentations on Monday (8/24) and Wednesday (8/26)**
WEEK 5 **August 24 & 26** Planning for Future Academic Success & Leadership Roles	*Mon:* Presentations, Cha. 9 (Planning for Your Future), brainstorm/develop draft in class **Draft of final paper and Educational Plan due in class on Wednesday (8/26)** *Wed:* Presentations, Cha. 8 (Leadership Development at the R.U.), peer review, closing activities **Final paper due before 11:59 PM PT on Friday, 8/28**

*I reserve the right to adapt these dates or assignments