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ERC 2: Transfer Year Experience (2 credits)
University of California San Diego
Fall 2018 – Wednesday, 4-4:50pm
Location: Peterson Hall 102

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Course Description
ERC2 Transfer Year Experience (TYE) course is designed to help first quarter students chart a course for optimizing their educational and personal experience at UC San Diego. TYE offers practical advice and strategies for success in academic and student life, both in and out of the classroom.

ERC 2: First Year Experience Teaching Team
Matthew T. Herbst, Associate Teaching Professor
Director, Making of the Modern World Program, Eleanor Roosevelt College
Contact: matthewherbst@ucsd.edu / 858-822-4859
Office Location: ERC Admin Building, MMW Office, Room 209
Office Hour: Tuesdays, 1-2   Website: http://ucsdherbst.org

Undergraduate Discussion Leaders & TYE Discussion Sections

Section ID/ #	Discussion Leader	Day, Time	Location
943433 / A01	Madison Lang mclang@ucsd.edu	Friday, 8am-850am	Asante 123B
943434/ A02	Tanya Khazaie tkhazaie@ucsd.edu	Friday, 11am-1150am	Asante 123B
943435 / A03	Thuy Nguyen tnn050@ucsd.edu	Friday, 12:30pm-1:20pm	Asante 123B

DL Office Hours and Location: TBA in Section
For biographical information on our ERC2 DLs, visit:
    http://thecolleges.ucsd.edu/fye/discussion-leaders/meet-discussion-leaders1/roosevelt-dl/index.html
TYE Graduate TA and DL Supervisor: Jasmine Tocki at jrtocki@gmail.com
Assigned Readings & Resources
Course readings on TritonEd at < https://tritoned.ucsd.edu/ >. Select ERC2-Herbst
I-Clicker. Register your i-clicker on TritonEd (see below).
TYE Grade Allocation
ERC2 involves a very modest amount of weekly work. Complete the brief reading each week, review the assigned websites, and participate in lecture and section.
Clickers/Class Activity: 1/3
Reflections: 1/3
Discussion Section: 1/3 **Discussion Section is mandatory**. *Students may miss no more than 2 sections. Missing 3 will result in a grade of "No Pass" for ERC2.*

Principles of Community
ERC2 fully supports the UCSD Principles of Community, which are part of our code of conduct for class. Review these at 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 to prevent disruption of the learning environment.

Classroom Technology: Clickers
An i-clicker is required for this class and, if needed, can be purchased at the UCSD bookstore. Faculty use clickers to increase engagement in lecture and to promote learning. Students must bring their clicker to class and are responsible to ensure that it is working properly. Your clicker grade is based on participating in 75% of the total questions asked. *There are no make-up assessments for missed days or for misplaced, malfunctioning, or forgotten clickers but by discarding 15%, there is built in protection for all such occurrences.*

Official clicker use begins in week 2 which provides time to get your clicker, register it, and to become accustomed to using it. **To register your clicker:** go to our course link at < https://tritoned.ucsd.edu/ > and click on "i>clicker Registration" in the navigation tab at left. Enter your clicker ID number (located on the back of the clicker) in the "ID" box and click "Submit." It is each student's responsibility to ensure that the clicker is working properly, that it is registered, and that it is present with you in class. Please speak with your professor, if there is any problem. Your clicker must be registered by the end of week 2. If it is not, you will receive a 1/3 letter grade deduction per week on your final clicker grade. The first reduction begins at 5pm on Wednesday of week 3 with additional deductions each week thereafter. Check the TritonEd site to see that your clicker is registered and working properly.

The same academic integrity standards apply to clicker assessments as to written ones which means that you may not use any clicker other than your own. Violation of academic integrity standards, whether on a writing assignment, exam, or clicker assessment, will result in academic and non-academic consequences. (For more detail, see the 'Standards of Academic Integrity' section below).

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/Operating-Procedures/Senate-Manual/Appendices/2 >. Your responsibilities and rights under the UCSD Student Code of Conduct can be found at < http://students.ucsd.edu/_files/student-conduct/ucsandiego-student-conduct-code_interim-revisions1-16-18.pdf >. 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, DL, 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) assists students, faculty, and staff regarding reports of bias, harassment, & 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.

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.

Office for Students with Disabilities
Students requesting accommodations and services for the course 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.

Important Dates to Remember for Fall Quarter 2018
– 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

COURSE SCHEDULE

Week 1 – Wed., Oct. 3 – Getting By at UCSD: Calling, Classroom, & Cash
READING AND WEBSITES: See ERC2 TritonEd Folder
GUEST SPEAKER: Alicia Magallanes, Basic Needs Hub
< https://basicneeds.ucsd.edu >
ACTIVITY: TYE REFLECTIONS. You will regularly upload a 1-page reflection on course content, explaining what is of interest or helpful, and how you plan to use this information; also include questions or ideas that you may have on the topic. You will share your insights in discussion.   The TYE reflections will facilitate the completion of your final reflection, which is due in week 10.
For week 2: identify concerns that you have as a first quarter student and goals that you have for this term and year. Also, what role did your community college or other experiences have in preparing you this university?
The assignment is due by 4pm Wednesday of week 2.

Week 2 – Wed., Oct. 10 – Career Visions and Employment
READING AND WEBSITES: See ERC2 TritonEd Folder
GUEST SPEAKER: *Roxanne Farkas, Career Advisor, Career Education and Advising*
< http://career.ucsd.edu >
ACTIVITY: TYE reflection - this is due by 4pm Wednesday of week 3**.**   Respond to the week's content and career center website. Also, share how did reached your choice of major? Why do you like it? What role did your community college have in preparing you for this field of study?   How do you see this field of study relating to future studies or potential career? In addition, visit the Career Center by week 9 and write a response in your TYE reflection for the week that you complete this.

Before the quarter's end: Visit a professor or TA during office hour and include this experience in a weekly reflection (by the end of term).
Note: Prof. Herbst and your TYE DLs do not count for this, but visit them too.
Consider inviting a TA or professor out to coffee:
http://roosevelt.ucsd.edu/student-life/get-involved/coffee-with-prof.html
Consider inviting a TA or professor out to coffee:
 http://roosevelt.ucsd.edu/student-life/get-involved/dine-with-professor.html

Week 3 – Wed., Oct. 17 - Research Opportunities

READING AND WEBSITES: See ERC2 TritonEd Folder

GUESTS: *David Artis, Director, Academic Enrichment Programs and Dean of Undergraduate Research Initiatives*
        http://students.ucsd.edu/sponsor/aep/

ACTIVITY: Review the course content and websites and identify one or two opportunities/activities which interest you.   Share your interest and intended course of action in section.

Week 4 – Oct. 24 - Personal Well-being and Academic Success

READING AND WEBSITES: See ERC1 TritonEd Folder

GUEST: *Wellness Peer Educator and Zarah Rubio, Program Manager, The Zone*
        < https://wellness.ucsd.edu/zone/ >

ACTIVITY: TYE reflection - **due by 3pm Wed. of week 5.**   Review Week 3-4 content and identify two organizations and/or activities which interest you. Explain what these are, why you are interested, and describe your plan to participate.   Share your interest and intended course of action in section.   In addition to *planning to participate*, you must *complete* one wellness activity by week 7 and write a response in your TYE reflection for the week that you complete this.

Week 5 – Wed., Oct. 31 – Campus and Community Connections

READING AND WEBSITES: See ERC2 TritonEd Folder

GUESTS: *Center for Student Involvement: Organizations & Communication and Leadership and Nick Heimann, Transfer Retention Coordinator, Student Promoted Access Center for Education and Service (SPACES)*

ACTIVITY: Review the course content and websites and identify opportunities/activities which interest you.   Share your interest and intended course of action in section.

Week 6 – Wed., Nov. 7 – Enrollment and Academic Advice

READING AND WEBSITES: See ERC2 TritonEd Folder

GUEST: *Amado Berrios, Academic Counselor, Academic Advising, ERC*
        https://roosevelt.ucsd.edu/academics/academicadvising/

ACTIVITY: Share about your interests in your major and also the benefit of general education in your academic career. Why does this matter?

Week 7 – Wed., Nov. 14 – Insights on Learning

READING AND WEBSITES: See ERC2 TritonEd Folder

GUEST: *Amy Shen, Director of Language and Tutorial Services, OASIS*
https://oasis.ucsd.edu/services/language-arts/index.html
https://oasis.ucsd.edu (Office of Academic Support and Instructional Services)

ACTIVITY: TYE reflection - this **is due by 5pm Wednesday of week 8.** Respond to the content of weeks 5-7. What did you learn? How can you benefit from this information? Explain what you will do with this.

Week 8 – Wed., Nov. 21 –
No Class or Discussion sections in week 8 –
HAPPY THANKSGIVING

Week 9 – Wed., Nov. 28 - Research Opportunities and Internships
READING AND WEBSITES: See ERC2 TritonEd Folder
GUESTS: *Melissa Campbell, Engage Learning Tools*
              http://elt.ucsd.edu
              Tricia Oliveira-Taylor, Academic Internship Program
              http://aip.ucsd.edu
ACTIVITY: Review the websites and identify at least two opportunities or activities which interest you.   Share your interest and intended course of action.

Week 10 – Wed., Dec. 5 –
Charting the Course: Lessons Learned, Planning Forward
READING AND WEBSITES: See ERC2 TritonEd Folder
ACTIVITY: "Charting the Course" Reflection Essay.   Details will be provided.
        Due in Section, along with your reflection journal.
ACTIVITY: Complete TYE Post-Survey. You will receive an email message with instructions and a link to the survey.

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/

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.