

# SXTH 1: First Year Experience

## UC San Diego, Fall 2014

Tuesdays, 4:00pm-4:50pm CSB 001

### Instructor

Dr. Dan Donoghue, Provost, Sixth College

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<http://sixth.ucsd.edu/fye>

Office Hours: Thursdays 3pm-4pm \*

*\*Except Week 1, when office hours will be 10/9/14, 4:00pm-4:30pm.*

### Teaching Assistant

Kiik Araki-Kawaguchi, [harakika@ucsd.edu](mailto:harakika@ucsd.edu)

### Discussion Leaders

Dyllan Thweatt, [dthweatt@ucsd.edu](mailto:dthweatt@ucsd.edu), Mondays 5:00-5:50pm, HSS 1106A

Kendall Higgins, [kthiggin@ucsd.edu](mailto:kthiggin@ucsd.edu), Mondays 6:00-6:50pm, HSS 1106A

Kinsey Green, [kjgreen@ucsd.edu](mailto:kjgreen@ucsd.edu), Tuesdays 9:00-9:50am, YORK 3050A

Mai (Ngoc-Mai) Phan, [n1phan@ucsd.edu](mailto:n1phan@ucsd.edu), Tuesdays 10:00-10:50am, YORK 3050A

Jazzalyn Livingston, [jlivings@ucsd.edu](mailto:jlivings@ucsd.edu), Thursdays 2:00-2:50pm, HSS 2305B

Peter (Dong Keun) Kim, [d1kim@ucsd.edu](mailto:d1kim@ucsd.edu), Thursdays 5:00-5:50pm, HSS1106B

### Course Overview

This course is designed to specifically help new students maximize their educational experience at UC San Diego. This course offers practical advice about student life and educational strategies for success (both in and out of the classroom); direct support and guidance to ease your transition from high school to college; an introduction to your college, campus resources, research and involvement opportunities, and more; and a distinct advantage for your academic success, and satisfaction with your overall educational experience!

### Learning Objectives

- More effective research and study skills
- Stronger time management skills
- Increased awareness of how personal well-being impacts academic performance
- Enhanced communication skills
- Increased confidence interacting with faculty
- Awareness of internships, research opportunities, study abroad programs, and more
- Heightened commitment to chosen majors
- Exposure to topics that address diversity and social justice
- Solid understanding of expectations about academic integrity

## Assigned Readings & Resources

- Andreatta, Britt. *Navigating the Research University: A Guide for First-year Students*. 3rd ed. Boston, MA: Wadsworth/Cengage Learning, 2012.
- All other assigned readings are available as e-readings on TED at <https://ted.ucsd.edu/>

## Class Assignments

**Lecture and Sections:** There will be one lecture and one section meeting weekly. In lectures, you will be introduced to overarching ideas and strategies. Sections will provide opportunities to compare experiences, and discuss course concepts drawn from readings and lectures.

**Attendance Policy:** We only get the privilege of meeting nine times for lecture and nine times for discussion sections this quarter. Your peers will want to learn with you and from you. Be prepared and be present. **Note:** There will be quickwrite assignments each week in lecture and/or discussion.

After two unexcused absences you will not be eligible to receive credit for this course. Medical or family emergencies need to be substantiated with doctors' notes. This course is Pass/No Pass.

## Grades

**Attendance** in Lecture and in Section: 20%

**Participation** (quick-writes, group work, being active in discussions, etc.): 30%

*\*Students must attend at least ONE out-of-class event (options will be provided).*

**Video** presentation of one piece of academic advice: 20%

**Final Reflective Assignment:** 30%      *All assignments must be completed to pass this course.*

## Office for Students with Disabilities

Students requesting accommodations and services for this course due to a disability need to provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD) prior to eligibility for requests. Receipt of AFAs in advance is necessary for appropriate planning for the provision of reasonable accommodations. OSD Academic Liaisons also need to receive current AFA letters if there are any changes to accommodations. For additional information, contact the Office for Students with Disabilities: 858-534-4382 (V); 959.534.9709 (TTY) – reserved for people who are deaf or hard of hearing; or email: [osd@ucsd.edu](mailto:osd@ucsd.edu). For more, see: <http://disabilities.ucsd.edu>.

## Academic Integrity

*The topic of Academic Integrity is one of the important issues we will be discussing in our First Year Experience course. To get you started thinking about this, please read on! – Provost Donoghue*

Each student is responsible to know and observe the UCSD rules concerning academic integrity and plagiarism. Familiarize yourselves and be cognizant of your responsibilities and rights under the UCSD Policy on Integrity of Scholarship <<http://senate.ucsd.edu/manual/appendices/appendix2.pdf>>. Your responsibilities and rights under the UCSD Student Code of Conduct can be found at <[http://ugr8.ucsd.edu/judicial/22\\_00.html](http://ugr8.ucsd.edu/judicial/22_00.html)>. A student found to have violated the university's academic integrity standards will be subject to penalties ranging from failing the assignment or course to suspension or expulsion from the university, and an academic misconduct charge will be noted on your academic record. If you have any questions about what constitutes plagiarism and how to avoid it, or how to credit the work of others properly, or how to evaluate sources for quality and reliability, or about any other pertinent issue, speak with your professor or TA. Ignorance of these standards will not be accepted as justification for their violation, so be sure to understand and abide by them.

All suspected violations of academic integrity will be reported to UCSD's Academic Integrity Coordinator. Students found to have violated UCSD's standards for academic integrity may receive both administrative and academic sanctions. Administrative sanctions may extend up to and include suspension or dismissal, and academic sanctions may include failure of the assignment or failure of the course.

Specific examples of prohibited violations of academic integrity include the following: (although this should in no way be considered an exhaustive list of examples):

*Academic stealing* refers to the theft of exams or exam answers, of papers or take-home exams composed by others, and of research notes, computer files, or data collected by others.

*Academic cheating, collusion, and fraud* refer to having others do your schoolwork or helping or allowing them to present your work as their own; using unauthorized materials during exams; inventing data or bibliography to support a paper, project, or exam; purchasing tests, answers, or papers from any source whatsoever; submitting (nearly) identical papers to two classes. Helping other students to cheat or steal is also cheating.

*Misrepresenting personal or family emergencies or health problems in order to extend deadlines and alter due dates or requirements* is another form of academic fraud. Claiming you have been ill when you were not, claiming that a family member has been ill or has died when that is untrue are some examples of unacceptable ways of trying to gain more time than your fellow students have been allowed in which to complete assigned work.

**Please do not ask or allow friends or family members to write or substantially edit your work. That is both a violation of academic integrity and a short-circuiting of the learning process.**

*Plagiarism* refers to the use of another's work without full acknowledgment, whether by suppressing the reference, neglecting to identify direct quotations, paraphrasing closely or at length without citing sources, spuriously identifying quotations or data, or cutting and pasting the work of several (usually unidentified) authors into a single undifferentiated whole.

**Receipt of this syllabus constitutes an acknowledgment that you are responsible for understanding and acting in accordance with UCSD guidelines on academic integrity.**

## 10/7 | Week 1: Opportunities, Challenges, and Expectations of University Life

**ASSIGNMENT:** Complete FYE Pre-Survey

(go to <https://aventure.ucsd.edu/public/surveys/index.php/survey/index/sid/856449> and enter your PID)

- Reading: *Navigating the Research University*; pp. 2-12, 18-31

## 10/14 | Week 2: Making the Most of the Classroom

- Reading due: *Navigating the Research University*; chapters 2 and 3

### Additional Suggested Readings

- *Make it Stick: The Science of Successful Learning* by Peter Brown, Henry Roediger III, and Mark McDaniel; pp. 200-217
- “Expedition Behavior - The Finer Points” by Howard Tomb

## 10/21 | Week 3: Academic Integrity and Information Literacy

**ASSIGNMENT:** Complete Academic Integrity Tutorial before lecture.

**Video Prompt assigned**

- “The Fundamental Values of Academic Integrity” pp. 16-29

### Additional Suggested Readings

- “Senator’s Thesis Turns Out to Be Remix of Others’ Works, Uncited: John Walsh, Democrat, Confronts Questions of Plagiarism”

## 10/28 | Week 4: Personal Well-being and Academic Success

- *Navigating the Research University*; chapters 4 and 6

### Additional Suggested Readings

- “What is Happiness?”
- “Just Breathe: Body Has a Built-In Stress Reliever”
- “When You Don’t Get Enough Sleep”
- *Flourish: A Visionary New Understanding of Happiness and Well-Being* by Martin E.P. Seligman; pp. 16-20, 33-34, 84-85

## 11/4 | Week 5: Enhancing Your Communication Skills in the Classroom

- “Develop and Deliver a Successful Speech”
- “How Do I Develop and Deliver an Effective ‘Elevator’ Speech?”
- “Scared Speechless”
- “Oral Presentations for Tutorials and Seminars”
- James Baldwin/William F. Buckley debate on race and human exploitation in America (from the 1960s)
  - <https://www.youtube.com/watch?v=nbkObXxSUus> (James Baldwin)
  - [https://www.youtube.com/watch?v=FyxFUEBR\\_kE](https://www.youtube.com/watch?v=FyxFUEBR_kE) (William F. Buckley)

## Week 6: NO LECTURE – Veterans Day Holiday

**11/14 Video assignment due online**

## 11/18 | Week 7: Diversity, Equity, & Inclusion: Understanding Yourself and Others

- *Navigating the Research University*; chapter 7

### Additional Suggested Readings

- "Making Diversity Work on Campus: A Research-Based Perspective" pp. 2-10
- "When Parties Become Racialized: Deconstructing Racially Themed Parties" pp. 5-16
- "Nine Themes in Campus Racial Climates and Implications for Institutional Transformation" pp. 7-21
- "White Privilege: Unpacking the Invisible Backpack" pp. 1-5

## 11/25 | Week 8: Choosing and Committing to a Major

**DUE:** One "Focus 2" self-assessment

### **Final Prompt Assigned**

- *Navigating the Research University*; chapter 5

### Additional Suggested Readings

- "Why Focusing Too Narrowly in College Could Backfire"
- "Top 10 Career Myths"
- "Major Decisions"
- "How to Choose Your College Major"

## 12/2 | Week 9: Research Opportunities, Experiential Learning, & Faculty Engagement

- *Navigating the Research University*; chapter 8

### Additional Suggested Readings

- "Advice on the Care and Feeding of a Professor"

## 12/9 | Week 10: Campus & Community Involvement; Lessons Learned & Planning Forward

**ASSIGNMENT:** Complete FYE Post-Survey (link will be available on ted.ucsd.edu)

**DUE:** Final Assignment due in section

- *Navigating the Research University*; chapter 9

### Additional Suggested Readings

- Touching the Void: Extract
- PTEV Study by William Sullivan; pp. 1-12