

Education 118

The Research University and the Transfer Student Experience

Instructors:

Dr. Britt Andreatta, Assistant Dean of Students, Office of First-Year Programs
Office of Student Life (2260 Student Resource Building, 2nd Floor)

Course Description:

This course is for new students transferring from a non-UC institution. Education 118 is a 4.0 unit course that introduces new transfer students to the mission of the research university, the role of higher education in society and their role, as students, within the community of scholars. Topics cover academic, social, and personal issues that are relevant to college students and specifically transfer students. ED 118 utilizes faculty and staff to create a unique and positive learning environment. Students are encouraged to become active participants in making their experience what they want it to be. Course goals include:

- a) Through course content, students will engage in exploration and critical thinking of the following 3 main areas: the structure and purpose of a research university, the nature of peer interactions in a campus environment, and the process of individual personal development in terms of values and success skills.
- b) Through course content and guest lecturers, students will gain an understanding of the roles of faculty, students, administrators, and the community in the formation of the political, social and educational culture of the campus. The course will also provide students with an overview of various campus departments and resources.
- c) The course offers students the opportunity to participate in a cooperative learning experience that involves group discussions and projects that focus on the university experience with other transfer student peers.

Tuesdays & Thursdays, 5:00-6:30pm

Lecture 5:00-6:30pm in Phelps 1260

Discussion sections, 5:00-6:30pm ARTS 1247, 1251, 1426

Required Readings:

- *Navigating the Research University, second edition* (both bookstores)
 - An eTextbook is also available online through www.ichapters.com. You can purchase the full text or selected chapters at a time.
- *Online Reading Articles* (free online through GauchoSpace)

Computer Lab Hours:

In this course, you will have several writing assignments. If you do not own a computer or printer, space is available for ED 118 students at the Instructional Computing Labs. Check for available times of the Open Access Lab in Phelps 1513 (<http://computerlabs.ic.ucsb.edu/location>), any available open lab in the Phelps 1500s wing, or the open computer lab located in the Student Resource Building.

Please note the following:

- Course “Add” deadline: Fri, Jan. 15 (no fee); Mon, Jan. 25 (deadline, \$3 fee)
- Course “Drop” deadline: Fri, Jan. 8 (no fee); Mon, Feb. 1 (deadline, \$3 fee)
- Course “Grading Option” (Letter or P/NP) deadline: Fri, Feb. 26 (deadline, \$3 fee)
- Holidays: Mon, Jan. 18 (MLK Day), Mon, Feb. 15 (Presidents’ Day)



Lectures

Week 1 The First-Year Transfer Experience

Dr. Andreatta (Education) will discuss the research university and provide an overview of the course. Joe Mazares (Student Life) will discuss typical transfer issues. A panel of former and current transfer students will share their experiences and suggestions for transitioning to the research university.

- Readings: **Book:** Chapter 2
GachoSpace Articles
Schluchter, J. (Fall 2005). *Understanding Transfer Students: Perceived Needs for Actual Successful Assimilation*.
Pappano, L. (April 23, 2006). *Lost, Alone, and Not a Freshman*.
Keup, J. (2008). *New Challenges in Working with Traditional-Aged College Students*.
Townsend, B. & Wilson, K. (2006) “*A Hand Hold for A Little Bit*”: *Factors Facilitating the Success of Community College Transfer Students to a Large Research University*.
- Due: Quiz #1 in section

Week 2 Academic Skills and Integrity

Jeff Harlig, Learning Skills Counselor from Campus Learning Assistance Services, will provide an academic skills workshop geared specifically for transfer students. Angie Bryan from Judicial Affairs discusses the importance of academic integrity at a research university and UCSB policies.

- Readings: **Book:** Chapter 3
GuachoSpace Articles
UCSB Campus Standards
Dutch, S. *Top Ten No Sympathy Lines (Plus a few extra)*.
Freedman, M. (2004). *A Tale of Plagiarism and a New Paradigm*
Johnson-Benson, B., Geltner, P., & Steinberg, S. (2001) *Transfer Readiness: A Case Study of Former Santa Monica College Students*.
Singham, M. (March/April 2008). *Seven Steps for Becoming a More Productive Writer*.
Wilhoit, S. (1994). *Helping Students Avoid Plagiarism*.
Zernicke, K. (2001). *The Harvard Guide to Happiness*.
- Due: Quiz #2 in section.
Journal #1: Due online to GachoSpace by Monday, 8:00PM

Week 3 Critical Thinking and Analytical Writing

Dr. Andreatta will discuss critical thinking, analytical reading and writing skills at a research university. Otis Madison, Black Studies, will lecture on how critical thinking applies to our everyday experiences.

- Readings: **Book:** Chapter 1
GuachoSpace Articles
Berube, M. (October 1, 2004). *Analyze, Don't Summarize*.
Cioffi, F. L. (May 20, 2005). *Argumentation in a Culture of Discord*.
Coplin, B. (September 3, 2004). *Lost in the Life of the Mind*.



Footnote II, E. (2004). *Freedom and Controversy on Campus: The Holocaust Questioned*

- Due: Quiz #3 in section
Journal #2: Due online to Gauchospace by Monday, 8:00PM

Week 4 The Research University & Faculty Expectations

Dr. Don Lubach will discuss the research university, academic freedom, tenure, and Master Plan of CA. A panel of UCSB faculty will discuss their perspectives on academic excellence: Dr. Kelly Bedard (Economics), Dr. Russ Revlin (Psychology), and Dr. Ralph Armbruster-Sandoval (Chicano Studies).

- Readings: **Book:** Chapter 4
Gauchospace Articles
Atkinson, R. (2004). *Academic Freedom and the Research University*.
Chan, S. (1989). *Beyond Affirmative Action: Empowering As Am Faculty*.
Perlmutter, D. (November 30, 2007). *The Joyless Quest for Tenure*.
Williams, J. (2005). *The Glass Ceiling and the Maternal Wall in Academia*.
USCD Faculty (June 15, 2009) *Letter to President Yudof*
Yudof, M. (August 14, 2009). *UC Academic Council Response*.

- Due: Quiz #4 in section.
Journal #3: Due online to Gauchospace by Monday, 8:00PM

Week 5 Health & Wellness Among College Students

Angela Andrade (Mental Health Services) will discuss the national concern of mental health among college students and practical strategies for stress management. Joanna Hill (Student Health Services) will speak on campus services that can assist in developing a plan for a well-balanced life.

- Readings: **Book:** Chapter 6
Gauchospace Articles
Albright, C. (2009). *The Top 10 Tips on Managing Conflict, Emotional Tension and Anger*.
McIlroy, M. (May 11, 2004). *The Alcohol Diet: University Students Forego Important Daytime Calories to Drink at Night*.
Morse, J. (April 1, 2002). *Women On A Binge*.
Newton, F. (May/June 2008). *The Stressed Student*.
Roan, S. (September 3, 2007). *Crisis on Campus: As Mental Illness Among Collegians Rise, Students' Privacy Rights and Treatment Clash with Families' Need to Know*.
Schevitz, T. (September 20, 2006). *UC Mental Health Help Called in Crises*.
Kadison, R. & DiGeronimo, T.F. (2004). *College of the Overwhelmed*.
Wise, E. (1991). *For Children Who Were Broken*.

- Reminder: Complete your Myers Briggs Type Indicator no later than **Friday, February 5th**.
- Due: Quiz #5 in section
Journal #4: Due online to Gauchospace by Monday, 8:00PM



Week 6 Planning Your Future

Don Lubach & Lily Maestas (Career Services) will discuss career planning, internships, and resources at Career Services. In addition, you will receive the results of your Myers Briggs assessment and learn how personality types affect both your relationships and career satisfaction

- Readings: **Book:** Chapter 5
Gauchospace Articles
Constantine, M. & Flores, L. (2006) *Psychological Distress, Perceived Family Conflict, and Career Development Issues in College Students of Color*.
Figler, H. (1989). *Give Yourself Permission to Pursue the Career You Really Want*.
Maestas, L. (2007). *Open Letter to the Class of 2007*.
Robbins, A & Wilner, A. (2001). *The Unique Challenges of Life in Your Twenties*.
Taylor, M. (2007). *Generation NeXt Goes to Work: Issues in Workplace Readiness and Performance*.
- Due: Quiz #6 in section.
Journal #5: Due online to Gauchospace by Monday, 8:00PM
Completed Myers-Briggs Type Indicator by **Friday, February 5th**.

Week 7 Educational Equity

Guest faculty will explore of issues related to diversity on college campuses and the impact of educational equity in preparing future generations of global scholars, leaders, and citizens.

- Readings: **Book:** Chapter 7
Gauchospace Articles
Brooks, D. (2003). *People Like Us*.
Douthat, R. (2005). *Does Meritocracy Work?*
McIntosh, P. (1990). *White privilege: Unpacking the invisible knapsack*.
Nance, M. (2008). *Writing Their Own History*.
Young, Iris M. (1990). Five Faces of Oppression. *Justice and the Politics of Difference*.
- Reminder: Group presentations and handout due next week.
- Due: Quiz #7 in section
Journal #6: Due online to Gauchospace by Monday, 8:00PM
Journal Topic: Discuss what you learned about yourself from the MBTI results.

Week 8 Developing Future Leaders

Invited speakers will share their experiences and discuss opportunities on and off campus to increase leadership skills.

- Readings: **Book:** Chapter 8
Leadership on Campus Folder:
Gehrke, S. (2008) *Leadership through Meaning-Making: An Empirical Exploration of Spirituality and Leadership in College Students*.
Kreider, A. *Student Power*.
Levine, M. (2005). *College Students Aren't Ready for the Real World*.
Posner, B. & Kouzes, J. (2002). *Ten lessons for leaders and leadership developers*.



Pruitt, D.A. *Developing leadership and life skills through involvement in campus activities.*

- Due: Quiz #8 in section.
Journal #7: Due online to Gauchospace by Monday, 8:00PM
Group Project Presentations (Thursday Sections)

Week 9 Preparing for Graduate School

A panel of graduate students will share their experiences in preparing for graduate school and discuss options of attending a professional school, applied, or research institution.

Readings: **Book:** None

Gauchospace Articles

Andreatta, B. *Grad School 101.*

Austin, A. (2002). *Preparing the Next Generation of Faculty: Graduate School as Socialization to the Academic Career*

Beiber, J. (2006) *Conceptualizing the Academic Life: Graduate Students' Perspectives*

Ebel, J. (2009) *FAQ: Applying to Graduate School.*

- Due: Quiz #9 in section
Journal #8: Due online to Gauchospace by Monday, 8:00PM
Journal Topic: Provide a personal assessment of the group project.

Week 10 Making the Most of the College Experience

John Loftus of the Alumni Association will speak on building and utilizing your networks beyond college. The Teaching Team, as well as a panel of current transfer students, will discuss how to utilize what you have learned to maximize your university experience.

Readings: **Book:** Chapter 9

Gauchospace Articles

Henscheid, J. (2008). *Preparing Seniors for Life After College.*

Lamott, A. (2006). *Plan B: Further Thoughts on Faith.*

McGirt, E. (2008). *The Dirtiest Mind in Business.*

Quindlen, A. (2000). *A Short Guide to a Happy Life.*

- Due: No journals due. Reflection Paper due by **Friday, March 12, 4:00 PM**
Quiz #10 in section.



Assignments

Grading Information

Students will earn their grade based on their performance on the following assignments:

- 10% Journals (6)
- 15% Participation & Attendance
- 20% Experiential Activities (3)
- 15% Quizzes (9)
- 20% Group Project (Oral presentation & Handout)
- 20% Personal Reflection Paper

Academic Integrity

(Adapted from *The Academic Dishonesty Question: A Guide to an Answer through Education, Prevention, Adjudication, and Obligation*, published by the UCSB Office of Judicial Affairs.)

Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism, and collusion in dishonest activities are serious acts which erode the University's educational and research roles and cheapen the learning experience not only for perpetrators, but also for the entire community. It is my expectation that students in ED 118 will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts. Any act of academic dishonesty attempted by any UCSB student is unacceptable and will not be tolerated. Any student suspected of cheating or plagiarism will be sent to the Office of Judicial Affairs to face disciplinary action. I take this issue VERY SERIOUSLY.

Attendance & Participation

Each week represents 10% of the course material and a completely new topic. *One excused absence* is allowed. Absences may only be excused for documented illnesses and emergencies—please submit documentation to your Discussion Leader.

Quizzes

Each week, you will take a quiz at the beginning of each section based on readings and lectures. These will be multiple choice or true/false questions – you only need bring a writing utensil. You will be given a study guide each week that will be posted on GauchoSpace.

Journal Entries

Students are required to write a 1-2 page journal entry on GauchoSpace about their experiences as a new transfer student. These are due by 8:00 PM on Mondays (No late journals will be accepted). Reflect on your experience as a transfer student – write about the experiences you had this week that impacted you academically, socially, and/or personally. How are these affecting your ability to be successful? Confidentiality of your journals will be maintained by the teaching team so feel free to discuss any issues of concern or interest to you as long as they relate to your college experience. On occasion you may be assigned a specific journal topic. See grading rubric for more details. See the list of potential questions on GauchoSpace.



Experiential Activities

There are three required experiential activities that complement this course. You are required to write a 2-3 page response to the prompt provided for each of the activities listed below. Proper essay format is required. These will be submitted through GauchoSpace on the appropriate dates listed in the syllabus. All due dates and further instructions will be posted on GauchoSpace.

- **Personal or Community Development Activity** – You are required to attend a one-hour activity sponsored by a UCSB department that supports your success in college. Review the online instructions sheet for information on appropriate activities.
- **Myers Briggs Interest Inventory (MBTI)** – You are required to complete through Career Services the MBTI online assessment. This needs to be completed by Friday, February 5. There is a \$15 fee. Additional instructions on how to register will be provided in class. If you have taken the MBTI within the last two years you can either take the assessment again or show proof of your results to your DL.
- **Faculty or Undergraduate Advisor Interview** – You are required to interview a faculty member or undergraduate advisor of your choice and write a response on this experience. Instructions of this assignment will be posted on GauchoSpace.

Group Project

- The goal of this assignment is to help students be familiar with campus services and issues affecting the student community. You will be assigned in groups of five people from your section. Each group will have a question/problem to address that relates to the transfer experience.
- Each group will be given (**Week 3 in Section**) a specific topic to explore that has 5 components to it (1 per student). After completing the components, your group will come together to discuss how the experiences you had relate to the larger issue you are exploring.
- Your group will present what you have learned in a 10-15 minute presentation to the entire section on **Thursday, February 25**. Your presentation will be assessed on accuracy, thoroughness and professionalism. You will be timed so you will want to practice in advance to insure you can present within the allocated time. Please plan to present the information most relevant to helping your transfer peers learn about that service or department.
- In addition, each group will need to create at minimum a one-page informational handout. Each person will also complete an online journal assessing members of the group and the overall project experience. Further details will be distributed in section.

Personal Reflection Paper

The goal of this assignment is to help you reflect on, and understand, your academic, personal or social development using material you learned in this class, in order to plan for your life after UCSB. See grading rubric for important information. Your paper should be at least 5 but not more than 7 pages in length (typed, 12 point Times Roman font, double spaced with one inch margins). It will be very easy for you to go over the page limit – as a result, you will need to edit your paper to address the questions as efficiently and succinctly as possible. In other words, a strong paper will probably require 2-3 drafts. Paper due to your DL by **Friday, March 12 no later than 4:00pm** —10 points will be deducted for each 24 hours the paper is late beginning at 4:05pm.

- You are expected to use the material presented in ED 118 (from the book, lectures, reader, and discussion) as your “library” for the papers. Be sure to utilize relevant material from all of these



sources and to demonstrate a thorough understanding of these sources in their totality. It is very easy to tell when students are not integrating all of the readings.

- Do not over rely on direct quotes. Paraphrase authors' arguments in your own words and cite appropriately. Also, do not plop a quote from another person into a sentence as if it's your own thoughts. Use your own words since this paper is about your assessment and interpretation.
- You must cite all sources (lecture, readings, other) in the body of your paper with the APA citation method (see Citation Guide). Your paper must include a bibliography of all cited and referenced material in the same style.
- Your paper should be in standard and correct English. It should have correct spelling, grammar and punctuation, and be neat, clean, and stapled. You are expected to proofread your paper, which should include one or more of the following: reading it aloud, having another strong writer and/or English speaker read it, referring to a formal grammar guide like the *Hodges' Harbrace Handbook*, etc.
- Include a title page with your name and your DL's name — your name should appear on the title page only. File folders or binders will not be accepted, nor will unstapled papers.

In preparation to writing your paper:

Review all of your journals from the past quarter and identify common themes or issues that may stand out from your journals. Use this information to help you better understand any changes you have developed or growth that you may have encountered while at UCSB this past quarter. This information may or may not be applicable to your paper depending on the topic you choose to write on (see below).

Instructions:

Choose one of the following topics to write your personal reflection paper—be sure to address all of the questions of the prompt (see grading rubric for important information):

a) Study Skills & Academic Enrichment

The mission of a college or university guides the academic expectations of its faculty, students and course curriculum. Discuss how well you feel your previous institution academically prepared you for the rigors of a research university. How have your academic skills changed or improved since coming to the university? What are some resources you have used to assist you in your academic success? What advice would you give to new transfer students to UCSB about how to succeed academically? What strategies can two-year and four-year institutions employ for improving the academic success of transfer students?

b) Your Major & Future Plans

Higher education is often referred to driving the economic engine of the country while the mission of the research university is to create new knowledge. Discuss what the value of a research university holds for you. What are your plans for post-graduation? How do you envision your degree from UCSB as contributing to improving your life? How does your major choice fit with your personal or career goals? When you look back at your undergraduate experience what do you want to be able to say about your successes and/or failures?



c) Educational Equity & Citizenship

Universities are the microcosm of the world in which students are enriched not only in the classroom but also through the everyday interactions of faculty, staff, students and its surroundings. Discuss the importance you see of educational equity (diversity) in higher education. What are your impressions of the diversity found at UCSB in comparison to where you grew up? What are some socio-economic barriers that you see students facing while at the university? What advice would you offer to new transfer students in their adjustment to the university? What resources or changes to current services are needed at the university in order to ensure that students of all backgrounds and abilities are able to succeed?

d) Wellness & Community Standards

UCSB is an enriching 24/7 environment that affords students the ability to learn to be an independent scholar and citizen. Discuss how the close proximity of Isla Vista may have enhanced or hindered your well being. What were your expectations of living on your own in Santa Barbara and what may have changed since moving here? How have you grown personally, socially, and/or emotionally? What are some challenges to your personal values you may have had to overcome or questioned? Who is the person you want to be and how do you know that you are on the right track?



Possible Journal Topics

Use the suggested prompts below to assist you with a weekly topic(s). These questions are just to get you started on assessing yourself. You are free to write about anything else related to your college experience.

- Based on your performance so far at UCSB, how well developed do you think your academic skills (critical thinking, writing, etc.) are?
- How do you define being a successful student at the university? What motivates you to succeed?
- What has contributed to your overall academic or social success at UCSB? Be as detailed and specific as possible.
- How do you think your peers at UCSB or elsewhere would rate you in terms of your ability to listen, communicate clearly and cooperate?
- Are you able to maintain self-discipline in terms of exercising regularly, eating healthy, getting sleep, etc.?
- What has detracted from or hindered your overall academic or social success at UCSB? Be as detailed and specific as possible.
- Do you take time to process what you are feeling before you express it? Do you think you express yourself in healthy ways? Are you able to delay gratification in favor of some other, later, benefit?
- While at UCSB, in what ways have you seen that your words or actions impact your peers around you? How often do you seek your parents' or others approval for your choices?
- Who are you? What's your background and how does this shape the person you are today?
- How have you pushed yourself to learn about others' cultures or experiences? In what ways have you let go of perceptions or judgments you previously held? How easy is it for someone to get to know you, especially on an emotional level?
- What do you like and dislike about your body? How much have you thought about your ethnicity and what it means in society and to others?
- How much have you considered your gender identity (how masculine or feminine you personally feel, regardless of your biological sex)? How much have you reflected on your sexual orientation and why you are attracted to whom you are?
- How has your support system changed since coming to UCSB? What kind of expectations do you feel people close to you have and how do these expectations affect you?
- How much do you think your personal values shape your everyday choices? Are there areas in which you violate your own beliefs? If so, how? And more importantly, why?
- How much influence or input does your parents, family, friends, or significant others have on your goals?
- How have you grown since coming to UCSB? What changes have you incurred?
- What campus resources have you utilized? How have they benefited you?
- How committed are you to a certain major at this point? How committed are you to a certain job or career? How have the answers to the previous questions shaped your vocational plans, personal interests, and future goals?

