UNIVERSITY OF CALIFORNIA, MERCED
USTU 010 Freshman Year Experience
Fall Semester 2010
Wednesdays, 11:00-11:50
1 credit

Instructors: Dr. Elizabeth Boretz (eboretz@ucmerced.edu)
Maria Serrano (mserrano3@ucmerced.edu)

Office Hours: By Appointment.

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. Even if you have struggled in the past academically, this course will—if you read the materials and complete all of the assignments—help you to succeed in the future.

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 11:00 every Wednesday and written work is turned in no later than 11:01, 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 student Teaching Assistants (TAs) and the instructors, where you will engage in exercises to prepare you for your weekly goals and your writing assignment.

Outside Activity Attendance:

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 some of these events will be highlighted in class.

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.

  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.

  <u>All students are encouraged to participate actively in every session.</u> Please 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**.** You are required to turn off all laptops 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. There are to be no electronic devices of any sort in use during class for any purpose whatsoever.

- **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 for each assignment or will be on the CROPS site. 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. You are also required to submit your paper through the course CROPS site, but this is purely for record keeping and does not count for assignment credit when done without also submitting a paper copy in class. Do NOT submit your papers in the "drop box" on CROPS. Submit them as an upload in the assignments section.**

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.

d. **Course assignments and projects**:

i. **Attendance and Participation**
ii. **Weekly Reflective Writings**
iii. **Weekly Quizzes**
iv. **Outside Activity Attendance**
v. **Final Project or Portfolio (includes compilation of writings, mission statement, final reflection, other items as assigned)**

vi. Grading Procedures:

Participation*	20%
Weekly Quiz (scored/graded)	30%
Weekly Writing	30%
Final Portfolio (graded)	20% (non-submittal of this automatically results in a course grade of No Pass)

* Participation grades will be submitted by the TAs of your small group based upon your engagement in small group discussions and activities.

A grade of "Pass" in this course equals C or better. However, your weekly 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 – participation, quiz grades, 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. Weekly Schedule: Subject to Change.

DATE	TOPIC	Prepare in Advance (Read prior to class)	Outcomes
August 25	Introduction to Course		
September 1			
	Chapter 1: Getting On Course to Your Success	**Complete:** Self Assessment http://college.cengage.com/collegesurvival/downing/on_course/4e/students/index.html Click on Textbook Sites; *On Course 6th edition* **Read:** 1-5, and 9-12 *This week's quiz is on the syllabus content. Read this syllabus at least 3 times*! **Schedule:** A one-on-one meeting with one of the instructors.	i, ii, iii
September 8			
	Finish Chapter 1: How the Brain Works, Self-Esteem, College Culture, etc.	Read pages 13-27.	
September 15			
	Chapter 2: Accepting Personal Responsibility and Making Wise Decisions In Class: Case Study "The Late Paper"	**Read:** pages 24-47 and Case study: "The Late Paper" page 23	i, ii, iii
September 22			
	Chapter 2: Your Inner Conversation	**Read:** Pages 50-70	i, ii, iii, iv
September 29			
	Chapter 2, continued –	Re-read: pages 52-62	

	reading strategies		
October 6			
	Chapter 3: Creating Inner Motivation	**Read**: Pages 65-82	
October 13			
	Chapter 3 Continued: Visualizing your future, making affirmations	**Read**: Pages 83-91	i, ii, iii, iv
October 20			
	Chapter 4: Mastering Self-Management	**Read:** pages 101-110	i, ii, iii
October 27			
	Chapter 4, Continued: Developing Self-Discipline	**Read:** Pages 111-126	i, ii, iii
November 3			
	Chapter 5: Employing Interdependence	**Read:** Pages 125-162	i, ii, iii
November 10			
	Chapter 6: Gaining Self-Awareness – Identifying your Scripts	Read: Pages 171-188	I, ii, iii, iv
November 17	Chapter 6, continued –and Chapter 7: Lifelong Learning and Integrity	Read: Pages 189-195 and 207-231	
November 24	Chapter 8: Developing Emotional	**Read:** Pages 244-258; groups begin work on final projects	

	Intelligence		
December 1			
	Chapter 8, Continued: Developing Emotional Intelligence – Creating Flow	Read: Pages 259-269; Groups work on final projects; course evaluations	i, ii, iii, iv
December 8			
		Final Presentations	i, ii, iii, iv,

Weekly Schedule is subject to change.