

SXTH 1: First Year Experience (2 Units)

University of California San Diego

Lecture: Tuesdays, 4-4:50 pm, CENTR 212

Concepts to Live By

Intentional, Proactive, Critical thinking, Personal Integrity, Embrace Failure

Professor: Lakshmi Chilukuri, Sixth College Provost

Contact: lchilukuri@ucsd.edu

Office: Sixth College Provost Office

Office Hours: Mondays @ 12-1pm, Pepper Canyon Hall Conference Rm 229

*The first 5 students who visit me in OHs (even just to introduce yourself) will win a ticket for admission to the Birch Aquarium

I'm happy to meet as many of you as I can and will always have candy in my office.

College Website: <http://thecolleges.ucsd.edu/fye/index.html>

SXTH 1 Ted site: <https://ted.ucsd.edu/> Click on SXTH1

Course Description

The First Year Experience (FYE) course is designed to help new students maximize their educational experience at UC San Diego. FYE facilitates academic success at a research university by helping students understand and embrace academic and curricular expectations, engage and map co-curricular opportunities, and strengthen critical thinking, organizational, interpersonal, and wellness skills. FYE offers practical advice about student life and educational strategies for success (both in and out of the classroom).

Teaching Assistant (TA) and DL supervisor: Brooke Rasina

Email: brasina@ucsd.edu

Office hours: Mondays @ 12-1pm, Pepper Canyon Hall Conference Rm 229

Brooke Rasina is a PhD student in the Marine Chemistry and Geochemistry department at Scripps Institution of Oceanography. She received her BS from UC San Diego in Environmental Systems with a minor in Marine Science. Brooke has been highly involved in the FYE/TYE program over the years - from being a student the first year the program was introduced, to being a discussion leader the last two years of her undergraduate program. One of her primary passions is teaching and she is excited to work with the incoming discussion leaders and students this fall.

Grade Allocation:

In-Class Work:	30%	In-class quick write
Discussion Section:	30%	Attendance mandatory for pass
Final Project:	40%	Completion mandatory for pass

Post-course survey: This is mandatory to pass the class

In-class quick write

In each of our ten lectures, we will have the opportunity to explore a variety of useful topics, assisted by the readings and the websites and with valuable input from guests who are experts in their field. You will discuss these topics with your classmates and share your opinions and experience through conversation and in-class exercises using index cards. You will need to participate in at least 70% of these activities (7 days) to pass. There are no make-up assessments for missed days or misplaced index cards but by requiring only 70%, there is built in protection against any such occurrences.

Discussion Leaders (DLs) and Sections:

Section	Sec ID	Day	Time	Location	DL	DL Contact
A01	943457	Wednesday	9-950am	CENTR 203	Claudia Yan	chy162@ucsd.edu
A02	943458	Wednesday	10-1050am	CENTR 203	Kelly Mayeda	kamayeda@ucsd.edu
A03	943459	Thursday	9-950am	WLH 2110	Annabella Narvarte	anarvart@ucsd.edu
A04	943460	Thursday	10-1050am	WLH 2110	Linhui Fu	l5fu@ucsd.edu
A05	943461	Friday	12-1250pm	CENTR 218	Justin Gamiao	jgamiao@ucsd.edu

Discussion Sections:

Attendance:

Discussion section is mandatory and attendance is required to pass this course. Students **may miss no more than 2 sections**. Missing 3 sections will result in a No Pass grade for SXTH 1. *There will be no discussion sections on Wednesday, Thursday or Friday of Thanksgiving week (Nov 22 and 23) but we WILL have lecture on Tuesday Nov 20th.

Community Guidelines for your Discussion Sections

Your Discussion Leaders will have their own rules for facilitating a safe, healthy and productive discussion. Follow their lead. In general, we will adhere to these principles for healthy dialogue:

- Take space, make space
- Lean into your discomfort
- Use “I” statements
- One mic, one star
- Use inclusive language
- What is said here stays here, what is learned here leaves here
- Be present, be an active listener
- Brave space

SXTH 1_Chilukuri_FA18

In-section work

Your discussion leader will assign course-related work in section. This is an excellent venue to explore the various resources and opportunities discussed in lecture and to engage with and profit from the material.

Key word Paragraphs

Look at the “Concepts to Live By” at the top of the syllabus: *Intentional, Proactive, Critical thinking, Personal Integrity, Embrace Failure*. As you go through this quarter, be reflective about your experiences in FYE, in other classes, and in other non-academic activity. It is very likely that some of these experiences will relate in some way to these Concepts.

In Weeks 3, 6, and 8 you will be asked to turn in a brief paragraph to your DL during section. Write about any event/activity/occurrence/thought process/observation you have experienced here at UCSD that made you think about one of the “Concepts to Live By”. Guidelines for this paragraph:

- Explore any aspect of your time here at UCSD: new discoveries, challenges in FYE or other courses, opportunities, etc.
- It is related to one of these concepts in a way that is meaningful to **you**. Did this make you happy? Excited? Confused? Upset? Amused?
- Did this lead you to try something new? Stop doing something? Change your mind about something?
- Each paragraph explores a different “Concept”. You may not repeat the concept.
- You may do the “Concepts” in any order.
- At least one paragraph of 150 words. More words/paragraphs are OK but not required.
- Please include your name, your DLs name, and the “concept” in the header.

FINAL Assignment

ARCHIVE OF WISDOM: Your Advice for Academic Success

DUE: Prior to your sections the week of November 28th-30th. Online. Elect a member of your team to email the link for your team’s VIMEO video, along with an attachment of your team’s script, to your FYE discussion leader. Your script should clearly specify the names your team members.

For your first major project you will **collaborate in teams of three to four**. You will reflect on the behaviors, technologies, study rituals, learning communities (ex. study groups), organizational tips, exercise and relaxation regimens, etc. that have led to your academic success.

In a 5-8 minute You Tube video, the members of your team will present **one piece of academic advice per team member for the UCSD community and the next class of FYE students**. Describe the contexts in which these tips work for you, why you believe they work and how they will promote success for others. For guidance, your discussion leaders

SXTH 1_Chilukuri_FA18

will model presenting a piece of their academic advice during every lecture. Watch them and take notes.

Your video or its editing need not be fancy. Video taken by smart phones is fine, and simple editing technology is available for free, at all hours, in the Digital Playroom (2nd floor Pepper Canyon Hall).

Remember that the more specific the advice, the better. For example, if you eat a small piece of candy before taking tests because it provides you a burst of mental energy and focus, you should tell us what specific kind of candy you think works best. You should also identify whom you think this advice would work best for (ex. non-morning people). Remember the benefit of a video is you can also present props and demonstrate activities. Your script must reference/connect with **at least one of the readings** for this course. What have you read that supports the advice you are giving? Make sure to attribute any quotes back to the writer.

Remember that asking you to speak aloud and perform isn't about making you feel nervous. It's about you having some wisdom to share with your peers and us. Your audience may be more willing to engage with your words and transform their academic behaviors if they see and recognize the person connected with your writing.

If you are worried about any privacy issues, it is very simple to make your VIMEO video password protected. Instructions are available on TED. Make sure to give your discussion leader the password for your private video, so that they can grade your project.

If you any questions or concerns about this assignment, you can make an appointment to speak with the TA Supervisor for this course

Readings and Websites

All assigned readings are available by week on the SXTH 1 TED site. The short readings or videos are easy to read/watch and informative. Make sure you complete your readings *before class* on Monday as they will help you be a more informed participant in class discussions.

Peruse any websites provided. They are valuable sources of information and are likely to be useful throughout your UCSD career.

Journaling

All participants in SXTH 1 are **strongly encouraged** to maintain an electronic or handwritten journal. Make short reflective entries each week on at least one aspect of the readings and/or websites in your journal. Perhaps about something that is intriguing/helpful/confusing, or otherwise important to you. You will find these entries useful as you formulate your Final Reflection Essay due week 10.

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. For more, see: <http://disabilities.ucsd.edu>.

Standards of Academic Integrity

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>. 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.

UCSD Title IX Compliance

UCSD recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the Counseling Center.

The Office for the Prevention of Harassment & Discrimination (OPHD) provides assistance to students, faculty, and staff regarding reports of bias, harassment, and discrimination. OPHD is the UC San Diego Title IX office. Title IX of the Education Amendments of 1972 is the federal law that prohibits sex discrimination in educational institutions that are recipients of federal funds. Students have the right to an educational environment that is free from harassment and discrimination.

SXTH 1_Chilukuri_FA18

Students have options for reporting incidents of sexual violence and sexual harassment. Sexual violence includes sexual assault, dating violence, domestic violence, and stalking. Information about reporting options may be obtained at OPHD at (858) 534-8298, ophd@ucsd.edu or <http://ophd.ucsd.edu>. Students may receive confidential assistance at CARE at the Sexual Assault Resource Center at (858) 534-5793, sarc@ucsd.edu or <http://care.ucsd.edu> or Counseling and Psychological Services (CAPS) at (858) 534-3755 or <http://caps.ucsd.edu>.

Students may feel more comfortable discussing their particular concern with a trusted employee. This may be a Rady student affairs staff member, a department Chair, a faculty member or other University official. These individuals have an obligation to report incidents of sexual violence and sexual harassment to OPHD. This does not necessarily mean that a formal complaint will be filed. If you find yourself in an uncomfortable situation, ask for help.

Professionalism Policy

Our program fully supports the UCSD Principles of Community. Please take a moment to review them as part of our code of conduct for class - <https://ucsd.edu/about/principles.html>

Please attend to all university policy and classroom etiquette procedures. Those not heeding the university policies and classroom etiquette will be asked to leave the classroom immediately so as to not disrupt the learning environment.

Important Dates to Remember for FA18

- Automatic waitlists officially end: Thursday, October 11th
- Add Deadline: Friday, October 12th
- Deadline to change grading option, change units and drop classes without "W" grade on transcript: Friday, October 26th
- Veterans Day Holiday: Monday, November 12th
- Thanksgiving Holiday: Thursday-Friday, November 22nd-23rd
- Instruction Ends: Friday, December 7th

More helpful calendars for students can be found at: <https://students.ucsd.edu/student-life/calendars/index.html>

Religious Observances

Students are expected to notify their instructor in advance if they intend to miss class to observe a holy day of their religious faith.

SXTH 1 Course Schedule/Reading List – Fall 2018

Week 1: University Life: Opportunities, Challenges, and Expectations

Week 2: How Learning Works

Reading: Brown, P. C., Roediger, H. L., III., & McDaniel, M. A. (2014). Make it stick. In *Make it stick: the science of successful learning* (pp. 200-217). Cambridge, MA: Harvard University Press.

Explore this website before class:

Where to Study on Campus

<https://students.ucsd.edu/campus-services/technology/campus-study-locations.html>

Week 3: Campus and Community Involvement

Explore these two websites before class:

<https://students.ucsd.edu/student-life/involvement/>

Guest: Diane LeGree, Dean of Student Affairs at Sixth College

Week 4: Personal Well-being

Reading: Bain, K. (2012). Learning how to embrace failure. In *What the best college students do* (pp. 99-132). Cambridge, Massachusetts: The Belknap Press of Harvard University Press.

Explore this website before class:

<http://www.npr.org/2010/12/06/131734718/just-breathe-body-has-a-built-in-stress-reliever>

Guest: Monique Crandal, Student Affairs Case Management Services

Week 5: Choosing and Committing to a Major

Reading: Cappelli, P. (2013, November 15). Why focusing too narrowly in college could backfire. *The Wall Street Journal*. Retrieved from

<http://online.wsj.com/news/articles/SB10001424127887324139404579016662718868576>

Explore this website before class:

Guest: Alicia Ingold, Assistant Dean of Academic Advising at Sixth College

Week 6: Enhancing Your Communication Skills and How to Ask for Help

Reading/Video: https://www.ted.com/talks/adam_galinsky_how_to_speak_up_for_yourself?referrer=playlist-talks_to_give_you_a_confidence

Explore this website before class:

<https://students.ucsd.edu/student-life/involvement/communication-leadership/quarterly-yearly.html>

Guest:

Week 7: Academic Integrity and How We Make Failure Productive

Reading/Video:

Explore this website before class:

<https://academicintegrity.ucsd.edu/>

Guest: Dr. Tricia Gallant, Director of Academic Integrity

Week 8: Understanding Yourself and Others: Valuing a Multicultural Campus

Reading: Tatum, B. (2010). The complexity of identity: Who am I? In M. Adams, W. Blumfeld, R. Castaneda, H. Hackman, M. Peters & X. Zuniga (Eds.), Readings for diversity and social justice (2nd ed.). New York: Routledge.

Explore this website before class: <http://ccc.ucsd.edu/>

Guest: Tony Jakubisin, Director of Residential Life at Sixth College

*No Discussion Sections this week – happy Thanksgiving holiday!

Week 9: Research Opportunities, Internships, and Beyond

Reading: None

Explore these websites before class:

<http://students.ucsd.edu/sponsor/aep/>

<https://students.ucsd.edu/student-life/involvement/>

<http://real.ucsd.edu/>

<http://aip.ucsd.edu/>

Guest: Dr. David Artis, Director of the Academic Enrichment Programs

Week 10: Lessons Learned and Planning Forward

REMINDER: Complete FYE Program survey (Students will receive an email message from fye@ucsd.edu with instructions and a link to the survey)

Reading: NONE

FIND JOY IN YOUR STUDIES AND STAY CONNECTED!!!

A resource toolkit to help yourself and other incoming students

*A more complete toolkit of campus resources can be found at

<http://thecolleges.ucsd.edu/fye/students/campus-resources/index.html#General>

Triton Food Pantry

The mission of the Triton Food Pantry is to provide a discreet service to UCSD students in need of food. Our goals are to ensure that every student has enough energy to get through the day and that no student should give up a single meal for any reason. We aim to build a network of food resources and awareness about food insecurity so that every UCSD student has nutritious fuel to achieve academic success.

<https://basicneeds.ucsd.edu/triton-food-pantry/index.html>

Commuter Resources

Useful tips and resources (especially for students living off campus). Find information on off-campus housing, commuting to campus, on-campus services and building on-campus connections.

<https://students.ucsd.edu/campus-services/parking-transportation/commuter/index.html>

Campus Community Centers

The Black Resource Center, the Cross-Cultural Center, the Lesbian Gay Bisexual Transgender Resource Center, the Raza Resource Centro, and the Women's Center are collectively known as the Campus Community Centers. Together they facilitate interactive learning, promote self-awareness, foster leadership development, encourage dialogue, and challenge traditional notions of diversity.

<http://community.ucsd.edu/#>

Undocumented Student Services

A range of services are available to undocumented students at UC San Diego. Our services are designed to provide caring, holistic, and individualized support.

<https://students.ucsd.edu/sponsor/undoc/>

The Zone

The Zone provides innovative programming that promotes skill development for healthy living, and introduces well-being resources to students; and to serve as a student space for relaxation, social connections and personal development. They offer free programs such as yoga & fitness classes, stress management workshops, therapy dogs, R&R Squad chair massages, and much more!

<https://wellness.ucsd.edu/zone/Pages/default.aspx>

CAPS Wellness Peer Educators

The goal of the Wellness Peer Education program is to educate fellow students about mental health and wellness, reduce stigma and spread awareness of Counseling and Psychological Services on campus.

<https://caps.ucsd.edu/peer.html>

OASIS

OASIS is the learning center at UC San Diego and provides most of the free tutoring on campus in a collaborative, supportive environment. All UC San Diego students are eligible to receive OASIS services. Each year, OASIS serves 3,000 students in language, math, science, study skills, and writing as well as peer counseling and peer mentoring.

<https://students.ucsd.edu/sponsor/oasis/>

The Writing Hub

Need help with a writing project or assignment? Want to talk through your ideas or get a second opinion on whether your writing is clear, logical, and well-supported? The Writing + Critical Expression Hub (“Writing Hub”) can help! Located in the Geisel Library, the Writing Hub offers UC San Diego students free one-on-one help with any writing project—from cover letters to lab reports, research papers to grant proposals. Visit the Writing Hub to meet with a supportive, well-trained peer writing mentor who will help you gain perspective on what works and what can be improved in your writing.

<http://commons.ucsd.edu/students/writing/index.html>

Academic Support from the Commons

Get support for challenging courses, subjects, and projects. Whether in a group setting, through one-on-one assistance, or independently, these resources will help you develop effective learning and problem-solving strategies.

Math & Chemistry Tutoring

<https://commons.ucsd.edu/students/math-chemistry-tutoring/index.html>

Supplemental Instruction

<https://commons.ucsd.edu/students/supplemental-instruction/index.html>

Academic Learning Strategists

<https://commons.ucsd.edu/students/Learning%20Skills%20and%20Strategies%20Tutors.html>

AIP

The Academic Internship Program allows students to integrate academic theory and ‘real world’ practice, engage in research that explores the relationship between the two, and gain hands-on experience in professional settings.

<https://aip.ucsd.edu/>

Career Services Center

The UC San Diego Career Services Center provides resources for undergraduates who are looking to broaden their career opportunities. The Career Service Center offers undergraduates access to internships, diverse and rewarding careers, connections, and support to effectively apply for jobs and graduate school. <http://career.ucsd.edu/>

SXTH 1_Chilukuri_FA18

My signature here confirms that I have read the course syllabus and understand the assignments, grading breakdown and work demands of this course. It also confirms that I will engage with this community of educators and classmates with respect and generosity as required by the codes of conduct designated by UCSD.

Print name/SID _____

Signature _____

Date _____

Please hand this to your Discussion Leader at your next section.