

STEVENSON 26 SUMMER EDGE
Navigating the Research University
University of California, Santa Cruz
Summer Session 2
2023

STEV26-07: Tuesday/Thursday 3:00PM-4:30 PM on Zoom

STEV26-08: Tuesday/Thursday 6:00PM – 7:30PM on Zoom

Instructor: Kevin MacClaren

Office Hours: Tuesdays, 5:00PM-6:00PM, or by appointment ([Zoom Link](#))

Email: kmacclar@ucsc.edu

I typically respond within 24 hours during weekdays. Replies may take longer on the weekends since I don't check email as often on Saturday and Sunday.

COURSE READER

Dakota Davis

Email: dxdavis@ucsc.edu

COURSE COMMUNICATION

- I will communicate with the class through Canvas announcements.
- If I cannot attend class due to an unplanned event, you will get a message on Canvas from me along with specific guidance about when and how class will be held.
- Course syllabus/schedule subject to change if necessary adjustments need to be made.

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 at UCSC.

COURSE GOALS AND STUDENT LEARNING OBJECTIVES

In support of the larger goals of increased retention and timely graduation, UCSC's first year experience course has the following course goals and student learning objectives:

GOAL ONE: To introduce students to the purpose and function of the research institution.

After completing this course, students will be able to:

- Demonstrate an understanding of the role of the research institution within the larger society.
- Demonstrate knowledge of the structure of the university and the student's role within it.
- Provide examples of knowledge production within the university.

- Explain the principles and rationales underpinning academic integrity policies and their enforcement.

GOAL TWO: To offer students information and skills necessary to successfully transition from high school, and to build skills necessary for academic success.

After completing this course, students will be able to:

- Identify typical challenges faced by first year students, and how those challenges may be met.
- Adapt to university-level work expectations, and identify and use an effective time management system.
- Identify and apply general and discipline-specific study strategies, including ways to best utilize team or group-study techniques.
- Interact with instructors and staff effectively, and make use of faculty office hours
- Identify and access resources available to support them at UCSC.
- Understand their personal responsibility for managing and tracking their own academic performance.

GOAL THREE: To encourage student engagement in the intellectual and academic life of the university.

After completing this course, students will be able to:

- Identify various academic domains at UCSC and career paths related to these domains.
- Identify multiple and overlapping communities of interest at UCSC, and participate in at least one.
- Examine research currently being pursued in an academic discipline of interest to them.

GOAL FOUR: To guide students in the clarification of their educational and career goals, and in devising a plan to achieve those goals at UCSC.

After completing this course, students will be able to:

- Utilize strategies to clarify their educational and career goals, including strategies for testing different majors that may be of interest.
- Actively engage in directing their educational experience and tailoring an academic plan to meet their goals.
- Identify skills needed for success in one or two majors of interest, and assess and improve their own skills in those areas.
- Identify opportunities available to them at UCSC to further their educational and career prospects.

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. Check weekly modules in Canvas to keep up with assignments. Submit assignments on Canvas.

3. Complete several other assignments, including responses to articles on higher education and others on current issues, compose a letter to a future student, and delineate goals in a final paper analyzing your transition to the university.

COURSE MATERIALS

- The textbook for this course is *Navigating the Research University*. It's available as an eBook from the campus bookstore, Bay Tree Bookstore <https://ucsc.textbookx.com/institutional/?action=browse#/books/3461281/> [Links to an external site.](#)
- It's widely available online too. The Bay Tree link above does offer other options. Additionally, if you can't afford the book, please don't hesitate to get in touch and I'll see about a complimentary copy or one at a reduced price.
- All other readings will be links to articles and web pages.
- **You have a FREE 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.](#)). [Links to an external site.](#) Please activate your subscription since we'll be reading articles from the NYT.

ZOOM GUIDELINES

- Treat Zoom meetings as you would a class meeting, office hours, or a job interview.
- If possible, attend Zoom meetings in a quiet place with some privacy and a stable internet connection.
- Turn your camera on. (Send me a private message or email me if you can't have your camera on due to circumstances or technical issues.)
- Use a [virtual background](#) if you'd like. (It's a perfect way to maintain some privacy when you're at home.)
- [Add a profile picture](#) to your Zoom account. It doesn't have to be a photo of you. It can be any image that communicates who you are.
- Use earphones, headphones, earbuds, or a headset to prevent feedback from your microphone.
- Use chat to ask questions if you can't use your microphone.
- Keep chat open so that you see your classmates' messages.

Some ways to ask questions and participate on Zoom

1. Use your microphone
2. Have your camera on so we know you're there.
3. By Zoom Chat
 1. Send a message to everyone on Zoom Chat (question or comment)
 2. Private message me with a question or comment on Zoom Chat
4. Engage with your colleagues in Zoom Breakout Rooms

SUMMER SESSION 2: IMPORTANT DATES

July 31 - September 1, 2023

- Deadlines
 - Add/Swap - Thursday, August 3

- Drop - Monday, August 7 (tuition reversed)
- Request "W" Grade - Sunday, August 20 (no tuition reversal)
- Change Grade Option - Sunday, August 27
- Grades Due - Thursday, September 7

UC Santa Cruz Summer Session 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.

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>

ADDITIONAL HELPFUL RESOURCES FOR UNIVERSITY STUDENTS

- https://www.researchgate.net/profile/Joe-Cuseo/publication/265011122_What_All_First-Year_Students_Should_Know_The_Most_Potent_ResearchBased_Principles_of_College_Success/links/547ca2fc0cf27ed978622ab9/What-All-First-Year-Students-Should-Know-The-Most-Potent-Research-Based-Principles-of-College-Success.pdf
- <https://keeplearning.ucsc.edu/>
- <https://slc.berkeley.edu/programs/strategic-learning-program/resources>
- <https://todoist.com/productivity-methods/pomodoro-technique>

COURSE GRADING POLICY

Aspect of Course	Percent of Grade
Weekly Assignments	40%
Engagement: Attendance, evidence of preparation, and participation for each class session (3 points possible per class; 10	10%

total class sessions) No makeups for missed classes: In-class participation assignments awarded partial credit.	
Group Campus Resource Presentation	15%
Final Project: A letter to a future student and a comprehensive educational plan	35%

LATE ASSIGNMENTS

For every day an assignment is submitted late, a deduction of 5% will be applied to your assignment score.

ATTENDANCE

Attend and actively participate in class. If you miss more than 20% of class (2 class meetings) can result in failing the course. To be clear: You must attend at least 8 of the 10 classes in full (i.e., from the start of class to the very end of class) in order to pass.

DISABILITY RESOURCE CENTER (DRC)

From the DRC: “UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me privately during my office hours or by appointment, preferably within the first two weeks of the quarter. At this time, I would also like us to discuss ways we can ensure your full participation in the course. I encourage all students who may benefit from learning more about DRC services to contact the DRC by phone at 831-459-2089 or by email at drc@ucsc.edu.” *I’ll add that you have the right to have your needs met and that I’m happy to help you.

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, 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/Sexual Harassment Office is located at 105 Kerr Hall. In addition to the online reporting option, you can contact the Title IX Office by calling 831-459-2462.

POLICY ON ACADEMIC INTEGRITY

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.

COURSE SCHEDULE

For a more detailed breakdown of assignments, activities, and course readings, check our Canvas course site. Each “module” in Canvas represents an individual week of the course. If you pay attention to Canvas to-do lists, announcements, *and* the “Breakdown” page of each week, you will be on top of the course (course schedule subject to minor revision if necessary).

<p>WEEK 1</p>	<p>Welcome! Course Overview, Introductions, Becoming Familiar with the Research University</p> <ul style="list-style-type: none"> • Reading: Andreatta, Ch 1: Research and the Research University. (pp 1-32) • Highlighting Interesting Profs and Research • College Advice from (Older) Students • Getting to Know Each Other Canvas Discussion
<p>Week 2</p>	<p>The First-Year Experience, College Skills, and Reflections on Student Life</p> <ul style="list-style-type: none"> • Chapter 2 and 3 (33– 97 The First-Year Experience at the Research University. (pp 33 - 62) in the Course Textbook, <i>Navigating the Research University: A Guide for First-Year Students</i> by Britt Andreatta • Chapter 2 Question Set • Chapter 3 Question Set
<p>Week 3</p>	<p>Independence, Values and Majors</p> <ul style="list-style-type: none"> • Read Chapters 4-5 in the Course Textbook, <i>Navigating the Research University: A Guide for First-Year Students</i> by Britt Andreatta

	<ul style="list-style-type: none"> • Chapter 4: Interviewing a Parent • Chapter 5: Question Set • Response to Articles Assignment
Week 4	<p>Planning Your Future</p> <ul style="list-style-type: none"> • Focus2 Assessment • Chapters 6 & 7 in the Course Textbook, <i>Navigating the Research University: A Guide for First-Year Students</i> by Britt Andreatta • “Who Gets to Graduate” Article and Worksheet assignment
Week 5	<p>Wrapping Up and Looking Forward</p> <ul style="list-style-type: none"> • Four-year academic planning grid • Read Chapter 9: Planning For Your Future (pp 248-260) • Final Projects Due Friday, Sept. 1 at 11:59PM

*All assignments will be posted on Canvas along with directions.

Final Project Due: Friday, September 1st on Canvas by 11:59PM.

I am so glad you are here in this class! Feel free to email me at my UCSC email (kmacclar@ucsc.edu) or message me on Canvas at any time throughout the quarter. I will get back to as soon as I can. Also, **you can visit me during office hours to ask questions and talk to me about the course or college in general.** If you can't make drop-in office hours during this times, then I will be happy to accommodate your schedule and select a different time to meet with you. Remember, I am here to help you!