

# Course Syllabus

Summer, 2022 (2 units)

**Section 1** Mondays and Wednesdays 9:00-10:30 AM, Oakes Academic Building 106

**Section 2** Mondays and Wednesdays 11:00 AM-12:30 PM, Oakes Academic Building 106

**Section 5** Mondays and Wednesdays 1:00 - 2:30 PM

Porter Academic Building 148

Brij Lunine Instructor

In-person office hours: Mondays and Wednesdays 10:30-11:00 AM Oakes 106 and by appointment

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## 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.

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## 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.
3. Complete several other assignments, including responses to several articles on higher education and others on current issues, present on a campus resource, compose a letter to a future student and delineate goals in a final paper analyzing your transition to the university.

## COURSE GRADING POLICY

Class attendance and participation	25%
Daily assignments including reading responses	35%
Presentation on a campus resource; and a final paper, letter to a future student, campus map, and draft of the final analyzing your goals and strategies for success.	40%

## TEXTS & COURSE WEBSITE

The textbook for this course is *Navigating the Research University*. It's available as an ebook from the campus bookstore, Bay Tree

Bookstore: [https://ucsc.verbacompare.com/comparison?id=SSII20\\_STEV\\_026\\_01](https://ucsc.verbacompare.com/comparison?id=SSII20_STEV_026_01)

It's widely available online too. The Bay Tree link above does offer other

options. Additionally, if you can't afford the book, please don't hesitate to get in touch and I'll see about a complimentary copy or one at a reduced price.

All other readings will be links to articles and web pages.

Also, as a UCSC student, you have a subscription to the *New York Times*. The Student Union Assembly has attained funding so that all undergraduate and graduate students can enjoy a [free digital New York Times subscription](#). Please activate your subscription since we'll be reading articles from the NYT.

### **Zoom etiquette** (if necessary)

Please have your computer camera on during class. Personal message me on Zoom chat or email me if you can't have your camera on due to circumstances or technical issues.

### **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](mailto: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](#), applicable campus [resources](#), reporting responsibilities, the [UC Policy on Sexual Violence and Sexual Harassment](#) 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](http://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 2022:

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 strongly encouraged to attend these. If you do write a brief synopsis (1-2¶s) and hand in for extra credit. See assignment week 1 for further details.

### List of Workshops

**Guide to CAPS (Counseling & Psychological Services):** Monday, 7/25 at 2:15 p.m. in Porter B: 6<sup>th</sup> Floor Lounge

**Navigating college with ADHD:** Thursday, 7/28 at 12 p.m. in *location TBD*

**"What is UCSHIP?":** Friday, 7/29 at 12 p.m. in *location TBD*

**Enrollment Workshop:** Monday, 8/1 at 10 a.m. in Porter Hitchcock Lounge

**Tips for Procrastinators:** Monday, 8/1 at 12 p.m. in Porter Hitchcock Lounge

**Note-Taking Workshop:** Wednesday, 8/3 at 11 a.m. in Porter Hitchcock Lounge

**Navigating Research Databases: JSTOR, Project Muse, etc.:** Friday, 8/5 at 11 a.m. in Porter Hitchcock Lounge

**Guide to Office Hours and email etiquette:** Monday, 8/8 at 4:20 in *location TBD*

Helpful tips for citing sources: Tuesday, 8/9 at 1:15 p.m. in Porter Quad

## Dates and Deadlines for Summer Session Administration

### Session 2

- **July 25 - August 26, 2022**

#### Deadlines

- **Add** - Thursday, July 28
- **Drop** - Monday, August 1 (tuition reversed)
- **Request "W" Grade** - Sunday, August 14 (no tuition reversal)
- **Change Grade Option** - Sunday, August 21
- **Grades Due** - Thursday, September 1

**Financial Aid Disbursement** - July 18 (if enrolled by [June 1 priority timeline](#))

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](mailto:summer@ucsc.edu).

## Syllabus

(subject to minor revision)

### Week 1

#### Monday 25 July

Overview of the course and getting to know each other.

Introducing the instructor and course.

Modules and Syllabus

Breakout Groups activity

For next class: Please complete the 1) UCSC introductory survey, 2) questionnaire and 3) read and respond to Paul Tough, "Who Gets to Graduate?" *New York Times*.

## Wednesday 27 July

In class: discussion and activities covering surveys and Tough.

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

In class: discussion and activities covering surveys and Tough.

## For Monday

**Reading** for Monday read Andreatta chapter 2 and the Hartocollis article.

**Homework Due:** exercises Andreatta chpt. 2

## Week 2

### Monday 1 August

Discussion of "In a Dark Year, Some Surprising Glimmers of Light," Hartocollis & Andreatta, chapter 2, "The First-Year Experience at the Research University."

For Wednesday read Andreatta chapter 3 and do the questions.

\*Session 2: Drop deadline: **Monday, August 2**. Request for "W" deadline: Friday, August 14

In class:



## [My College Transition](#)

### Wednesday 3 August

Andreatta, chapter 3, "Skills for Academic Success at the Research University."

Chapter 3 questions due.

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

For next Monday chapter 4 and do the exercises

## Week 3

### Monday 8 August

Academic Advising Presentation and visit, Sean Malone.

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

Due today: Andreatta, chapter 4, Skills for Academic Success at the Research University. Exercises due as well.

Discussion of "Desirable Difficulty"

Do the iStartStrong assessment for Wed.

Attending Universities in the time of COVID readings response assigned.

### Wednesday 10 August

Career Center visit, Rebecca Tivang.

Andreatta, chapter 5, Degrees, Majors, and Careers at the Research University. (No exercises for chapter 5, but you will need to read it for the final project.)

In-class: Discussion of choosing a major.

For class: [Link](#)

Assign final paper and project.

For Monday: read chapter 6, "Alcohol, Drug Use, and Sexual Activity among University Students," and do the exercises.\*

\*Check out the Student Health Center website <http://healthcenter.ucsc.edu/>

\*Session 2: Request for "W" deadline: **Sunday, August 14**

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

## Week 4

### Monday 15 August

Final letter and paper prep.

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



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

In class: short lecture and then discussion of "partying, etc."

Presentations of campus resources.

For Wednesday read: Andreatta, chapter 7, "The Diverse University Community."

No exercises for chpt. 7 but be sure to read it!

### **Wednesday 17 August**

Andreatta, chapter 7, "The Diverse University Community."

Discussion of diversity in higher education and UCSC. Updating the data for UCSC, UC and higher education in general. Problematizing the text.

Presentations of **CAMPUS RESOURCES**

Reading response assigned.

For Monday read: 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 MONDAY**

**SETs ("What Do You Think?" course evaluations) and post-course survey due.**

### **Week 5**

#### **Monday 22 August**

Andreatta, chapter 9 "Planning for Your Future."

Exercises chpt 9 \*These will help you draft your final paper due.

**DRAFT OF LETTER AND FINAL PAPER DUE**

In class: discussion of planning for future, SMART goals, obstacles and resources (linking back to Paul Tough).

**PEER FEEDBACK** groups--sharing your drafts of your paper and letter.

Q & A on peer feedback and the final assignments.

#### CAMPUS RESOURCES PRESENTATIONS

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

#### **Wednesday 24 August**

Last class!

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

Discussion of leadership opportunities and the Undergraduate Research Program.

#### CAMPUS RESOURCES PRESENTATIONS

Final activity and goodbyes--for now.