

Be/long(ing)

Muir 1: First Year Experience 2k18

Mondays, 4pm, CSB 001

K. Wayne Yang, Muir College Provost and Associate Professor of Ethnic Studies

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Course website: tritoned.ucsd.edu, FYE website: fye.ucsd.edu

Salon Hour: Thur, 2-3pm @ Muir Prov. Office HSS 2136

Croquet hour: Mon, 12-1pm @ Muir Quad

Discussion Leaders and Discussion Sections

A01	Taylor Tucker	Wednesday 5:00 – 5:50pm, HSS 1315
A02	Alejandra Felix Campos	Wednesday 4:00 – 4:50pm, HSS 1315
A03	Jennifer Sanchez	W: 6:00 - 6:50pm, HSS 1315
A04	Melissa Posada	F: 12:00 - 12:50pm, Mariposa Rm
A05	Mariajose Fierro	F: 1:00 – 1:50pm, Mariposa Rm

Teaching Assistant: Amanda María Yolanda Martin Sandino, amandamartinsandino.com

Course Description

Muir 1 revolves around the theme of *be/long(ing)*. Our goal is to cultivate a sense of *belonging* in college, which necessarily means connecting to each other and connecting ourselves to resources on campus. We also emphasize *being*: how to be a college student, how to be away from one's familiar places and familiar people, how to be well, how to be resilient when not well, how to just plain *be* amidst all the excitement and stress of college. Finally, we acknowledge our *longing* - the dreams that we bring to college, the fear that we might not be adequate, and our hopes for good relationships and great experiences.

To succeed in this class, assert your belonging, believe in your being, and honor your dreaming.

Grade

33% In-lecture Work

33% Discussion Section Participation

33% First year diary

First year diary

Length: 10 pages. Each week = 1 page each reflection on that week's Be/long(ing) assignment, entry of 50 - 500 words + images, doodles, scribbles, etc. + 1 final reflection.

Due: Week 10 in Section

<p style="text-align: center;">Week 1: University Life: Opportunities, Challenges, and Expectations</p>
<p style="text-align: center;">Week 2: How to Survive Weed-out Courses</p> <p>Guests: Susan Rinaldi (Teaching & Learning Commons) and Alex Ty (OASIS) Be/long(ing) Assignment: Make a study group</p>
<p style="text-align: center;">Week 3: Campus and Community Involvement</p> <p>Guests: Jason Thibodeaux (Muir Dean of Student Affairs) and student panel Be/long(ing) Assignment: Pick one organization that you want to join</p>
<p style="text-align: center;">Week 4: Personal Well-being</p> <p>Guests: Zarah Rubio (The Zone) and student reps + CAPS Be/long(ing) Assignment: Participate in 1 new resource for wellness</p>
<p style="text-align: center;">Week 5: Choosing and Committing to a Major</p> <p>Guests: Alyssa Patricio (Muir Academic Advisor) and students Be/long(ing) Assignment: Draw 2 "timelines" representing 2 alternate majors for you.</p>
<p style="text-align: center;">Week 6: How to Get a Student Job</p> <p>Guests: Stupendous students with jobs Be/long(ing) Assignment: Interview a student with a campus job that you want.</p>
<p style="text-align: center;">Week 7: Veteran's Day Holiday</p>
<p style="text-align: center;">Week 8: Enhancing Communication Skills</p> <p>Guests: K. Wayne Yang (Muir Prov.) Be/long(ing) Assignments: Email a prof. Speak in class. Listen actively.</p>
<p style="text-align: center;">Week 9: Power and Difference - Making a Community of Self and Others</p> <p>Guests: Sonia Rosado (Muir Assistant Director of Residence Life) Be/long(ing) Assignment: Be. Be witness. Let be.</p>
<p style="text-align: center;">Week 10: Research, Internships and other Co-Curricular Opportunities</p>

Guests: students Jazlyn Barrientos (Global Health) and Kylie Etter (Biology)

Be/long(ing) Assignment: Final diary entry, *What made a difference to me in first year be/long(ing)?*

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

Attendance Policy

Discussion section attendance is mandatory and required to pass. Students may miss no more than 2 sections. Missing 3 sections will result in a “No Pass” grade. Excessive tardiness in lecture and/or section will also be grounds for receiving a “No Pass” in the course.

Please plan to be on time and engaged in lecture and discussion section. Your attendance must be greater than your physical presence. We ask that you be generous with your faculty, guest speakers and Discussion Leaders. This generosity means coming ready to engage with the course content as well as the ideas of your peers. Your Discussion Leaders may have their own rules for their sections. Follow their lead. You have perspectives that are valuable, so please share and collaborate with us.

Late Work Policy

There are no make-ups for in-class writing or quizzes. If due to an unforeseen emergency you must miss the final discussion section, it is up to you make arrangements with your Discussion Leader to turn in your final assignment. Late assignments will not be accepted if overdue by more than seven days.

Grade Dissemination

Graded assignments and materials in this course will be returned individually only by request. If you have a question about your progress in this course, please ask your Discussion Leader or your Teaching Assistant.

Student Expectations

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

Office for Student 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 may 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.

It is highly recommended that as an incoming student, you take a look at the "Preventing Plagiarism" modules designed by our University Library so as to avoid violations related to plagiarism. They can be found here - <https://treebeard.ucsd.edu/services/instruction/preventing-plagiarism/index.html>

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.

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 Fall QTR 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

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.

*You might see a few slight alterations to the syllabus during the QTR. Lectures, readings, guest speakers, etc. may shift in order to meet the interests and demands of our class and community involved. Any changes made will be announced in lecture and reiterated via email.

Instructor Goals

At a minimum, I hope to pursue the following goals and solicit your open and timely feedback on how well we are meeting these goals:

- Communicate effectively and frequently
- Be an enthusiastic, active and involved
- Relate material to current practices
- Clearly explain complex concepts and ideas
- Provide a framework for lifelong learning
- Strive to involve participant in class activities
- Be available to assist participants in or out of class
- Have respect and concern for all participants.

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/>