

Brij Lunine
Stevenson 207
Wednesdays
Office hours:
Mondays and Thursdays 11:00 AM-12:00 PM
and by appointment
brij43@ucsc.edu

Summer, 2015 (2 units)
Mondays and
9:00-10:45 AM
Social Sciences 2 Room 75

STEVENSON 26
NAVIGATING the RESEARCH UNIVERSITY
for STEM 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 with a particular emphasis for proposed STEM majors. 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 STEM majors 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 STEM 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 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 a STEM instructor and use the interview handout and page 6 of our textbook to interview a faculty member.
- 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%
Final paper analyzing your goals and strategies for success and letter to a future student	30%

TEXTS & COURSE WEBSITE

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

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.

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

Summer Session 2015 : https://www.ue.ucsc.edu/academic_misconduct

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>.

Week	Monday	Wednesday
<u>Week 1</u>		Wednesday 7/29 Overview of the course and getting to know each other. Assignments for Monday: read Andreatta chapter 1, "Research and Research University" and complete exercises Andreatta chpt. 1 on eCommons (found in the Homework assignments folder under Resources in the left-hand tools tabs).
<u>Week 2</u>	Monday 8/3 Reading Due: Andreatta, chapter 1, Research and the Research University. Homework Due: exercises Andreatta chpt. 1 For WED 8/5: Read Paul Tough, "Who Gets to Graduate?" <i>New York Times</i> . In eCommons Resources folder. No exercises instead read and write at least a 2 ¶ response. Think about how race, gender and class in the U.S. affects who gets to attend college and finish. What comparisons can you	Wednesday 8/5 Tour of Science Hill with STEM faculty No exercises instead read and write at least a 2 ¶ response to Paul Tough, "Who Gets to Graduate?" <i>New York Times</i> , 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 school and community? Meet John Tamkun, Biology For MON 8/10: Read Andreatta chapter 2 and look over exercises chpt 2 interview another student.

	make to your home school and community?	
<u>Week 3</u>	<p>Monday 8/10 Andreatta, chapter 2, The First-Year Experience at the Research University.</p> <p>Homework DUE MON 8/17: Interview Another Student, see exercise for Andreatta chapter 2 on eCommons (found in the Homework assignments folder under Resources in the left-hand tools tabs).</p> <p>Also complete the on-line Strong assessment for next week.</p> <p>Meet STEM faculty</p> <p>For WED read Andreatta chpt 3 and do exercises.</p>	<p>Wednesday 8/12 Andreatta, chapter 3, Skills for Academic Success at the Research University.</p> <p>“Desirable Difficulty”</p> <p>*Assign Faculty Interview due Monday 8/24.</p> <p>For MON read chapter 4 and do exercises.</p> <p>Meet STEM students</p>
<u>Week 4</u>	<p>Monday 8/17 Andreatta, chapter 4, Independence, Family, Values, and Campus Safety. Check out the Counseling and Psychological Services (“CAPS”): http://caps.ucsc.edu/ and exercises chpt 4. Student interview due</p> <p>For WED chpt 5 and exercises *Also complete the Academic Advising Questionnaire Meet STEM faculty</p>	<p>Wednesday 8/19 Andreatta, chapter 5, Degrees, Majors, and Careers at the Research University. Career Center guest speaker Advising Assignment questionnaire and STRONG assessment due.</p> <p>For MON chpt 6 and exercises</p>
<u>Week 5</u>	<p>Monday 8/24 Andreatta, chapter 6, Alcohol, Drug Use, and Sexual Activity among University Students. Homework DUE MON</p>	<p>Wednesday 8/26 Andreatta, chapter 7, The Diverse University Community. Cantú Center guest, Tam Welch Homework DUE WED 8/26: Check out the Cantú Center & ERC resources websites: http://queer.ucsc.edu/ &</p>

	8/25: Check out the Student Health Center website http://healthcenter.ucsc.edu/ and exercises chapter 6 *Final paper assigned. INTERVIEW of faculty DUE. For WED read chpt 7 and check out the websites listed for Wed. Meet STEM faculty	http://studentservices.ucsc.edu/about/contact.html (scroll down). No exercises for chpt 7 *Letter to a future student assigned
<u>Week 6</u>	Monday 8/31 Andreatta, chapter 8, Leadership Development at the Research University. Rebecca Anderson visit from the Undergraduate Research Program. For WED read chpt 9 and complete exercises	Wednesday 9/2 Andreatta, chapter 9, Planning for Your Future. Exercises chpt 9 *These will help you draft your final paper. You might start on them earlier. See the final paper assignment
<u>Week 7</u>	Monday 9/7 Labor Day no classes held	Wednesday 9/9 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

 - What was your high school like?
 - 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?
 - In essays and on exams was there one correct answer or were a variety of answers possible?
 - Why did you choose UC 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?