

Farnaz Fatemi
Kresge 25
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Summer
2016
2.0 units

Thimann Labs 101, Tues/Thu; Section 1: 11-12:30, Section 2: 2-3:30

Office Hours: Thursday 9:30-10 and 2:30-3, in classroom. Also by appt.

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 (mostly provided by Google Classroom) 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 projects (faculty interview; comprehensive education plan; and reflection on past and future)	30%

TEXTS (Available at *Bay Tree Bookstore*.)

Kresge 25 Reader with all required readings included.

The Rowman and Littlefield Guide to Writing with Sources (Fourth Edition) by James P. Davis.

COURSE TOPICS AND SCHEDULE

If you have a laptop or tablet available to you, please bring it to class meetings.

Week One: July 26 and 28

July 26

Faculty and student introductions; review course expectations and syllabus; learning outcomes pre-assessment with interviews/introductions.

Google Classroom introduction. Get code.

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?

July 28

HW #1 due (submit to Google Classroom and print the page for class).

In-class: 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.

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?

Week Two: Aug 2 and 4

This week: Visit your faculty member or TA's office hours and conduct mini-interview.

Aug 1: Drop deadline

Aug 2

HW #2 due

Time Management Discussion
Academic Planning.

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.

Aug 4

HW #3 due.

Continue learning styles discussion.

In-class visitors. Veteran transfers Nate Nichols and Brynn Hegland discuss learning styles, habits for success, tips and advice. Q&A and seminar discussion to imagine your own success at UCSC.

Week Three: Aug 9 and 11

Aug 9

Faculty interview assignment write-up due.

HW #4 due.

Note-Taking styles presentation.

Assign Comprehensive Educational Plan

Aug 11

HW #5 due.

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.

Undergraduate Research Advisor Sara Sanchez visit to class to talk about research opportunities. 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.

Aug 12: Withdraw deadline

Week Four: Aug 16 and 18

Aug 16

HW #6 due.

Campus advisors from Biology and Colleges visit, to discuss differences between campus advising – majors, colleges, where to go for what support.

Aug 18

HW #7 due.

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

HW: Complete Strong Interests Inventory by Friday August 19, online.

Week Five: Aug 23 and 25

Aug 23

HW: Draft in copies due, reflection on your transition to UCSC.

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.

Last 10-15 minutes: in-class evaluations.

Aug 25

Career Center advisor visit to follow up on individual assessments – final class session.

Submit final draft of analytical paper about your university transition; submit your comprehensive educational plan.