

RECEIVED

MAR 15

OFFICE OF THE
SENATE COUNCIL**1. General Information**

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 1/28/2016

1b. Department/Division: Arts and Sciences

1c. Contact Person

Name: Lara Hillenberg

Email: l.hillenberg@uky.edu

Phone: 859-257-7922

Responsible Faculty ID (if different from Contact)

Name: Ruth Beattie

Email: rebeat1@uky.edu

Phone: 859-323-9925

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: A&S 141

2c. Full Title: ASPIRE: Academically Sound Preparation for Involved Research Education

2d. Transcript Title: ASPIRE

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. **Course Description for Bulletin:** This course is designed to assist students in transitioning into majors in the College of Arts and Sciences with a focus on a deeper understanding of research and liberal arts education at a tier 1 research institution. Through lectures, discussions, exercises, and out-of-class assignments, A&S 141 will enable students to actively develop and maintain skill sets and information relevant to their major and planned career path while also emphasizing the interdisciplinary nature of college learning.

2k. **Prerequisites, if any:** A&S Major; Acceptance to Academic Preparation Program

2l. **Supplementary Teaching Component:**

3. **Will this course taught off campus?** No

If YES, enter the off campus address:

4. **Frequency of Course Offering:** Fall,

Will the course be offered every year?: Yes

If No, explain:

5. **Are facilities and personnel necessary for the proposed new course available?:** Yes

If No, explain:

6. **What enrollment (per section per semester) may reasonably be expected?:** 3 sections of 25

7. **Anticipated Student Demand**

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: See attached memo

8. **Check the category most applicable to this course:** Not Yet Found in Many (or Any) Other Universities ,

If No, explain:

9. **Course Relationship to Program(s).**

a. **Is this course part of a proposed new program?:** No

If YES, name the proposed new program:

b. **Will this course be a new requirement for ANY program?:** No

If YES, list affected programs:

10. **Information to be Placed on Syllabus.**

a. **Is the course 400G or 500?:** No

b. **The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached:** Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|ACSI222|Anna C Harmon|A&S 141 NEW College Review|20151110

SIGNATURE|JMETT2|Joanie Ett-Mims|A&S 141 NEW Undergrad Council Review|20160315

New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

Open in full window to print or save

Generate R

Attachments:

Upload File

	ID	Attachment
Delete	5555	A&S 141 Memo.docx
Delete	6160	A&S 141 letter.pdf
Delete	6305	A&S 141 revised syllabus.docx

1 2

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: Submission Date:
- b. * Department/Division:
- c.
- * Contact Person Name: Email: Phone:
- * Responsible Faculty ID (if different from Contact): Email: Phone:
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year¹
- e. Should this course be a UK Core Course? Yes No
- If YES, check the areas that apply:
- Inquiry - Arts & Creativity Composition & Communications - II
- Inquiry - Humanities Quantitative Foundations
- Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
- Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
- Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes⁴ No
- b. * Prefix and Number:
- c. * Full Title:
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed² with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.
- | | | | |
|--|--|---------------------------------|---------------------------------|
| <input type="text" value="3"/> Lecture | <input type="text"/> Laboratory ¹ | <input type="text"/> Recitation | <input type="text"/> Discussion |
| <input type="text"/> Indep. Study | <input type="text"/> Clinical | <input type="text"/> Colloquium | <input type="text"/> Practicum |
| <input type="text"/> Research | <input type="text"/> Residency | <input type="text"/> Seminar | <input type="text"/> Studio |
| <input type="text"/> Other | If Other, Please explain: <input type="text"/> | | |
- g. * Identify a grading system:
- Letter (A, B, C, etc.)
- Pass/Fail
- Medicine Numeric Grade (Non-medical students will receive a letter grade)
- Graduate School Grade Scale
- h. * Number of credits:
- i. * Is this course repeatable for additional credit? Yes No
- If YES: Maximum number of credit hours:
- If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

This course is designed to assist students in transitioning into majors in the College of Arts and Sciences with a focus on a deeper understanding of research and liberal arts education at a tier 1 research institution. Through lectures, discussions, exercises, and out-of-class assignments, A&S 141 will enable students to actively develop and maintain skill sets and information relevant to their major and planned career path while also emphasizing the interdisciplinary nature of college learning.

k. Prerequisites, if any:

A&S Major; Acceptance to Academic Preparation Program

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address: _____

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain: _____

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain: _____

6. * What enrollment (per section per semester) may reasonably be expected? 3 sections of 25

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain: _____

See attached memo

8. * Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program: _____

b. * Will this course be a new requirement² for ANY program? Yes No

If YES², list affected programs: _____

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable above) are attached.

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
² The chair of the cross-listing department must sign off on the Signature Routing Log.

In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, are two hours per week for a semester for one credit hour. (Item SR 5.2.1)

You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

In order to change a program, a program change form must also be submitted.

Rev 8/09

Memo: A&S 141: ASPIRE Course Proposal

Course Description

This course is designed to assist students in transitioning into majors in the College of Arts and Sciences with a focus on a deeper understanding of research and liberal arts education at a tier 1 research institution. Through lectures, discussions, exercises, and out-of-class assignments, A&S 141 will enable students to actively develop and maintain skillsets and information relevant to their major and planned career path while also emphasizing the interdisciplinary nature of college learning.

About This Course

This course is designed to assist students in transitioning into majors in the College of Arts and Sciences with a focus on a deeper understanding of research and liberal arts education at a tier 1 research institution. The title ASPIRE is an initialism for Academically Sound Preparation for Involved Research Education and the course is focused on transitioning students into the structures, languages, and processes that are relevant to their chosen college majors and career focus. Through lectures, discussions, exercises, and out-of-class assignments, A&S 141: FOCUS: ASPIRE will enable students to actively develop and maintain skillsets and information relevant to their major and planned career path while also emphasizing the interdisciplinary nature of college learning. Practical elements such as time management and study habits vital to their ability to succeed and engage in their chosen field will also be discussed and studied as key elements of engaging in learning at a research university. Thematic activities will focus on personal and professional development; leadership advances; goal-setting; developing relationships with students, professors, and advisors through professional based networking; reading in scholarly based journals; and discovering and learning how to use college and university based support resources including human capital.

Target Audience

This course is designed for students entering the College of Arts and Sciences as part of the Academic Preparation Program (APP). Per the Academic Enhancement website, the APP program is described as such:

In an effort to support student success, Academic Enhancement, Enrollment Management and Undergraduate Studies have collaborated in the creation of the Academic Preparation Program (APP). The program is designed to begin communicating with the students during the admissions process and also provides them with a variety of support services as they begin their academic careers at UK.

Academic Enhancement has designed workshops to give students the opportunity to strengthen their academic abilities in certain content areas and develop the skills necessary to demonstrate college readiness. Each workshop is designed to help students move on to the next level of coursework. Students are automatically enrolled in one of the APP workshops if their ACT or SAT subscores fall below the college readiness standard. Please see the placement testing page for information regarding subscores.

Analytical research of at-risk students' behaviors and patterns has indicated that the aforementioned population responds positively in retention and academic achievement to

receiving additional support services. These supports include tutoring, first generation support initiatives and other services linked to their APP status, including an assignment of a secondary advisor. Additionally, through targeted outreach, this population will be more comfortable engaging in a liberal arts education while also becoming aware of their opportunities to engage in research being conducted on campus.

Critical Literature and Benchmarks

Research has shown that students “learn more when they direct their efforts to a variety of educationally purposeful activities” (Kuh, 2003). Moreover, Kuh demonstrates that transitioning students into a research institution and college, such as the College of Arts and Sciences, requires students to engage in their education directly. “...”The more students practice and get feedback on their writing, analyzing, or problem solving, the more adept they become. The very act of being engaged also adds to the foundation of skills and dispositions...”. Yet all too often, students, especially those in APP, may not have been exposed to elements of research, including academic journals specific to their interests. Nor can they be fully grounded in the sociolinguistic, economic, and diverse service elements of a liberal arts education simply by being exposed to it indirectly or through explanation alone.

In examining NSSE (National Survey of Student Engagement) results, Kuh also establishes that first year students “expect to read more, write more, and take part in more cultural activities than they do, at least in the all-important first year of college when attitudes and habits are forming.” A&S 141 ASPIRE speaks directly to this researched need – through engaging students in a variety of transitional and research based efforts, the course will more readily inspire and instill the values, benefits, and efforts required for engagement in research, writing, and educational transition.

The value and priority the University of Kentucky places on research and undergraduate learning cannot be understated, yet research and student perceptions often show that, from their viewpoint, the two elements are not in agreement, particularly for the APP student population at the University of Kentucky. The APP population at the University of Kentucky current trends: “Typically these students are required to complete one or more non-credit-bearing courses in reading, writing, or mathematics, or some combination of these.” (Engstrom, 2008). When research and teaching were examined as to how the two elements are linked for most students, the literature indicated that students were found to be seen as only “loosely coupled” and this was more prevalent of a view among at-risk student populations (Hattie & Marsh, 1996). Based on this research, one must consider the benefit of additional outreach to the APP population as students who are better engaged in an understanding of research and educational theory, while experiencing their own education perform at a higher level.

Further, research supports the significance of a research methods and educational analysis courses that can be applied to at-risk students sooner rather than later in their career. As one study plainly showed:

Beyond that, education in research methods and statistics should start at the beginning of university studies, to allow latent polar attitudes towards research methods and statistics to become salient. This will give the group with very negative attitudes and rather negative study success prospects the opportunity to change their field of study at an early time point. The other way around, this

strategy can also result in strengthening the interest of students with positive attitudes towards methods and scientifically oriented research. Very important here is the possibility of self-assessment already during the phase of choosing one's field of study. (Mutz & Daniel, 2013)

Given the implications – that it emboldened strong students to engage more readily in research and helped more at-risk students develop their interests in other fields, the role this research course could play in increasing interest in undergraduate research and in aiding students in finding proper fit and field should be mentioned.

This is pertinent when considering that such application of research and learning theories has increasing consequence across the curriculum and into the workplace: “Currently, 65% of the nation's workers need the skills of a generalist/technician, including advance reading, writing, mathematical, critical thinking, and interpersonal group skills. Twenty years ago, that figure was only 15%” (Merisotis & Phipps, 2000). Students engage in learning best when a high expectation of learning is set early in their academic career. Learning must be varied. Successful students must have elements of critical thinking, advanced writing, advanced reading and other core elements. It becomes apparent, then, that the concept of a research course for APP students is applicable and in the best interest of the College of Arts and Sciences and the University of Kentucky. The aim of the course is to create and solidify research interests, familiarity with academic journals, and to provide APP students with experiences in research which may have been lacking. Additionally, these skills will enhance student fit in their fields to reduce attrition.

With a goal of embracing liberal arts education and honing research methodologies in this student populace, the course uses a mixed methodology and interdisciplinary approach through the social sciences. The course itself engages students in various activities regarding the life of the mind and how it related to academic research. Elements included in the course have been reading reflections and discussions ranging from an examination of education and democracy through the works of Gerald Graff and Paulo Freire, to the utilization of communication elements such as constructivism, group leadership, and the like. In addition, John Maxwell's book, *The 21 Indispensable Qualities of a Leader*, has served as the overall text and is placed juxtaposition with research along the thematic line that research is leadership in one's field as it directs, engages, and involves constituents in one's discipline. Further, as the semester progresses, the student is required to engage in reading diverse articles in his/her field related to their interest and to discern themes, arguments, and impact across such readings.

Pilot Results

The course is currently undergoing a pilot program during the Fall 2015 semester with over fifty student participants. As it is in process, impact on retention is not yet available. However, feedback received from students has been positive, and is relevant in predicting the impact this course could have if made permanently available to support this population. To that end, students have stated the following as impact of being challenged to read about their own educational learning process as well as reading within their field:

- “I really enjoyed making conversation and actually making professional points to my interest in my chosen field of work. I learned a lot reading the journals and some information actually has me thinking now about what I really want to do in my future.”

- [Discussing the assigned readings for the journal element of the assignment] “I will use this method of research to see how my education can progress and, later, how my job will be, and it will teach me some of the things that are changing in the field. And I feel like it will help prepare for things that will happen while on the job.”
- [On examining how education transitioned to college] “I think Freire and Graff really got me thinking about education not as something I just do, but something I am involved in. If college is going to be anything to me, I have to be an active participant. In high school, I was just a student – part of a standardized and required process and that is not always a bad thing – but I realized that the idea of a scholar was someone actively engaged in their own education. I can be a scholar here if I am willing to be involved in my own education and Freire and Graff made me realize that my education can be democratic – I can vote with my thoughts and get involved.”
- [On what the class invoked in his thoughts] “The new things that I have done to try to get myself out of the passive educational style is to try to engage in the discussions we have in class and just ask questions. I know now I have to participate – passive learning is not going to give me the research skills I need.”
- [On leadership as a cornerstone of research] “I always wanted to be a leader, but this made me realize the university leader is first and foremost a capable researcher. Maxwell’s statements about leadership including commitment, courage, discernment, passion, and so much else made me realize research is leadership and now I can’t wait to get into my field and upper level classes so I can have these talks!”
- [On attitudes towards doing homework] “...I think that every second I spend in class is time well spent...Not only do I see my homework as more than important, I think it is the only way that students actually learn the information.”
- [On attitudes towards attending class and the University on the whole] “Class is completely worth my time. I never leave a class learning absolutely nothing...Coming to University of Kentucky is the best decision I have ever made. I love everything about it here, and the campus really is home to me already”

Knowing the research by Kuh, that students “learn more when they direct their efforts to a variety of educationally purposeful activities,” then the value of this class becomes apparent. As argued in *Clueless in Academe*, successful students can effectively argue “across silos” – that is in a manner that allows them to connect fields in interdisciplinary ways (Graff, 2004). This is applicable as students in the course have diverse majors and career interests – biology, psychology, English, economics, and a host of other majors have representation among the students enrolled, yet all have found benefit in a course that readily engages in the mixed fields approach pulling topics and research from social sciences, education, and communication processes. The blended course approach allows students to engage in their field through journal studies of their choice and learning to produce annotated bibliographies, while also engaging in challenging discourse as to the purpose, value, and goals of education. The end result has been a class which readies them for the rigors of a tier 1 research institution while also engaging them in the value of research, leadership, and involvement.

Conclusion

The value and import of this course has been and will be that students entering into the College of Arts and Sciences will be better equipped to handle research expectations and outreach through involvement not only in their chosen field, but by examining the process and

transitional aspects of their education. The target population of Academic Placement Program students is intentional because studies repeatedly show these students have a high level of success once transitioned, but that often the areas of transitional issue are research and interdisciplinary study focused. By rooting the course in diverse elements and emphasizing the value of a liberal arts education, the course is more able to assist in this transition and enables these students to find personal and academic success more readily.

Works Cited

- Engstrom, C. M. (2008). Curricular learning communities and unprepared students: How faculty can provide a foundation for success. *TL New Directions for Teaching and Learning*, 2008(115), 5-19.
- Hattie, J., & Marsh, H. W. (1996). The relationship between research and teaching: a meta-analysis. *Review of educational research*, 66(4), 507-542.
- Kuh, G. D. (2003). What We're Learning about Student Engagement from NSSE: Benchmarks for Effective Educational Practices. *Change*, 35(2), 24-32.
- Merisotis, J. P., & Phipps, R. A. (2000). Remedial Education in Colleges and Universities: What's Really Going On? *Review of Higher Education*, 24(1), 67-85.
- Mutz, R., & Daniel, H. D. (2013). University and student segmentation: multilevel latent-class analysis of students' attitudes towards research methods and statistics. *The British journal of educational psychology*, 83, 280-304.



College of Arts and Sciences

Office of the Dean
202 Patterson Office Tower
Lexington, KY 40506-0027

859 257-8354
fax 859 323-1073

January 28, 2016

Dear Undergraduate Council,

I am pleased to express the College's strongest support of the proposed A&S 141 FOCUS: ASPIRE. This course will positively impact student success and retention. The Dean's office is committed to providing funds needed to staff this course.

The College of Arts and Sciences fully supports the proposed A&S 141 ASPIRE.

Sincerely,

A handwritten signature in cursive script, appearing to read "Anna Bosch".

Anna Bosch
Associate Dean for Undergraduate Programs

A&S 141: ASPIRE

Instructors

Name:

Office:

Preferred method of contact: Email Address

Office Hours:

Class Time:

Location:

Course Description

This course is designed to assist students in transitioning into majors in the College of Arts and Sciences with a focus on a deeper understanding of research and liberal arts education at a tier 1 research institution. Through lectures, discussions, exercises, and out-of-class assignments, A&S 141 will enable students to actively develop and maintain skillsets and information relevant to their major and planned career path while also emphasizing the interdisciplinary nature of college learning.

Required Materials

- *The 21 Indispensable Qualities of a Leader*. John C. Maxwell. (2007)
- *Other readings as assigned*
- *A planner*

Student Learning Outcomes

Students will:

1. Develop an understanding of themes and elements common in leadership across their field of study as well as leadership in general
2. Engage in personal development experience to better understand and develop their learning style in a manner to connect with their chosen field(s) of study, including a learning style assessment and personality examination
3. Develop strategies for successful learning within their field, including identifying leaders within their field of study and developing an understanding for the language and academically relevant journals within their field.
4. Develop an understanding of critical reading skills by examining and discussing trends, arguments, and related elements within their chosen field.
5. Students will begin to learn to recognize personal and social issues that can adversely affect their academic and professional development (e.g., test anxiety, alcohol, diversity, stress) and learn coping mechanisms and resources to address those concerns.

Course Requirements

1. Class participation is critical to the success of students, and it adds to the success of the course. Participation includes attending and being prepared for class, involving yourself in class discussions and activities, assuming responsibility for your own learning, and contributing to the learning of others.
2. Complete and submit, as directed (electronically or hard copy), all assignments by designated dates and times.
3. All papers should be submitted using standard APA formatting. For questions on APA formatting, visit the Writing Center, or Purdue University's online OWL.

Attendance Policy

Students are expected to attend **ALL** class sessions unless their absence is excused. *Absences not documented*

as excused as per the official policy stated below will lead a deduction of 3% of the total grade per unexcused absence. Any student entering class after attendance has been taken will be counted as absent for that day's class.

Excused Absences

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found by the professor to fit "reasonable cause for nonattendance." Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the Ombud at 859-257-3737.

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused absences only) per University policy.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence.

Late Assignments

Assignments turned in late, **without an excused absence**, will be accepted, but will automatically be deducted 10% per class period the assignment is late. After 10 missed calendar days, the assignment will not be accepted. Excused late work will be accepted with no penalty, and any exams missed with an excused absence will be rescheduled.

Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on his or her record, more serious penalties, up to suspension from the University, may be imposed. Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (<http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization,

wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes, while leaving the organization, content and phraseology intact, is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: *Any assignment you turn in may be submitted to an electronic database to check for plagiarism.*

Accommodations Due to Disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible. To receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Suite 407, Multidisciplinary Science Building, 257-2754, email David Beach at dtbeac1@uky.edu or go to website: <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>) for coordination of campus disability services available to students with disabilities.

Grading Criteria and Assignments

Grades for A&S 100 will be assigned based upon the successful completion of coursework that is high in quality (i.e. academically of value, grammatically correct, and in appropriate academic tones and structure, including proper format regarding citations and related methodologies).

Assignments

Assignment Name	Point Total:
Personality & Learning Style Disclosure	80
Master Syllabus Assignment	100
Notes Taking Project	100
Annotated Bibliography	100
Research Paper	400
Personal Journal / Discussion Journal / Book Reflection	320
Transitional Reflection Paper	100
TOTAL	1200 points

Grading Scale

- A 1080+ points
- B 1079 – 954 points
- C 953 – 834 points
- D 833-709 points
- E <708 points

Mid-term Grade

Per University Policy, mid-term grades will be posted in myUK

Final Exam

There will be no final examination.

Descriptions of Assignments:

MBTI / Learning Style Disclosure (80 pts)

Complete and submit a brief paper (2 pages) revealing your learning style (VARK) and your 4 letter MBTI code. Answer the following questions – 1) Were you surprised by any of the results? 2) How can you see this information being relevant to how you approach your studies and major? 3) How do you anticipate knowing this information will benefit your future studies?

Myers-Briggs Type Indicator

<http://www.16personalities.com/>

Master Syllabus Assignment (100 pts)

On the first day of class, you will receive a chart to enter each due date, chronologically, for all of your assignments throughout the semester. You must also complete a snapshot sheet for each course you are taking this semester, including this course.

Notes Taking: (100 pts)

Utilizing both the information and the handouts you receive in class, you will bring notes from either a full lecture or a full chapter of an assigned text for one of your current classes. You must adapt these notes based on the same material, but in a format more advantageous to your learning style as indicated by your VARK assessment. Utilize one of the five general note taking methodologies as outlined in the course and handouts. You will then submit a copy of the original notes as completed and an updated, revised set of notes that show the application of the learning style and note taking methods. Include a 1 page reflection discussing the process you used.

Annotated Bibliography: (100)

Using your chosen field of study, you will pick 5 to 7 journal articles from a scholarly journal and produce an annotated bibliography in the APA format. The journals must be scholarly (i.e. peer reviewed) works. You must complete the APA Style Cited Annotated Bibliography plus include a two page paper (12 point font, Times New Roman, Double Spaced) that addresses the following:

1. Why did you choose the articles and journals which you chose? What was your decision making process for selecting those articles?
2. How did you feel as you began to have conversations and delve into your area of interests on a professional level?
3. Did you notice themes, arguments, or other factors across the articles?

How will you use this method of research as you advance in your field?

Research Paper: (400 pts)

The purpose of this paper is to help you investigate the field of study you intend to pursue. The primary question you must answer is “what separates the leaders in your field of interest?” You will need to include quotes from a professional in the field (professors included in this), and five to seven articles from at least two different scholarly journals that demonstrate the assorted subfields of your area. Include the following content:

- 1.) Identify two people you admire and/or consider leaders in this field and discuss their contributions to the field. Why do you consider them leaders in their field?
- 2.) What are some common problems, themes, and areas of research being conducted and occurring in your chosen field at this time? How have the leaders you identified impacted these trends?
- 3.) Consider the similarities and differences between types of articles published in different journals. Are there trends in language between the articles, or the different authors? Do they address or share concerns about similar issues in the field? Is there any language that would make someone not

familiar with the field unable to access the meaning of the article? Would you recommend that article to someone else within the field?

- 4.) Based on the above information, what sub-area of the field you are interested in pursuing? Why you have chosen to pursue this field? How do the academic choices you've made thus far support this subfield? Are there choices you wish you would have made differently?

This paper should be between 8-10 pages, written in standard APA format.

Transitional Reflection Paper (100 pts)

This will be a cumulative self-reflection paper due on the last day of the course. You will answer these questions and evaluate what impact the class had on your first semester experience considering your field:

1. How did the class affect your consideration of the role your major could have on your college experience?
2. Having been exposed to the professional journals, consider the following
 - a. How did you find the readings by professionals working in your field?
 - b. What did you find interesting?
 - c. With which elements did you struggle or have concerns with as you read the texts?
3. How would you rate your readiness to feel actively involved in leadership opportunities as a student?
4. Do you feel that you will be ready to provide leadership in your field?
5. What forms of leadership, based on your reading and classroom discussions, are prevalent in your field?
6. Identify at least three parts of leadership as defined by Maxwell and discuss why you feel those three elements are most vital to your field.

This paper should be between 3-4 pages, written in standard APA format. Abstract not required.

Reading Reflection (320 pts)

For every class period that a reading has been assigned, you will answer the corresponding questions. Print out your answers and bring them to class where you and your assigned group will discuss at the beginning of each class period. Each reading reflection will be worth 20 points.

Course Calendar

Day	Date	Topic	Assignment Due
R	8/25	Syllabus and Course Expectations; Master Syllabus Assignment	
T	8/30	Critical Thinking	Reading
R	9/1	Purpose of college	Reading
T	9/6	Advising Fundamentals	Master Syllabus Assignment
R	9/8	Leadership Fundamentals	Wood (2009)
T	9/13	Time Management	
R	9/15	Time Management	Maxwell Day 1
T	9/20	MBTI / VARK	
R	9/22	Research Fundamentals	Maxwell Day 2
T	9/27	Research Fundamentals	MBTI / VARK Learning Styles Disclosure
R	9/29	Critical Reading	Maxwell Day 3
T	10/4	No Class today	Spend time this week interviewing a professional in your field
R	10/6	Notes Taking	
T	10/11	Goals Setting in Academe	Maxwell Day 4
R	10/13	Test Preparation	Maxwell Day 5
T	10/18	Building a Study Guide	Maxwell Day 6 Notes Taking
R	10/20	Test Anxiety	Annotated Bibliography
T	10/25	Resources	Maxwell Day 7
R	10/27	Persuasion Fundamentals	Griffin (2006): The Rhetoric
T	11/1	Transitional Education	Terenzini et al. (1994)
R	11/3	Transitional Education	Graff (2007) Freire (1968)
T	11/8	Transitional Education	
R	11/10	Transitional Education	Senge (1990) Doran (1981)
T	11/15	Emotional Intelligence	Salovey & Mayer (1990) Griffin (2006): Constructs
R	11/17	Emotional Intelligence	
T	11/22	Field of study group work	Research Paper <i>Bring a copy of your annotated bibliography and your abstract from your paper</i>
R	11/24	NO CLASS	Thanksgiving Break
T	11/29	Power Structures	Turner & Schabram (2012)
R	12/1	Power Structures	
T	12/6	Final Review	
R	12/8	Final Reflections	Final Reflection Paper

CAMPUS RESOURCES AND SERVICES

The Study	3 rd floor of Commons	www.uky.edu/AE
Provides free tutoring and other services; tutoring schedule on website.		
The Hub	Basement of Young Library	www.uky.edu/Libraries/Hub
Comfortable place to study; helpful reference librarians; technology support; computer labs; vending food.		
Writing Center	5 th floor of Young Library	http://wrd.as.uky.edu/writing-center/
Receive free writing help; make appointments online or call 257-1368.		
Mathskeller	63 Classroom Building (Basement)	www.mathskeller.com/
Open 9 a.m. to 5 p.m., Monday – Friday. Offers free tutoring and help with 100-level math classes.		
Chemistry Help Center	25 Chemistry-Physics (Basement)	
Open 8 a.m. to 5 p.m. Monday-Thursday, and 8 a.m. to 4 p.m. Friday; receive help from Chemistry graduate students.		
Center for Academic Resources and Enrichment Services (CARES)	104 McVey Hall	www.uky.edu/diversity/cares
Offers academic support services and enrichment opportunities that enhance the student's undergraduate experience. The overall program goals are to increase the retention and graduation rates of students traditionally underrepresented in post-secondary education, including African American, Latino, and Native American students. Services include tutoring, study groups, academic planning/monitoring, career exploration and networking opportunities, personal development workshops, graduate school information and preparation and the Freshman Summer Program (FSP), a six-week academic enrichment program. For additional information, call (859) 323-6347; follow us on Twitter @UK_CARES, or Like Us on Facebook.		
Student Support Services	6 Alumni Gym	www.uky.edu/Diversity/SSS/
Provides a holistic approach to working with students who are first generation, low income, or have a documented disability. Services include but are not limited to the following: tutoring, mentoring and limited computer use. You must come in and complete an application to receive services.		
Financial Ombud Services	18 Funkhouser	www.uky.edu/financialaid/financial-ombud-services
Resolves financial problems; contact Mary Marcum, Financial Ombud, at 257-3406 x 262 or mmarcum@uky.edu.		
University Health Service	830 South Limestone	http://ukhealthcare.uky.edu/uhs
When you are sick, this is the place to go. To make an appointment, call 323-2778 (APPT).		
Counseling Center	201 Frazee Hall	www.uky.edu/StudentAffairs/Counseling
Provides academic, personal, and career counseling; free and confidential; call 257-8701 to schedule an appointment. Open 8 a.m. to 4:30 p.m. Monday-Friday.		
King Cultural Center	133 Student Center	www.uky.edu/MLKCC
Serves campus by exposing students, faculty, and staff to cultural, educational, and social activities.		
Undergraduate Research	211 Funkhouser	www.uky.edu/UGResearch
Connects students to undergraduate research, scholarship, and creative opportunities; call 257-6322 for information.		
Student Employment Office	103 Scovell Hall	www.uky.edu/HR/studentjobs
Helps students find jobs on and off campus; visit website to get started.		
Academic Scholarships		www.uky.edu/AcademicScholarships

Information and applications for University and departmental scholarships available on this site.		
Campus Calendar		http://uknow.uky.edu/calendar
Visit this website to find out about everything happening across campus.		
"Multiple Final Exams" Information		www.uky.edu/Faculty/Senate/rules_regulations/
<i>University Senate Rule 5.2.4.7. "Any student with more than two final examinations scheduled on any one date shall be entitled to have the examination for the class with the highest catalog number rescheduled at another time during the final examination period. In case this highest number is shared by more than one course, the one whose departmental prefix is first alphabetically will be rescheduled. The option to reschedule must be exercised in writing to the appropriate Instructor of Record or his/her designee two weeks prior to the last class meeting."</i>		
National Student Exchange Program	109 Miller Hall	http://www.uky.edu/US/nse.html
Attend one of nearly 170 colleges and universities around the USA and pay only UK tuition; call 257-3044 to learn more.		
SAFECATS and After-Hours On-Demand Bus Service		www.uky.edu/Police/escort.html
SAFECATS provides free safety escort service on campus from 8:30 p.m.–1:30 a.m. Sun – Thurs.; after-hours on-demand bus service provides on call bus services at varying hours Sunday-Thursday. Call 257-SAFE (7233) for both services.		
VIP Center	1 Frazee Hall (Basement)	www.uky.edu/StudentAffairs/VIPCenter/
Works with the campus to help fight acts of sexual assault, partner violence, and stalking. Home of the Green Dot.		
Stuckert Career Center	408 Rose Street	www.uky.edu/CareerCenter/
Receive help with career exploration, resumes, internships, and job search.		
APEX Degree Audit		www.uky.edu/degreeaudit/
Online tool where you can evaluate your progress toward degree attainment; allows you to explore different majors.		
Academic Ombud	109 Bradley Hall	www.uky.edu/Ombud/
Helps students work through and resolve academic problems and conflicts; stop by Bradley Hall, call 257-3737, or email Ombud@uky.edu with questions.		
Education Abroad	310 Bradley Hall	www.uky.edu/international/educationabroad
There are hundreds of programs to match every academic interest and budget; make an appointment, and they'll tell you everything you need to know.		
OUTsource	125 Student Center	http://www.uky.edu/Diversity/resources.html
The gay, lesbian, bisexual, transgender, queer, questioning, and ally resource center. Email: outsourcuky@gmail.com Phone: 323-3312.		
Campus Recreation	Johnson Center	www.uky.edu/StudentAffairs/CampusRec/
Offers numerous workout opportunities; coordinates intramural competitions; offers over 60 group fitness classes. Need Student ID to enter.		