

UConn

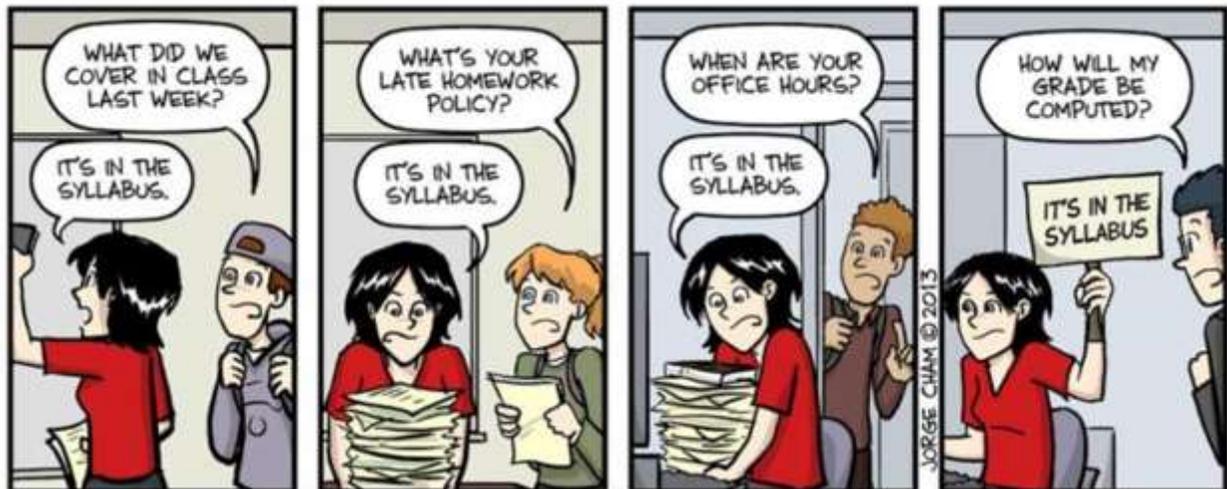
UNIVERSITY OF CONNECTICUT

UNIV 1800.031

UNIV 1800.031: University Learning Skills
Fall 2015
Tuesdays 3:30-4:20 / Rowe 134

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*“The only way to do great work is to love what you do.
If you haven’t found it yet, keep looking. Don’t settle.”
– Steve Jobs, Founder of Apple*



IT'S IN THE SYLLABUS

This message brought to you by every instructor that ever lived.

WWW.PHDCOMICS.COM

Course Description

Welcome to the University of Connecticut and First Year Experience (FYE)! FYE is a unique one-credit course designed to provide you with the opportunity to explore issues relevant to new students at the University of Connecticut. Our goal for the semester is to provide an open forum for discussion about college transition issues and concerns, and to promote greater self-awareness, growth, and understanding of you as a scholar, individual, and global citizen. Over the course of the semester, we will investigate your college experiences holistically, which will allow you the ability to make informed decisions paving the way for a richer, fuller college career.

This course is designed to be fun, supportive, practical, and intellectually challenging. Most of our work in this class will be cooperative. Therefore, our success will largely rely on active, earnest participation from you. Students who successfully complete the course will leave with critical thinking skills, increased cultural competency, knowledge of UConn resources, increased self-awareness, a working knowledge of HuskyCT, a writing sample, and a resume. In addition, we hope that you will have some fun memories, confidence, and meaningful connections with faculty/staff and your fellow students.

Course Learning Objectives

LO1: Students will recognize the principles of critical and creative thinking, and apply them to all three realms of their first-year experience: academic, personal, and global.

LO2: Students will recognize their strengths and weaknesses and reflect on their personal growth as UConn students.

LO3: Students will recognize and engage with social and academic support services and enrichment opportunities offered at UConn.

LO4: Students will recognize and practice basic academic and professional skills necessary for undergraduate success at UConn.

LO5: Students will recognize the diversity of our world and practice basic skills needed to actively and ethically contribute to a globalized society.

Course Required Readings

Lesseur, Shawna. (2015). *First Year Experience Student Success Guide*. University of Connecticut: Storrs, CT.

You can access this text for FREE at fye.uconn.edu.

Grading

Grade Scale			
A = 94 – 100% Points = (94 – 100)	B = 84 – 87% Points = (84 – 87.9)	C = 74 – 77% Points = (74 – 77.9)	D = 64 – 67% Points = (64 – 67.9)
A- = 91 – 93% Points = (91– 93.9)	B- = 81 – 83% Points = (80 – 83.9)	C- = 71 – 73% Points = (71 – 73.9)	D- = 61 – 63% Points = (61 – 63.9)
B+ = 88 – 90% Points = (88= – 90.9)	C+ = 78 – 80% Points = (78 – 79.9)	D+ = 68 – 70% Points = (68 – 70.9)	F = 0 – 60% Points = (0 – 60.9)

Grade Components	Total Number of Points	Explanation	Grade Percentage
In-Class Assignments / Participation	28 Points	2 Points x 14 Classes	28%
Involvement Fair Assignment	10 Points	Part A (5) Part B (5)	10%
Exploring Campus Resources	12 Points	Complete group interview & present on your findings	12%
Mind Map Assignment	20 Points	<i>Mind Map Assignment 1 (8)</i> <i>Mind Map Assignment 2 (12)</i>	20%
StrengthsQuest	10 Points	<i>Complete the Assessment and Pre-Assignment BEFORE Class</i>	10%
Reflection Journals	20 Points	4 Journal Posts x 5 Points Each	20%
Maximum Total Points	100 Points		

Assignment Summary

Below are brief summaries of the course assignments. Additional information will be discussed in class and can be found on our course HuskyCT site. If you have any questions please ask before the assignments are due.

Class Participation – Due Each Class Meeting (28 Points):

Attendance and participation are crucial to your success in this course. Absences will hurt your final grade by reducing the points you receive for the participation and in-class work. If there are special circumstances causing absences, please contact me by email. Excessive or chronic tardiness to class will also be considered when computing the participation portion of your grade.

Involvement Fair Assignment (10 Points):

The involvement fair assignment is broken down into two parts: You must attend the involvement fair to complete Part A of this assignment and you must complete part A of the assignment to complete part B of the assignment. More information will be given during class and can be found on HuskyCT.

Due Date: A and B. Part A of the Involvement Fair Assignment is due on **September 15** in class; Part B is due **October 20** in class.

Exploring Campus Resources (10 Points): In a group, you will be researching an office which offers services at UConn. You will meet with someone who works in that office and conduct a 5-10 minute group presentation for your classmates. More information will be given during class and can be found on HuskyCT.

Due Date: Continuously throughout the semester; assigned date depends on your group. _____

Mind Map #1 Assignment (8 Points):

Culture is ubiquitous but varying. The culture in the United States is very different from the culture in Jamaica or Japan or Chile, or Ghana. This assignment will allow you to investigate your culture with a critical lens while also examining the UConn culture to see how both cultures compare and differ. More information will be given during class and can be found on HuskyCT. This is a two part assignment.

Due Date: Mind Map #1 is due in class on **September 15**.

Mind Map #2 Assignment (12 Points):

Building on Mind Map #1, Mind Map #2 will allow you to reexamine your first evaluation of your culture and the culture at UConn, while asking you to take additional steps to fully understand your new perspective. More information will be given during class and can be found on HuskyCT.

Due Date: Mind Map #2 is due in class on **November 17**.

StrengthsQuest (10 Points):

StrengthsQuest is an internationally recognized self-awareness tool used in almost every country of the world. Students, professionals, artists, athletes, and other leaders use the insights and philosophy from Strengths to excel in whatever they do. You can take the assessment in whatever language you choose; however, because it's a timed assessment it's suggested that you take assessment in your first language.

Due Date: Your assessment and pre-workshop assignment are due in class on **September 29**. Bring both completed to class.

Reflection Journals (20 Points Total):

Four times this semester you will be asked to reflect on your experiences as a college student on HuskyCT. These will be private reflections only read by your FYE instructor and Mentor.

Journal Prompt #1: Consider your experiences in the United States and what we have done in class thus far (discussion of stereotypes, examination of UConn culture and your culture, etc.). Describe your transition to the United States. How have you excelled and how have you struggled? What are key obstacles that remain for you to overcome during this semester, next semester and your remaining 4 years? **SEP 8**

Journal Prompt #2: Self-Awareness Reflection: Using a specific example, describe how your learning style is working with one of your professor's teaching styles. **OCT 13**

Journal Prompt #3: Mock email to professor or academic advisor. **OCT 27**

Journal Prompt #4: Short-Term Goals Reporting: Describe your experiences trying to reach one short-term goal you set for yourself in week eight. **NOV 10**

Important Course & University Policies

A key objective of this course is to encourage open, critical discussion. This is a credit-bearing course, and as such there are obligations to the University which must be upheld.

Therefore, the following policies will be observed:

Attendance & Participation

Participation is vital to learning in this course, and attendance is vital to participation. As a course designed with a capacity of 19 students, it is the intention of the University to create an environment in which students can interact, learn from each other, and be heard. Thus, we expect that all students will be prepared and willing to participate in class discussion on a regular basis. This can be directly in class or through HuskyCT discussion posts. Please contact me ahead of time if you need to miss class to participate in a university event or for a major personal reason. If you know in advance that you will need to miss class we can work together to find a way to catch you up. If you miss class due to a genuine emergency or medical problem, please request documentation from Student Health Services after you visit, or contact the Dean of Students 860-486-3426. They will look into the issue and send all of your instructors formal notification (an excuse) if appropriate.

Late Work Policy

I do not accept late daily participation work unless you make arrangements with me before the class, or in extreme cases such as medical emergencies. Late posts lose 10% off the final grade for every day that they are late. **Do not leave them until the last minute because they are a vital part of our class sessions. And all major assignments must be in on the listed due dates, unless you are granted an extension ahead of time. Please contact me in advance if you are having a problem with an assignment so that I can help.** You can see me after class, during my listed office hours, or by appointment.

Technology: Cell Phones, Tablets, Laptops, Etc.

In our course you are encouraged to bring smart phones, laptops, tablets, etc. to occasionally help you fact check and engage with online course content during our discussions. However, it is important that your use of technology in the classroom is limited to these purposes. And please remember to turn them on silent before you enter the classroom. If technology becomes a distraction points may be deducted from your participation grade.

Email and HuskyCT

I will frequently post important information and course materials online. You will need to check your email and HuskyCT, <http://lms.uconn.edu>, regularly in order to keep up.

Students with Disabilities & Reasonable Accommodation

Students who think that they may need special accommodations because of a disability are encouraged to meet with me privately early in the semester. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at csd@uconn.edu. Detailed information regarding the accommodations process is also available on their website at www.csd.uconn.edu.

Individual Conferencing

Office hours are noted above, and you can always talk to me after class or e-mail me to set up an appointment at another time. I especially encourage you to come to see me before work is due (for this or any other class) if you are feeling stressed or confused about an assignment.

Weather Closure

Fall weather closures are rare, but they do happen, and spring semester at UConn is notorious for snow. Be sure to check online for information concerning possible school closures and rescheduling of classes. If class is canceled on campus we may move our discussions for the day online. If necessary, I will post an updated course calendar on HuskyCT as soon as possible.

Religious Observance

After reviewing the syllabus carefully, if, due to your religious observance, you foresee an absence from a class meeting or a conflict with a due date for an assignment or an exam, please inform the instructor in writing within the first three weeks of the semester. Prior to the anticipated absence, take the initiative to work out with the instructor a schedule for making up missed work. For conflicts with final examinations, students should contact the Office of Student Services and Advocacy.

Civil Discourse, Rights, and Responsibilities

In our class discussions, in our readings, and in our writing throughout the semester, we will examine ideas from diverse perspectives. At this university, students and faculty are afforded an academic environment that allows for intellectual expression. Challenging issues and ideas may arise, but none of these should be expressed in an inappropriate manner either verbally or in writing. One of the goals of a university is to challenge us to think again about what we know (and all that we don't know). This demands that we all share responsibility for creating and maintaining a civil learning environment in our classrooms and in the larger university community. We will be conscious of and accept responsibility for what we say and do, how we act, how our words and actions have consequences, and how our words

and actions affect others. As part of this awareness, we will avoid sexist, racist, and heterosexist language.

Policy Against Discrimination, Harassment, and Inappropriate Relationships

“The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can exist only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate romantic relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University.”

“Any person who believes that s/he is being or has been discriminatorily harassed or otherwise subjected to discrimination by a University employee or person doing business with the University is encouraged to contact the Office of Diversity and Equity (ODE), which includes the Title IX Coordinator. ODE is located in Wood Hall, Unit 4175, 241 Glenbrook Road, Storrs, Connecticut 06269-4175; Telephone (860) 486-2943; Email: ode@uconn.edu. In particular, any person who believes s/he has been sexually harassed or discriminated against by any member of the University community on the basis of his or her sex (gender) is encouraged to contact the University’s Title IX Coordinator, Elizabeth Conklin, Wood Hall, Unit 4175, 241 Glenbrook Road, Storrs, Connecticut 06269-4175, Telephone: (860) 486-2943; Email: titleix@uconn.edu. The Title IX Coordinator will ensure that complaints of this nature are addressed by the appropriate University administrators and will assist the parties in receiving support services. The Title IX Coordinator also will facilitate any interim measures that may be necessary during the investigation to protect the parties in the University setting.

Early reporting of concerns is encouraged because early intervention can prevent a situation from escalating. No person should feel compelled to wait to report concerns until discriminatory harassment becomes sufficiently severe, pervasive or persistent to create a hostile environment.

Complaints against students are handled by Community Standards and are governed by the provisions of The Student Code. Therefore, complaints about student misconduct (including graduate students) should be reported to Community Standards, Wilbur Cross Building, Room 301, 233 Glenbrook Road, Unit 4119, Storrs, CT 06269-4119; Telephone: (860) 486-8402; Email: community@uconn.edu.” – University of Connecticut Policies and Procedures

Finals

This class **does not** have a final exam. However, this information will help you to be successful in your other courses:

Finals week for fall 2015 takes place from **Monday, December 14th, through Sunday, December 20th**. Students are required to be available for their exam and/or complete any assessment during the time stated in the Registrar’s Office schedule. If you have a conflict with this time you must visit the Dean of Students to discuss the possibility of rescheduling this final. Please note that vacations, previously purchased tickets or reservations, graduations, social events, misreading the assessment schedule and over-sleeping are not viable reasons for rescheduling a final. If you think that your situation warrants permission to reschedule, please contact the Dean of Students (2nd floor Wilbur Cross) to meet with a staff member.

Academic Misconduct

"A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgment of the research and ideas of others. Misrepresenting someone else's work as one's own is a serious offense in any academic setting and it will not be condoned."

-University of Connecticut, Student Code, Section VI

The Student Code: http://www.dosa.uconn.edu/student_code.html

What is considered academic misconduct for undergraduate students?

Academic misconduct includes, but is not limited to:

- Providing or receiving assistance on academic work (papers, projects, examinations) in a way that was not authorized by the instructor
- Any attempt to improperly influence (bribery, threats) any member of the faculty, staff, or administration of the University in any matter relating to academics or research
- Plagiarism
- Doing academic work for another student
- Presenting the same, or substantially the same, papers or projects in two or more courses without the explicit permission of the instructors
- Situations where one student knowingly assists another student in committing an act of academic misconduct, and any student doing so will be held equally accountable for the violation

Plagiarism

Plagiarism can be a deliberate action, in cases of downloading or purchasing pre-written essays or accidental, when a student paraphrases incorrectly or assumes that because the information is online, it needs no attribution. Presenting the same paper in two or more courses without the explicit permission of the instructors involved is also considered a form of academic misconduct. Recycling papers addresses various ethical issues, including "self-plagiarism," providing individuals with an unfair academic advantage, and undermining the objectives associated with a particular assignment. For academic misconduct, typical sanctions for serious offenses are generally considered to be failure in the course. For less serious offenses, it is generally failure in that portion for which you are accused of academic misconduct. If you find yourself with additional questions about the policy, contact me immediately. If you are desperately tempted to plagiarize, stop. Come see me or e-mail me. As you will see in our Information Literacy unit, there are much better solutions to the problem.

*****I reserve the right to alter this syllabus. However, if I do I will give you ample notice.*****

SAMPLE UNIV 18X0.031 Course Calendar			
Semester Week	Class Date	Topic/Special Location	Assignments Due (To Be Completed Before Class Meets)
Every week will include high/low's, a weekly reflection due in class for full participation points.			
1	Sept. 1	Expectations, introductions and review of syllabus	---
Labor Day Vacation September 7th			
2	Sept. 8	1) Transitioning: Understanding "Culture" 2) Understanding Campus Resources Assigned **Students must attend the Involvement Fair to complete the Involvement Fair Assignment**	Journal #1 Due
3	Sept. 15	1) Meet the Writing Center 2) Stereotypes	1) Mind Map #1: Part B and C due in class 2) Involvement Fair Part A Due
4	Sept. 22	VAWPP Expert-Led Lesson	--
5	Sept. 29	StrengthsQuest	Strengths Assignment Due
6	Oct. 6	Learning Styles & Teaching Styles <i>Group A Presentation</i>	---
7	Oct. 13	Strengths & Time Management <i>Group B Presentation</i>	Journal #2 Due
8	Oct. 20	Personal Values and Goals <i>Group C Presentation</i>	Involvement Fair Assignment B Due
9	Oct. 27	Information Literacy <i>Group D Presentation</i>	Journal #3 Due
10	Nov. 3	Strategic Learning & Expert Presentation: ACES: The Importance of Academic Advising	---
11	Nov. 10	Student Mentor Teach – Topic TBD	Journal #4 Due
12	Nov. 17	Writing Workshop with the Writing Center	Mind Map #2: Part A and B due in class
Thanksgiving Recess November 22nd -November 28th			
13	Dec. 1	Expert Presentation: International Student Scholar Services (McMahan 2 nd Floor – The ISSS office)	---
14	Dec. 8	Closing – Letters	Mind Map #2: Part C (essay) due in class