

Navigating the Research University

Summer, 2019 (2 units)

Section 1 Mondays and Wednesdays 9-10:30 AM

Earth and Marine Sciences B210

Section 2 Mondays and Wednesdays 11-12:30 PM

Earth and Marine Sciences B214

Brij Lunine Instructor

Stevenson 207

Office hour:

Mondays 12:30--1:30 PM Earth and Marine Sciences Lobby

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Mondays 12:30--1:30 PM Earth and Marine Sciences Lobby

STEVENSON 26 SUMMER ACADEMY NAVIGATING the RESEARCH UNIVERSITY

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. Absenteeism can result in failing the course.
2. Complete the assigned reading and all daily assignments in preparation for each meeting. Due on Canvas unless you prefer to hand in hard copy.
3. Complete several other assignments, including a response to a *New York Times* article, a profile of a fellow student, mentor, staff, or professor, a Career Center assessment, attending two workshops, composing a letter to a future student, and delineating goals in a final paper analyzing your transition to the university.

COURSE GRADING POLICY

Class attendance and participation	25%
Daily assignments	35%
Response to article, profile, attending two workshops and writing synopses, final paper analyzing your goals and strategies for success, and letter to a future student, etc.	40%

TEXTS & COURSE WEBSITE

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

Available at Bay Tree Bookstore.

Online course management: Canvas. *You should have received a code via e-mail. Please don't hesitate to check with me if you're having trouble accessing Canvas.

Disability Resource Center

From the DRC: "UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me privately during my office hours or by appointment, preferably within the first two weeks of the quarter. At this time, I would also like us to discuss ways we can ensure your full participation in the course. I encourage all students who may benefit from learning more about DRC services to contact the DRC by phone at 831-459-2089 or by email at drc@ucsc.edu." *I'll add that I'm happy to help you with this.

Title IX:

The university cherishes the free and open exchange of ideas and enlargement of knowledge. To maintain this freedom and openness requires objectivity, mutual trust, and confidence; it requires the absence of coercion, intimidation, or exploitation. The principal responsibility for maintaining these conditions must rest upon those members of the university community who exercise most authority and leadership: faculty, managers, and supervisors.

The university has therefore instituted a number of measures designed to protect its community from sex discrimination, sexual harassment, sexual violence, and other related prohibited conduct. Information about the [Title IX Office](#), the online reporting [link \(Links to an external site.\)](#), applicable campus [resources](#), reporting responsibilities, the [UC Policy on Sexual Violence and Sexual Harassment \(Links to an external site.\)](#) and the UC Santa Cruz Procedures for Reporting and Responding to Reports of Sexual Violence and Sexual Harassment can be found at titleix.ucsc.edu.

The Title IX/Sexual Harassment Office is located at 105 Kerr Hall. In addition to the online reporting option, you can contact the Title IX Office by calling 831-459-2462.

Policy on Academic Integrity

Summer Session 2019:

Academic integrity is the cornerstone of a university education. Academic dishonesty diminishes the university as an institution and all members of the university community. It tarnishes the value of a UCSC degree. All members of the UCSC community have an explicit responsibility to foster an environment of trust, honesty, fairness, respect, and responsibility. All members of the university community are expected to present as their original work only that which is truly their own. All members of the community are expected to report observed instances of cheating, plagiarism, and other forms of academic dishonesty in order to ensure that the integrity of scholarship is valued and preserved at UCSC. In the event a student is found in violation of the UCSC Academic Integrity policy, he or she may face both academic sanctions imposed by the instructor

of record and disciplinary sanctions imposed either by the provost of his or her college or the Academic Tribunal convened to hear the case. Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript. For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the [Academic Integrity page](#) at the Division of Undergraduate Education.

Workshops

You are required to attend **two** and write a brief synopsis (1-2¶s) of each. You're encouraged to attend all the workshops and will be granted extra credit for each additional workshop you attend and turn in a summary for.

*Location information will be updated as made available.

Wednesday, July 31st: Meet a Mentor in your Major/ Choosing a Major/ Writing Workshop 4 to 6 pm in the Hitchcock Lounge

Thursday, August 1st: College Advising Workshop 4:30-5 pm Porter Hitchcock Lounge Marc

Tuesday, August 6th: Time Management Workshop 4-5 pm in the Porter Hitchcock Lounge

Friday, August 9th: Critical Reading Workshop 4-4:30 pm Porter Hitchcock Lounge Pateley & Carlos

Thursday, August 15th: Study Abroad Work 5-6 pm Porter Hitchcock Lounge Pateley

Monday, August 19th: Job/ Internship Strategies Workshop 4-5:30 pm in the Porter Hitchcock Lounge

Thursday, August 22nd: Grad School Prep Workshop 4-5:30 pm in the Porter Hitchcock Lounge

Dates and Deadlines for Summer Session Administration

For all dates and deadlines, including 'change of grade option' (P/NP) and grades due, here is the summer academic calendar:

<https://summer.ucsc.edu/studentlife/index.html>

For questions about dropping, requesting a W grade for a course, or withdrawing from the summer quarter, email summer@ucsc.edu.

Syllabus (subject to minor revision)

Week 1

Monday 29 July

Overview of the course and getting to know each other.

For next class: Please complete the 1) UCSC introductory survey [Link \(Links to an external site.\)](#), 2) course survey and 3) read and respond to Paul Tough, "Who Gets to Graduate?" *New York Times*.

Link to Paul Tough: [http://nyti.ms/1gqD4Wa \(Links to an external site.\)](http://nyti.ms/1gqD4Wa)

Read and write at least a 2-3 ¶ response paper. Think about how race, gender and class in the U.S. affect who gets to attend college and finish. What comparisons can you make to your own experiences, your school at home and your community? (**See homework assignment #1.**)

Wednesday 31 July

Due: Course surveys and Paul Tough, "Who Gets to Graduate?" response

In class: discussion and activities covering surveys and Tough.

Quick YouTube intro to Strong Interests Inventory



[Link \(Links to an external site.\)](#)

For Monday

Reading for Monday: Andreatta, chapter 1, Research and the Research University.

Homework Due: exercises Andreatta chpt. 1 **and** *Strong Interests Inventory, see assignments.

Week 2

Monday 5 August

Strong Interest Inventory questionnaire due

Discussion of Andreatta, chapter 1.

For Wednesday read Andreatta chapter 2 and do the questions. Profile assigned.

*Session 2: Drop deadline: **Monday, August 5**. Request for "W" deadline: Friday, August 16

Wednesday 7 August

Andreatta, chapter 2, The First-Year Experience at the Research University.

Chapter 2 questions due.

Discussion of What to Expect Your First Year and How You'll Change + psychological theories from reading.

For next Monday chapter 3 and do the exercises (I'm stopping with the reminders here—for each day listed the reading and homework are due on that day).

Week 3

Monday 12 August

Academic Advising Presentation.

Due today: Andreatta, chapter 3, Skills for Academic Success at the Research University. Exercises due as well.

Discussion of “Desirable Difficulty”

Wednesday 14 August

Career Center Rebecca Tivang visit. Strong Interest Inventory.

*Session 2: Request for “W” deadline: **Friday, August 16**

Chapter 4 Independence, Family, Values, and Campus Safety.

In class:



[My College Transition \(Links to an external site.\)](#)

Check out the Counseling and Psychological Services (“CAPS”): <http://caps.ucsc.edu/> and exercise.

**Also read: "The Real Campus Scourge,: Frank Bruni, NYT, 2 Sept., 2017 (link), Andreatta, chapter 5, Degrees, Majors, and Careers at the Research University.

Week 4

Monday 19 August

Profile Due.

Final letter and paper prep.

Wednesday 21 August

Andreatta, chapter 6, Alcohol, Drug Use, and Sexual Activity among University Students.

Check out the Student Health Center website <http://healthcenter.ucsc.edu/> and do the exercises for chapter 6

Andreatta, chapter 7, The Diverse University Community.

Check out the Cantú Center & ERC resources websites: <http://queer.ucsc.edu/> & <http://studentservices.ucsc.edu/about/contact.html> (scroll down).

No exercises for chpt. 7

Read and write a short (2 min.) response to *one* of the following articles:

[Link \(Links to an external site.\)](#) *The Chronicle of Higher Education*, College students want free speech--sort of

[Link \(Links to an external site.\)](#) *The Washington Post*, Campus free speech "crisis" is a myth

[Link \(Links to an external site.\)](#) *The Guardian*, Are universities finally moving towards their #metoo moment?

[Link \(Links to an external site.\)](#) *The New York Times* How universities deal with sexual harassment needs sweeping change panel says

Week 5

Monday 26 August

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.

(*Out of order to facilitate your final paper.)

DRAFT OF LETTER AND FINAL PAPER DUE

Wednesday 28 August

SETs ("What Do You Think?" course evaluations) and post-course survey due by Friday 30 August

Post-course survey: [Link \(Links to an external site.\)](#)

Andreatta, chapter 8, Leadership Development at the Research University. Check out the Undergraduate Research Program: <https://ugr.ue.ucsc.edu/>

FINAL LETTER AND PAPER DUE