

Brij Lunine
Cowell College office 210
3:30

Office hours: Mondays and Wednesdays 12:30-1:30
and by appointment

brij43@ucsc.edu

STEV 26

Summer, 2014 (2 units)
Mondays and Wednesdays 1:30-

Social Sciences 2 Room 179

NAVIGATING the RESEARCH UNIVERSITY for INTERNATIONAL STUDENTS

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. 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 of international students 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 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; 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 discussion section, your final course grade may be affected.
2. Complete the assigned reading and all daily assignments in preparation for each meeting.
3. Complete several other assignments, including attending the office hours of the instructor, composing a letter to future student, time management worksheets, and delineating goals in a final paper analyzing your transition to the university.

ASSIGNMENTS

- Attend the office hours of an instructor from Summer Start, use interview handout and page 6 of our textbook to interview me, or Professors Halk, Paik, or Longo.
- Compose a letter to a future student.
- Write a short final paper analyzing your transition to the university and delineating your goals for study here.

COURSE GRADING POLICY

Class attendance and participation	35%
Daily assignments	35%
Additional assignment including final paper analyzing your university transition	30%

TEXTS & WEBSITES

Andreatta, *Navigating the Research University* (3rd edition)

Website for homework included in price of textbook: College Success Factors Index (CSFI): <https://login.cengage.com/cb/>

Available at Bay Tree Bookstore

On-line course management: E-Commons: <https://ecommons.ucsc.edu>

Here you'll find electronic copies of the syllabus, homework assignments, and other resources. E-Commons is the primary course management system for UCSC.

International Student Resources list of important links:

<http://ieo.ucsc.edu/intl-students/resources/index.html>

DRC

If you qualify for classroom accommodations because of a disability, please get an Accommodation Authorization from the Disability Resource Center (DRC) and submit it to me in person outside of class (e.g., office hours) within the first two weeks of the

quarter. Contact DRC at 459-2089 (voice), 459-4806 (TTY), or <http://drc.ucsc.edu/> for more information on the requirements and/or process.

Policy on Academic Integrity

By enrolling in the university, students are automatically agreeing to abide by policies, including those on academic misconduct. Academic integrity and scholarship are core values that should guide our conduct and decisions as members of the UCSC community. Plagiarism and cheating contradict these values, and so are very serious academic offenses. Penalties can include a failing grade on an assignment or in the course, or suspension or expulsion from the university. Students are expected to familiarize themselves with and follow citation practices (<http://nettrail.ucsc.edu/ethics/index.html>) and the university's Rules of Conduct regarding student conduct and discipline: <http://www2.ucsc.edu/judicial/handbook.shtml>.

SYLLABUS (subject to minor revisions)

Week 1

Monday 8/4 Introductions

Overview of course and getting to know each other.

Wednesday 8/6 Reading: Andreatta, chapter 1, Research and the Research University.

Homework DUE WED 8/6: CSFI go over Flashcards to learn vocabulary; Internet Exercises complete Academic Integrity and Critical Thinking exercises *as best you can* use the "Print Page" button at the end of the exercises to print and hand in. Make sure your name is on your papers.

Week 2

Monday 8/11 Andreatta, chapter 2, The First-Year Experience at the Research University.

Homework DUE MON 8/11: CSFI **Interview Another Student**, do this with someone you haven't met yet if possible. Try and do a really thorough job with this.

*Assign Interview.

Wednesday 8/13 Andreatta, chapter 3, Skills for Academic Success at the Research University.

Homework DUE WED 8/13: CSFI Catalog Request Part 1, Estimating Your Use of Time, & Margin Notes.

Week 3

Monday 8/18 Andreatta, chapter 4, Independence, Family, Values, and Campus Safety. Homework DUE MON 8/18: Check out the Counseling and Psychological Services ("CAPS"): <http://caps.ucsc.edu/> and CSFI Assess

Your Value Onion, Interview A Parent (do this with your own parent by e-mail), & The Safety of Your Campus.

Wednesday 8/20 Andreatta, chapter 5, Degrees, Majors, and Careers at the Research University. Career Center guest speaker Danielle Mello
Homework DUE WED 8/20: CSFI , Assessing Your Learning Style, read the URLs listed at the beginning of the exercise and then answer the questions.

Week 4

Monday 8/25 Andreatta, chapter 6, Alcohol, Drug Use, and Sexual Activity among University Students. Student Health Center Guest Speaker (TBD).
Homework DUE MON 8/25: Check out the Student Health Center website <http://healthcenter.ucsc.edu/> CSFI Learn About Local Laws & **Responsible Drinking Plan**.

*Final paper assigned.

INTERVIEW of faculty DUE.

Play Mayer Hawthorne, “Designer Drug” (Bonus Track, *Where Does This Door Go*

<https://www.youtube.com/watch?v=T4vC9TmUm5o>

<https://www.youtube.com/watch?v=-Lm4vxZrAig>

<http://www.rollingstone.com/culture/features/the-forsaken-a-rising-number-of-homeless-gay-teens-are-being-cast-out-by-religious-families-20140903>

Wednesday 8/27 Andreatta, chapter 7, The Diverse University Community.
Homework DUE WED 8/27: Check out the Cantú Center & ERC resources websites: <http://queer.ucsc.edu/> & <http://studentservices.ucsc.edu/about/contact.html> (scroll down). We'll prepare for Deborah Abbott of the Cantú's Center visit 9/8. No CSFI instead read and write at least a 2 ¶ response to Paul Tough, “Who Gets to Graduate?” *New York Times*, 15 May, 2014 (the link to the article is on eCommons in the Resources folder). Think about how race, gender and class in the U.S. affects who gets to attend college and finish. What comparisons can you make to your home country?

*Letter to a future student assigned

ADD 8/27 Alex and Denise @ 2:00-2:30

Introduction to advising services

- When to speak with an advisor
- How to contact and speak with an advisor

Transition after Summer Start program and into the academic terms.

Academic Integrity

What does it mean to be a student at the university? The idea was discuss the importance and role that non-major related courses such as the college core course, composition course, general education courses, and electives.

Week 5

Monday 9/1 *Labor Day no classes held*

Wednesday 9/3 Andreatta, chapter 8, Leadership Development at the Research University. **Rebecca Anderson** visit from the Undergraduate Research Program on 9/8.

Homework DUE WED 9/3: CSFI Assess Your Leadership Style & Exploring Honors and Awards

[CSFI tests are 20\$ use: http://www.mindtools.com/pages/article/newLDR_50.htm
http://www.queendom.com/tests/access_paper/index.htm?idReqTest=2200
<http://www.oplmalinking.com/leader-assessment.php>

instead]

Week 6

Monday 9/8 Andreatta, chapter 9, Planning for Your Future. ~~Guests Rebecca Anderson from Undergraduate Research~~ and Deborah Abbott from Cantú GLBTI Resource Center.

Homework DUE MON 9/8: CSFI Making SMART GOALS & Making the Most of Your education. *These will help you draft your final paper. You might start on them earlier. See the final paper assignment.

Wednesday 9/10 Final day wrap up

*Letter to a future student and final paper due.

First day of class

First write down and then share in groups:

- Your name
- Where you're from? Please give the city/region *and* country.
- Is this your first time to the United States?
- Have you traveled to other countries? If so, which ones?
- What was your high school or college like in your home country?
- How many students were there?
- What courses did you take your last term in school?
- How were your classes run—lecture? Student discussion? A combination?
- Were students asked for their own opinions?
- In essays and on exams was there one correct answer or were a variety of answers possible?
- In your mind what makes for a good essay?

- What's your impression of universities in the United States? Academically? Socially? Why did you decide to come study in the U.S.?
 - Why did you choose Santa Cruz?
 - What are you most excited about?
 - What are you most worried about?
 - What is a question you're afraid to ask?
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One thing you heard that surprised you?

What things did you have in common with the people in your group in terms of your school experience?

Did you have similar reasons for coming to UCSC? If not, what were the differences?

Coursework/ How courses were run?

Writing

List— Most excited about?

Most worried by?

Questions about any and everything?