SUCCESSFUL TRANSFER TO THE RESEARCH UNIVERSITY

COURSE DESCRIPTION
Provides first quarter community college transfers with an understanding of the workings of a research university with emphasis on advanced academic expectations. Encourages development of educational plans reflecting effective academic strategies, short and long-term goals, research and/or internship experiences, and graduate programs.

COURSE GOALS AND STUDENT LEARNING OUTCOMES
To address the broader issues of transfer student retention and academic success, this course presents these course goals and corresponding student learning outcomes.

1. To assist students with making a smooth academic transition from the community college 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.

2. To guide students to explore differences in academic expectations between the community college and 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 upper-division material; demonstrate the knowledge of university level writing expectations in their 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; 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 twice-weekly seminar. If you miss all or part of a class or meeting, your final course grade may be affected.
2. Complete the assigned reading and all weekly assignments in preparation for each meeting.
3. Complete the comprehensive educational plan and the final paper analyzing your transition to the university by the final seminar meeting.

COURSE GRADING POLICY
Class attendance and participation 35%
Daily reading and writing assignments 35%
Three papers (faculty profile; comprehensive education plan; and reflection on past and future) 30%

TEXT
Kresge 25 Reader with all required readings included. Available at Bay Tree Bookstore.

COURSE TOPICS AND ASSIGNMENTS

Week One: July 26 and 28

Seminar
Faculty and student introductions; review course expectations and syllabus; learning outcomes pre-assessment with interviews/introductions. Distribute Academic Integrity handout. Discuss your initial perceptions and expectations of a research university. How is the research institution different from a community college? Understanding the research university. What is the structure and organization; who are faculty, staff, and students? Explore major differences between community college and research institution. Introduction to academic support services—who seeks help? Why is it important to work with others in your studies? How do you get help?

Seminar
Learning Styles & Time management—planning for increased academic demands and personal needs for the quarter. Adjusting from the semester system of most community colleges to the pace of the quarter system. How could you manage your time more effectively? What strategies could you use for planning your entire quarter to accommodate term compression as you adjust from the semester to the quarter system? Understanding your learning styles and their affect on your approach to learning with particular focus on developing metacognitive and advanced thinking skills. Students take learning styles inventories and discuss implications for their own learning capabilities and strategies.

Week Two: Aug 2 and 4

Seminar
In preparation for major assignment, discussion of developing short and long term educational goals and a framework for developing a comprehensive educational plan
including completion of a BA/BS degree at UCSC, research and internship program participation during the BA degree process, and graduate school, professional school, and job/career engagement after graduation. See Comprehensive Educational Plan handout for details.

Visit your faculty member or TA’s office hours and conduct mini-interview.

Seminar
Panel of Senior Transfer Students, in-class visitors
Current senior transfers discuss learning styles, habits for success, tips and advice. Q&A and seminar discussion to hear older peers and imagine your own success at UCSC.

Visit college staff advising to get acquainted with resources.

Week Three: Aug 9 and 11

Seminar
Research and internship opportunities. Beyond classroom activities, what other opportunities will enrich your university experience? On and off campus research experiences, practicums, community and discipline based internships, education abroad, UCDC, UC Sacramento. Meet with a Career Center adviser this week or next to learn about internship opportunities and career options upon graduation.

Seminar
Career Center workshop on future options: campus research experiences, UCDC and EAP, job opportunities and internships.

Week Four: Aug 16 and 18

Seminar
What are the expectations of research writing at the upper division level? What is analytic writing? How do you develop your own hypothesis/thesis and supporting arguments? Planning, drafting and revising your research paper—organizing your thoughts in a logical order. Reviewing the literature of others to support an original perspective, to lend background to a research plan of your own, or to validate your own original research in a piece of writing.

Seminar
Visit to campus academic resources: library database searches, in-class workshop. ARC; STARS and other resources.

Week Five: Aug 23 and 25

Seminar
UCSC Faculty visitor to our class. Connecting with faculty and faculty expectations—why is it important to get to know your faculty? How do you approach them? How do
you prepare for a meeting with them? What do you discuss? Review tenure track faculty, lecturers, teaching assistants and their roles.

Seminar
Is graduate school for you? Exploring the options—why should you go to graduate school? What are the differences between academic and professional programs? What are the timelines, application requirements, and components of the application? Identify relevant programs that meet your academic goals—find those that would be a good fit.

Wrap up and take home points, class and section evaluations and post-assessment. Submit final draft of analytical paper about your university transition; also your comprehensive educational plan. Submit class portfolio of all previously completed course assignments.