

STEVENSON 26 SUMMER EDGE
Navigating the Research University
University of California, Santa Cruz
Summer 2023

Instructor: Dr. Kylie A. Kenner

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Section 4: Tues/Thurs 3-4:30 PM on Zoom **Office hour:** Tues 5-6 PM *or by appointment*

Section 5: Tues/Thurs 1-2:30 PM on Zoom **Office hour link:** tinyurl.com/kkenner

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 or you do not participate in class, your final course grade will be affected.
2. Complete the assigned reading and assignments in advance of each meeting. Check our class Canvas page under each “week overview” page to keep up with assignments.

- 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 and crafting a four year plan.

COURSE MATERIALS

- Britt Andreatta, *Navigating the Research University* (3rd edition): Available at Bay Tree Bookstore or widely available online
- Access to our class Canvas: I will post all assignments, homework updates, additional course texts, and activities on our class Canvas
- 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.

COURSE GRADING POLICY:

Participation: 30 points total	Attendance, evidence of preparation, and participation each class session (3 points possible per class; 10 total class sessions) <u>Note:</u> please <i>communicate ahead of class</i> if you will be absent or miss a portion of class (e.g. enrollment period overlap)
Office hour visit: 5 points	Set an appointment and visit me during office hours (5 points)
Smaller weekly assignments: 50 points total	Week 1: Introductory discussion board post (10 points) Week 2: Question Set (10 points) Week 3: New Student FAQ flyer (10 points) Week 4: Question Set (10 points) Week 5: Draft of your final essay (10 points)
Larger weekly assignments: 100 points total	Week 1: Archival Project (25 points) Week 2: Parental Figure Essay (25 points) Week 3: Contemporary Issues Reading Response (25 points) Week 4: Resource Presentation (25 points)
Final Essay: 50 points total	Week 5: Final essay with four-year Educational Plan (50 points)
Total points	235 total possible points

Letter grade assignment:

A+ 100%	B+ 87%	C+ 77%	D+ 67%
A 94%	B 84%	C 74%	D 64%
A- 90%	B- 80%	C- 70%	F Below 60%

Deadlines for Session 1 (June 26–July 28, 2023)

- Add/Swap** - Thursday, June 29
- Drop** - Monday, July 3 (tuition reversed)
- No classes** are held in observance of Independence Day July 4
- Request "W" Grade** - Sunday, July 16 (no tuition reversal)
- Change Grade Option (letter grade or P/NP)** - Sunday, July 23
- Grades Due** - Thursday, August 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. 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.

Want SGT to be successful for you? Bring your books, lecture notes, questions, and be open to working collaboratively with your peers. More information: <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	In class activities and assignments
WEEK 1 June 27 & 29 Introduction and Issues in Higher Education	<i>Tuesday, June 27:</i> <ul style="list-style-type: none"> • Course introduction, Canvas overview, and community building • Homework: Introductory post due before 11:59 PM PT on Weds. (6/28) <i>Thursday, June 29:</i> <ul style="list-style-type: none"> • Preparation for the first assignment • Overview of the research university & the history of public higher education • Homework: Read parts of Chapter 2 (pages 33-47 and 52-62) and Chapter 3 (pages 64-72 and 85-94) from <i>Navigating</i> • Homework: Archival Project due before 11:59 PM PT on Sunday (7/2)
WEEK 2 July 6 (no class July 4) First-Year Experiences and Expectations	<i>Tuesday, July 4: NO CLASS MEETING; have a fun and safe holiday!</i> <ul style="list-style-type: none"> • Homework: Week 2 Question Set due before 11:59 PM PT on Weds. (7/5) <i>Thursday, July 6:</i> <ul style="list-style-type: none"> • Discuss Chapter 2 (“The First Year Experience”) and Chapter 3 (“Skills for Academic Success at the R.U.”) • CAPS presentation • Homework: Read all of Chapter 4 and part of Chapter 5 (pages 123-128 and 132-140) from <i>Navigating</i> • Homework: Parental Figure Essay due before 11:59 PM PT on Sun. (7/9)
WEEK 3 July 11 & 13 Academic Planning,	<i>Tuesday, July 11:</i> <ul style="list-style-type: none"> • Discuss Chapter 4 (“Independence, Family, Values, and Campus Safety”) and debrief Parental Figure Essay • LSS presentation

<p>Independence, and Family</p>	<ul style="list-style-type: none"> • Homework: Read Fawcett (2022) in preparation for your Contemporary Issues reading response • Homework: New student FAQ document due before 11:59 PM PT on Wednesday (7/12) <p><i>Thursday, July 13:</i></p> <ul style="list-style-type: none"> • Discuss Chapter 5 (“Degrees, Majors, and Careers”) • Career Center Presentation (waiting for confirmation) • Homework: Read part of Chapter 8 (pages 219-223) from <i>Navigating</i> • Homework: Contemporary Issues Reading Response due before 11:59 PM PT on Sunday (7/16) • NOTE: REQUIRED OFFICE HOUR APPOINTMENTS END NEXT WEEK
<p>WEEK 4 July 18 & 20 Making Wise Decisions with New Independence</p>	<p><i>Tuesday, July 18:</i></p> <ul style="list-style-type: none"> • Discuss Chapter 8 (“Leadership Development at the R.U.”); jigsaw planning • Homework: Read and prepare to present either Chapter 6 or Chapter 7 from <i>Navigating</i> • Homework: Week 4 Question Set due by 11:59 PM PT on Weds. (7/19) <p><i>Thursday, July 20:</i></p> <ul style="list-style-type: none"> • Jigsaw activity: students present on Chapter 6 (“Alcohol, Drug Use, and Sexual Activity among University Students”) and Chapter 7 (“The Diverse University Community”) • Advising Presentation (waiting for confirmation) • Homework: Resource Presentation slides due before 11:59 PM PT on Sunday (7/23)
<p>WEEK 5 July 25 & 27 Planning for Future Academic Success & Leadership Roles</p>	<p><i>Tuesday, July 25:</i></p> <ul style="list-style-type: none"> • Resource presentations • Discuss Chapter 9 (“Planning for Your Future”); develop final essay • Homework: Draft of final paper and educational plan due before 11:59 PM PT on Wednesday (7/26) <p><i>Thursday, July 27:</i></p> <ul style="list-style-type: none"> • Peer review and closing activities • Homework: Final paper due before 11:59 PM PT on Sunday (7/30)

*I reserve the right to adapt these dates or assignments