



**UNIV 1800.H04: University Learning Skills
Fall 2015
Monday 12:45 – 1:35 P.M.
Undergraduate Building Room #208**

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“Everybody’s a genius. But if you judge a fish by its ability to climb a tree, it’ll spend its life believing that it’s stupid” ~ Albert Einstein

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.

Grading

Grade Components	Total Number of Points	Explanation	Grade Percentage
In-Class Assignments / Participation	20 points	Weekly randomized in-class or homework assignment, attendance, and in-class engagement	12.5%
Resume Assignment	40 points	Based on FYE Grading Rubric	25%
Critical Reflection Writing Assignment	40 points	Based on FYE Grading Rubric	25%
Critical & Creative Thinking	20 points	Based on FYE Grading Rubric	12.5%
Mentor-Supported Assignment	40 points	Based on FYE Grading Rubric	25%
Maximum Total Points	160 points		

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)

Assignment Summary

Below are brief summaries of the course assignments. Additional information will be discussed in class and sent via email. If you have any questions please ask before the assignments are due.

Class Participation – Due Each Class Meeting (20 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 phone or email. Excessive or chronic tardiness to class will also be considered when computing the participation portion of your grade.

Critical Reflection Writing Assignment, 2-3 Pages (40 Points): For this multi-part assignment, you are required to stretch yourself by attending an approved human rights, cultural, or artistic event on campus or in the community that is of interest to you. You will then engage in academic conversation by writing and revising a brief essay summarizing as well as critically reflecting on the event. The focus of this reflection should be on the writer's analysis and interpretation that answers the question, "so what?" Because revision and peer review are vital elements to this process, you will participate in peer review with your fellow students before revising and submitting your final draft. You will receive a list of approved events from which to choose. If you would like to attend an event other than the ones listed, please email me for approval. *For more events, please refer to the Online Events Calendar at: <http://events.uconn.edu>.* A success guide will be provided. Be creative, and have fun!
Due date for the first draft is November 2nd. Due date for final draft is November 9th

Résumé Assignment, 1 Page (40 Points):

The Center for Career Development (CCD), First Year Programs & Learning Communities (FYPLC), and the Counseling & Wellness Center (CWC) have established a collaborative partnership in an effort to introduce first-year students to Career Services and the importance of creating a résumé early in your college career. The résumé assignment has four (4) easy steps: 1) drafting the résumé using the template provided by the Center for Career Development (CCD), 2) attending an in-class presentation, 3) 4) attending a small group resume workshop, and 4) submitting your final packet of the draft, critique notes, and final version.

Due date for the first draft is October 5th. Due date for final draft is November 30th.

Critical and Creative Thinking Assignment (20 Points) This assignment will help students recognize how critical and creative thinking skills are not only important to their academic lives, but also a major part of their everyday lives. In groups, students will share examples of critical and creative thinking (or failures of) in pop culture and discuss why these examples demonstrate critical and creative thinking or not.
Assigned on September 14th for presentation on September 21st.

Mentor-Supported Assignment (40 Points): As a peer mentor I will be meeting with each student individually in the class to discuss an array of topics. The one on one meetings are built into two phases. Each meeting will last about 25 -30 min, during the first and last 4 weeks of the semester. The first phase is the "Communication phase" (September 7- October 1). In this phase we will be getting to know each other, discussing worries that you may have and I'll be giving tips on things that I think would be helpful to focus on for success in college. The second phase is "the Check-up phase" (November 2 - December 3). In this phase we will be discussing how you've progressed thus far into your college career. These meeting will take place at a casual setting on campus. Each student is expected to come to the one-on ones prepared with questions. Following these meetings, each student will be expected to provide a one page reflection regarding the topics discussed within said meeting. Appointment times will be scheduled accordingly in tandem with Stephanie's availability.

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 is vital to learning in this course, and attendance is vital to participation. As a course designed with 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. 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 contact me directly via email.

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 via email. You will need to check your email regularly in order to keep up.

Students with Disabilities & Reasonable Accommodation

Please contact me during office hours to discuss academic accommodations that may be needed during the semester due to a documented disability. The Center for Students with Disabilities (CSD) engages in an interactive process with each student and reviews requests for accommodations on an individualized, case-by-case basis. Depending on the nature and functional limitations of a student's documented disability, he/she may be eligible for academic accommodations. CSD collaborates with students and their faculty to coordinate approved accommodations and services for qualified students with disabilities. 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. Detailed information regarding the process to request accommodations is available on the CSD website at www.csd.uconn.edu. The UCONN - Hartford campus disability services office is located in the Undergraduate Building in room 224 or you may contact the office at ghcdisabilityservices@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.

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.*****

UNIV 1800.H04 Course Calendar			
Semester Week	Class Date	Topic/Special Location	Assignments Due (To Be Completed Before Class Meets)
Every week will include weekly assignment due in class for full participation points.			
1	Aug. 31	Welcome to UConn FYE!	
2	Sept. 7	Labor Day - No Classes	
3	Sept. 14	CE3: Critical & Creative Thinking Lecture	
4	Sept. 21	CE3: Critical & Creative Thinking Student Presentation	Group Presentation
5	Sept. 28	CE4: Academic Advising 1001	
6	Oct. 5	CE2: Resume Assignment	Mentor Reflection & Resume Rough Draft
7	Oct. 12	Time Management & Work Ethic	
8	Oct. 19	Study Skills	
9	Oct. 26	Violence Against Women Prevention	
10	Nov. 2	CE1: Critical Writing Assignment - Peer Review (W-Center)	Critical Reflection Writing Assignment Rough Draft
11	Nov. 9	True Colors	Critical Reflection Writing Assignment Final Draft
12	Nov. 16	Global Citizenship	
13	Nov. 23	Thanksgiving Recess - No Class	
14	Dec. 30	Leadership & Involvement	Final Resume Packet
15	Dec. 7	Wellness/Closing Activity (last class)	Mentor Reflection