UNIVERSITY OF CALIFORNIA, MERCED
USTU 010 Freshman Year Experience
Fall Semester, 2008
COB 288
Tuesdays, 10:30-11:20
1 credit

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Office Hours: By appointment, or drop in anytime.

Welcome to USTU 010. Our goal in this course is to offer you one of the most empowering and valuable learning experiences of your college career. Please read this syllabus with care, because we can reach our goal only with your full commitment and cooperation.

I. Course Description: USTU 010 Freshman Year Experience is for every kind of learner. This course is designed to help you create greater success in college and in life. In the coming weeks, you will learn many proven strategies for optimizing your effectiveness in every kind of class that you take. In addition, we explore the life applications of learning and success strategies, to help you develop habits that will enhance your personal and professional life, now and into the future.

Your textbook, *On Course: Strategies for Creating Success in College and in Life*, has been enjoyed by tens of thousands of college freshmen across the country. You will see passages in it written by past students, who help to demonstrate the value of the course. You also will notice that the book is interactive, and it differs from most of your other course textbooks. Dedication to completing every book and class assignment – readings, exercises, and written reflections alike, is a requirement of this course, and is critical to keeping up with class discussions. You must enter the classroom on time every time, ready for a 5-minute quiz on the most recent reading assignment.

We meet just once a week, but you will find that this course's topics blend into your daily existence, as you grow increasingly mindful of how each chapter applies to the choices you make, how you speak to yourself about your own potential, how you spend your time, and the steps that you take every day toward realization of your short-term and long-term dreams. Your weekly reflective writing assignments permit you the opportunity to track and acknowledge your growing awareness of what it means to be "on course." Are you a *creator* or a *victim*? This course teaches you the meaning of these words, and techniques for adhering to the outlook, lifestyle, and learning methods of the former, even in the most challenging situations.

II. Course Goals and Outcomes:

Course Goals: Students who participate fully and complete this course will learn and practice techniques revolving around:		**Learning Outcomes:** At the end of this course, students will be able to demonstrate the following:	**i.** Define terms relevant to self-awareness, goal setting, and academic and personal motivation. Apply the terms to your own experiences.	**ii.** Demonstrate techniques for effective learning and studying, and explain orally and in writing how they are accomplished and their perceived effectiveness.	**iii**.Collaborate with classmates and Peer Mentors in class discussions, exercises, and informal presentations.	**iv.** Adopt and articulate new positions on future goals, self-worth, self-talk, and self-acceptance.	**v.** Create a portfolio of reflective written pieces and exercises that demonstrate the meaning of being *on course* as a successful student and future professional.
Self Management and Personal Responsibility: Effective methods for advancing and understanding emotional intelligence and time management.			X	X	X	X	X
Learning Effectiveness and Study Skills: Understand current research about how the brain learns, discover your learning style, and try new techniques to accommodate your preferred learning methods.				X	X		X
Self-Motivation and Self-Esteem: Create greater inner motivation by discovering your own personally meaningful values, goals and dreams; Begin to develop self-acceptance, self-confidence, self-respect, self-love, and a firm sense of self-worth, particularly in the academic setting.			X		X	X	X

III. Format and Procedures:

Class begins promptly at 10:30 every Tuesday, and written work is turned in no later than 10:31, on paper, in class. Electronic submissions are not accepted. Please arrive on time, with your work ready to submit. Every class session opens with a 5-minute quiz, and the quiz will be easy to pass if you have arrived ready for class, with the reading assignment complete. No make-up quizzes are available, so don't be late.

Class begins every day with a large-group lecture, or a demonstration or discussion related to the week's assigned chapter. Class sessions conclude in small groups led by peer mentors and the instructors, where you will engage in exercises to prepare you for your weekly goals and your writing assignment.
You are required to attend at least 2 workshops outside of class, offered by the Student Advising and Learning Center, Career Services, Residence Life, Wellness, or other designated program on campus. Information about these events will be provided.

IV. Course Requirements:

a. **Class attendance and participation policy**:

- Attendance is required, as is on-time arrival. You are to remain present for the class session for the full duration every time.

  Attendance is taken during the first 2 minutes of class every week.

  Late arrivals and early departures are counted as "absent."

  If you must miss a class due to illness, contact one of the instructors before the class session if at all possible. If you cannot make contact prior to class, same-day contact is expected. Arrangements may possibly be made to accept your assignment late, in the case of legitimate illness.

  All students are required to participate actively in every session. The back row of seating is not available to you unless every seat in the front 2 rows is already full. Sit as close to the front of the room as possible.

  Note-taking in this class is to be done on paper by hand, no exceptions**.** **Laptop computers and any other electronic devices are not to be seen in your hands at any time during class for any reason. If these items are in use at any moment, you will be asked to leave the class, and you will be counted as absent for the day.** You are required to turn off these items when you arrive, or try to leave them behind. We recommend that this be your practice in all of your classes (unless otherwise instructed), and type your notes into the computer after class, as a method of review.

- **Bring your book to class**. This will be used for many activities, and it is necessary for you to have your own book to work from, rather than share with a neighbor, for several activities.

b. **Course readings**: The weekly schedule below shows the reading assignments from the *On Course* textbook. Weekly reading assignments are not extensive, but they do require timely attention, active engagement with the questions that they pose, and the exercises that they present to you.

c. **Writing Assignments**: Every week you will be assigned at least one reflective writing assignment, of no fewer than 500 words. Instructions are handed out in class, on paper, for each assignment. It is important to take note each week of the instructions for the assignment, as some will involve more extensive writing, or completion of written exercises taken from the course text. **All assignments are to be word processed, and must be submitted on paper, as you enter class. Papers are due during the first minute of class. Sending your work in as an attachment later in the day is not permissible. You are also required to submit your paper through the course CROPS site, but this is purely for records and academic honesty screening, and does not count for assignment credit when done without also submitting a paper copy in class.**

Please note that "printer problem" is not an acceptable reason for not submitting an assignment in a timely manner. Always print out your work ahead of time, to ensure that you have paper, ink, and a working printer.

Rubrics for evaluating your written submissions will be provided with each assignment.

d. **Course assignments and projects**:

i. **Attendance and Participation**

ii. **Weekly Reflective Writings (submitted at the first moment of class, on paper, each week).**

iii. **Weekly Quizzes**

iv. **Outside Activity Attendance**

v. **Final Portfolio (includes compilation of writings, mission statement, final reflection, other items as assigned)**

vi. Grading Procedures:

Attendance and Participation	30%
Weekly Quiz (scored/graded)	20%
Weekly Writing	25%
Final Portfolio (graded)	25% (non-submittal of this automatically results in a course

grade of No Pass)

A grade of “Pass” in this course equals C or better. However, your attendance and writing grades are marked as Pass or No Pass, with “No Pass” written assignments returned to you for improvement within 1 week, if they do not demonstrate the proper level of preparation. These assignments that are not resubmitted in improved form receive a 0.

All elements – daily attendance, quiz preparation, and timely submittal of well prepared assignments – count toward your final grade.

V. Academic Integrity:

a. Each student in this course is expected to abide by the University of California, Merced’s Academic Honesty Policy. Any work submitted by a student in this course will be the student's own work.

b. You are encouraged to work together and to discuss information and concepts covered in lecture and the discussions with other students. You can give "consulting" help to or receive "consulting" help from such students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an e mail, an e mail attachment file, a diskette, or a hard copy. Should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive a zero for the assignment. Penalty for violation of this Policy can also be extended to include failure of the course and University disciplinary action.

c. Conversation, collaboration, or any communication among students during quizzes is not permitted, and may result in a grade of F for all parties involved. Further sanctions may result in a course grade of No Pass.

VI. Accommodations for Students with Disabilities: The University of California Merced is committed to ensuring equal academic opportunities and inclusion for students with disabilities based on the principles of independent living, accessible universal design and diversity. I am available to discuss appropriate academic accommodations that may be required for student with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester, except for unusual circumstances. Students are encouraged to register with Disability Services Center to verify their eligibility for appropriate accommodations.

VII. Tentative Weekly Schedule: Subject to Change.

DATE	TOPIC	Prepare in Advance (Read prior to class)	Outcomes
August 26	Introduction to Course		
September 2			
	Chapter 1: Getting On Course to Your Success In class: "Taking the First Step"	**Complete:** Self Assessment http://collegesurvival.college.hmco.com/students Click on Textbook Sites; *On Course 4/e* **Read:** 1-6, and 11-12 "Taking the First Step" *This week's quiz is on the syllabus content.* *Read this syllabus at least 3 times*!	i, ii, iii
September 9			
	Chapter 2: Accepting Personal Responsibility, continued In Class: Case Study "The Late Paper"	**Read:** pages 24-47 and Case study: "The Late Paper" page 23	i, ii, iii
September 16			
	Chapter 3: Discovering Self-Motivation In Class: Roles, Dreams, and Goals	**Read:** "Discovering Your Dreams" (49-52), "Committing to Your Dreams (53-56), and "Designing a Compelling Life Plan" (58-61) And Case Study: 54-55	i, ii, iii, iv
September 23			
	Discovering Self-Motivation, continued In Class: Case Study "Popson's Dilemma"	**Read**: "Creating Inner Motivation" 55-61, "Designing a Compelling Life Plan" 62-69, "Committing to Your Goals and Dreams" 68-71.	i, ii, iii, iv
September 30			
	Chapter 4: Mastering Self-Management	**Read:** "Acting on Purpose" and "Employing Self-Management Tools" 87-97.	i, ii, iii
October 7			
	Chapter 4: Mastering Self-Management, continued	**Read:** "Developing Self-Discipline," "Case Study: The Procrastinators," Self-Management at Work," and "Developing Self-Confidence" and "Embracing Change" (101-119)	i, ii, iii
October 14			
	Chapter 5: Employing Interdependence	**Read:** "Developing Mutually Supportive Relationships" 122-125, "Creating a Support	i, ii, iii

		Network," Strengthening Relationships with Active Listening," and "Believe in Yourself: Be Assertive," 131-144.	
October 21			
	Chapter 6: Gaining Self-Awarenesss	**Read:** "Recognizing When you are Off Course" 149-151; "Identifying Your Scripts" 152-155; "Self-Awareness and Work" and "Believing in Yourself: Write Your Own Rules" 164-168. In Class: "Reading of Strange Choices" page 148	
October 28			
	Chapter 7: Adopting Lifelong Learning	**Read**: "Becoming an Active Learner" (178-184); "Discovering Your Preferred Learning Style" (184-193) **Complete**: "Self-Assessment: How I prefer to learn" (185-186) In class: A Fish Story 177-178	i, ii, iii, iv
November 4			
	Adopting Lifelong Learning, continued	**Read**: "Learning to Make Course Corrections" (194-200), "Believing in Yourself: Develop Self-Respect" (201-204), and "Wise Choice in College: Effecting Memorizing" (205-206)	i, ii, iii, iv
November 11			
	Chapter 8: Developing Emotional Intelligence In Class: "How I Feel" and "Resolving Incompletions"	**Read**: "Understanding Emotional Intelligence" and "Emotional Intelligence at Work" (212-224; 229-234) In Class: After Math, 211-212	i, ii, iii
November 18			
	Developing Emotional Intelligence, continued	**Complete:** page 242-3 Embracing Change – write out final 2 boxes on separate paper **Read**: "One Student's Story" (225) and "Creating Flow" (225-228)	i, ii, iii
November 25			
	Developing Emotional Intelligence, continued	"Money Management" pages 235-241, Read and complete all exercises; exercise on page 241 to be brought in on separate sheet of paper	i, ii, iii
December			

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	Chapter 9: Staying on Course to Your Success	**Read:** “Planning Your Next Steps” (245-247) and complete self-assessment exercises (248-252)	i, ii, iii, iv, v
December 9			
	Staying on Course, continued; Final Portfolio Presentations	**Read:** Selected case studies, for group presentations, as assigned **Write:** Personal Mission Statement	i, ii, iii, iv, v