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 here or at any UC campus.

COURSE GOALS AND STUDENT LEARNING OUTCOMES:
To address the broader issues for incoming first-year student 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 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, your final course grade may be affected.
2. Complete the assigned reading and all daily assignments in preparation for each meeting. There will be folders on our class Google Drive where you will submit your work. Please title all Google Docs with the format Last Name_Name of Assignment. For example, Kenner_Chapter 5 Questions

3. Complete several other assignments, including a letter to yourself, a career center assessment, a parent or parental figure interview, a class presentation, a letter to a future student, and a final paper analyzing your transition to the university

COURSE GRADING POLICY:
Class attendance and participation, one office hour visit, attendance of one workshop 35%
Four larger writing assignments 35%
Daily reading and writing assignments; one group presentation 30%

COURSE MATERIALS
Andreatta, *Navigating the Research University* (3rd edition) Available at Bay Tree Bookstore
Notebook for occasional journal entries or classroom activities
Access to our class Google Drive

SUMMER ACADEMY WORKSHOPS:
You must attend two of the following:

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Workshop/Info. Session</th>
<th>Location</th>
<th>Facilitators</th>
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<tbody>
<tr>
<td>W 8/1</td>
<td>4:30-5:30pm</td>
<td>Time Management Workshop</td>
<td>Kresge 321</td>
<td>Mario Wash, EOP Adviser</td>
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<tr>
<td>Tu 8/7</td>
<td>4:30-5:30pm</td>
<td>Internships Info. Session</td>
<td>Kresge 327</td>
<td>Autumn Kanne, Career Center</td>
</tr>
<tr>
<td>W 8/8</td>
<td>4:30-5:30pm</td>
<td>Internships info. Session</td>
<td>Kresge 327</td>
<td>Autumn Kanne, Career Center</td>
</tr>
<tr>
<td>M 8/13</td>
<td>4:30-5:30pm</td>
<td>Financial Aid Info. Session</td>
<td>Kresge 327</td>
<td>Glenn Gumin &amp; Maria Orozco, Financial Aid Office</td>
</tr>
<tr>
<td>W 8/15</td>
<td>4:30-5:30pm</td>
<td>Selecting a Major Info. Session</td>
<td>Kresge 327</td>
<td>Sean Malone, Advising</td>
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<tr>
<td>W 8/22</td>
<td>4:30-5:30pm</td>
<td>Study Abroad Info Session</td>
<td>Kresge 327</td>
<td>Kathy Gordon, Study Abroad</td>
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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.

Academic Integrity Summer Session:
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)

1 Outside of class (i.e. your dorm or the library). Laptops will be necessary for one peer review, and I will give you advance notice and information about where to borrow computers, if needed. Otherwise, computers and phones will not be accessed during class. **Technology use in class will negatively impact your participation grade.**
and the university's Rules of Conduct regarding student conduct and discipline:
http://www2.ucsc.edu/judicial/handbook.shtml.

Note from K. Kenner:

Each week we will read one or two chapters from Andreatta, and occasionally you will answer additional questions to push your thinking about the readings and our class discussions. Andreatta explains that you should expect to spend two hours working outside of class for each hour in class (p. 68), which means you should expect to spend no less than six hours per week outside of class on work for STEV 26. Larger assignments are typically due on Mondays and Tuesdays.

You will be expected to actively participate in class (which can look different ways for different students; don’t worry if you have anxiety about speaking up in class), and there will be many opportunities to practice presenting information to small and large groups. This classroom is an affirming space, and all of the class activities and homework assignments are created to support your transition into college. I have no doubt that you are capable of excellence. Let’s have a great class!

Course Outline*: UPDATED 8/7/18

<table>
<thead>
<tr>
<th>Week and Theme</th>
<th>Activities/Assignments</th>
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<tbody>
<tr>
<td>WEEK 1</td>
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| Introduction—each other, the course, the University | Mon/Tue: Course introduction and community building  
Introductory Survey due W (8/1) or Th (8/2)  
Weds/Thurs: Chapter 1 (Research and the Research University) & Clear (2014)  
Archive Project due next M (8/6) or Tu (8/7)  
Strong Interest Inventory (SII) due next M (8/6) or Tu (8/7) |
| WEEK 2         |                         |
| First-Year Experiences and Expectations | Mon/Tue: Chapter 2 (The First-Year Experience at the R.U.) and Undergraduate Research—Student Presentation  
Chapter 2 and 3 Question Set due W (8/8) or Th (8/9)  
Weds/Thurs: Chapter 3 (Skills for Academic Success at the R.U.) and Strong Interest Inventory Explanation [note: new date]  
Chapter 5 Question Set due next M (8/13) or Tu (8/14) |
| WEEK 3         |                         |
| Academic Planning and UCSC Resources | Mon/Tue: Chapter 5 (Degrees, Majors, and Careers) & Honors and UG Research Presentation (sections 3 and 5) [note: new date]  
Resource Presentations due W (8/15) or Th (8/16)  
Weds/Thurs: UCSC resource presentations and Honors & UG Research (section 4)  
Reading groups choose either: Chapter 6 (Alcohol, Drug Use, and Sexual Activity among University Students) or Chapter 7 (The Diverse University Community)  
Family interview due next M (8/20) or Tu (8/21)  
Jigsaw presentations due next M (8/20) or Tu (8/21)  
NOTE: REQUIRED OFFICE HOURS THIS WEEK—be sure to sign up and show up😊 |
| WEEK 4         |                         |
| Making Wise Decisions with New Independence | Mon/Tue: Chapters 6 and 7 (see above) and Advising Presentation  
Weds/Thurs: Strong Interest Inventory Explanation and Chapter 4 (Independence, Family, Values, & Campus Safety) and gather loose ends  
Letter to a new student due next M (8/27) or Tu (8/28)  
Workshop summaries & SMART GOALS due M (8/27) or Tu (8/28) |
| WEEK 5         |                         |
| Planning for Future Academic Success & Leadership Roles | Mon/Tue: Chapter 9 (Planning for Your Future), library database introduction, and overview of qualitative and quantitative research  
Draft of final paper due W (8/29) or Th (8/30)  
Weds/Thurs: Chapter 8 (Leadership Development at the R.U.), peer review  
Final paper due next M (9/3) by noon or T (9/4) by noon (at the latest) |

*I reserve the right to adapt these dates or assignments