

First-Generation Seminar: Welcome to the Research University

Day/Time/Location

Contact Information

Instructor:
Email:
Phone:
Office

Office Hours:

First-Generation Seminar: Summary

The First-Generation Seminar (FGS) course provides and opportunity for students who may be the first in their family to attend college—neither parent or guardian has attained a four-year degree—to form meaningful connections with a first-generation faculty member and peers in our shared academic community. UC Davis, First-Year Seminars (FYS), and I care about your college transition and actively seek to support your academic journey. To assist your college success, students will explore the mission of the research institution, campus resources and services; examine the educational benefits of equity and diversity, research, and service; and reflect on and share the cultural and/or community assets you brought to college and how they provide a foundation for you and other to succeed in college and beyond.

Course Overview

Seminar Goals & Objectives

Our FGS goals are to examine first-year, first-generation student opportunities and barriers as they embark on their undergraduate studies at a research university and become active members of the campus community and maximize their collegiate experience.

By the end of the quarter, through your active seminar participation, we seek to:

I. Foster academic success

- Apply appropriate academic strategies to your courses and learning experiences
- Identify and apply strategies to effectively manage your time and priorities
- Identify relevant academic policies, processes, and resources related to your academic success and timely attainment of degree requirements

II. Discover and connect with the University of California, Davis

- Describe the history and purpose of UC Davis
- Identify and use appropriate academic and support service and resources that allow you to fully engage in opportunities within and beyond the classroom
- Develop positive relationships with faculty, staff, and peers

III. Promote personal development, wellbeing, and social responsibility

- Identify familial, cultural, or community values and articulate how these shape your perspectives and relationships with people who are similar or distinct from you
- Explore the tenants of the Principles of Community
- Examine and develop strategies that promote your health and wellbeing that influence your academic and personal success
- Develop a pathway towards your personal, academic, and professional goals

Course Format

- Course is a two-units, letter graded
- Seminar enrollment is limited to <19 students
- Problem based learning to foster engagement and dialogue
- Guest speakers to highlight resources and opportunities
- Reflective homework assignments that provide an opportunity to develop critical thinking, persuasive argumentation, and writing skills
- Research project on an approved educational topic
- Oral presentation of your research project

Course Content

The seminar curriculum incorporates these general concepts and areas of academic exploration

- California State Master Plan of Higher Education
- UC Davis history, mission, and Principles of Community
- Undergraduate research and engagement opportunities
- Academic integrity and ethics
- Faculty, staff and student cultures
- Understanding an intercultural community
- Academic and student affairs resources
- Educational and career planning
- Advice and guidance for new students

Course Policies

Assignments & Participation	Attendance	Grading
Students will be prompted to participate in discussions and activities. Reading are to be completed prior to class to accommodate shared learning. Assignments are due by their assigned deadlines.	We meet once a week for 10 weeks. Attendance at all sessions is expected; students are responsibility for communicating absences before a missed class period by email.	Students are enrolled in a two-unit, letter graded seminar. We follow a standard grading structure: A+ (97-100), A (93-96), A- (90-92), and so on...

Seminar Details

Course Readings & Materials

1. **Weigel**, D. & Friedman, D. (Eds.) (2016). *Transitions*. Columbia, SC: University of South Carolina.
2. **Other readings** available on Canvas (chapters or articles)

Course Requirements & Grading

Attendance and participation	%
Instructor-student meeting 1:1	%
Journal (N=5)	%
Academic success activities (N=4)	%
Individual resource presentation (7 minutes; PowerPoint)	%
Team research paper (10 pages)	%
Team research oral presentation (12 minutes; PowerPoint)	%

Grading Scale

Letter Grade	Percentile
A+	97-100
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69

D
F

65-66
Below 65

Course Schedule

Week	Class	Class Topic	Reading Due	Assignment Due
Week 1	Sept. 26	Sharing your story; Building community	N/A	In-class story telling
Week 2	Oct. 3	Master Plan and UC Davis' Mission * Guest speaker	TBD	Finalize instructor meeting; academic success activity; journal
Week 3	No class	Instructor 1:1 meeting	TBD	Academic success activity; journal
Week 4	Oct. 17	Individual presentation	TBD	Individual resource presentation
Week 5	Oct. 24	Engaged learning: research, service, and co-curricular * Guest speaker	TBD	Submit group research and presentation topic for approval
Week 6	Oct. 31	Academic integrity	TBD	Academic success activity; journal
Week 7	Nov. 7	Campus culture and climate	TBD	Group research paper
Week 8	Nov. 14	Academic resources for success * Guest speaker	TBD	Academic success activity; journal
-	Holiday	No class	N/A	No Assignment
Week 9	Nov. 28	Group presentations		Group presentation and peer review; journal (lessons learned)
Week 10	Dec. 5	Social		No assignment

Seminar Assignments

Attendance and Participation

Students are expected to attend all class meetings and outside events. This is a seminar course in which your attendance and participation is vital. Full credit will be earned for perfect attendance. **Ten points** will be deducted from your attendance grade for each unexcused absence. Three or more absences may result in a failing grade for the course. Participation will be evaluated based on your engagement in the class, substantial contributions to class

discussions, evidence of having completed the readings, and positive attitude. Students will also be required to schedule a one-on-one meeting with the instructors as a way to check in about your progress the quarter. More information will be provided about this later.

Journal

Students are required to submit [bi-weekly] journal entries via email as a means of reflective writing. Either your seminar readings, guest lectures, or academic success activities serve as a prompt. Student journal entries should demonstrate considerable reflection and thought and should be at least [one] page]. The deadlines are noted above and are due prior to class. Please email your journal responses to @ucdavis.edu.

Academic Success Activities

One goal of this class is to help you be successful in your other academic courses. In order to help foster habits and behaviors that lead to academic success, you will be required to earn 40 points by choosing activities from the list below. You do not need to do all the activities on the list, but you do need to complete 4 over the course of the semester (in any combination you choose). Evidence (paper, confirmation slip, photo, etc.) is due one week from when you attend event or complete task.

Earn up to 40 points in total from the list below:

- ✓ Attend a faculty office hour; obtain signature
- ✓ Attend a student organization or club meeting; take a group photo
- ✓ Attend a campus workshop or out-of-class presentation; take a photo with the speaker
- ✓ Take a course paper to the Writing Center for edits; obtain signature
- ✓ Visit your major advisor to plan your winter term; obtain signature
- ✓ Visit a campus resource of your own choosing; obtain signature

Individual Resource Presentation

Your resource presentation should highlight two on- or off-campus resource that are perceived to benefit student success. What services are provided? Are the resources limited? What would enhance their services? Take the time to research the resources online, visit the location and ask questions to better inform your individual paper and presentation.

Your presentation should use PowerPoint, Prezi, or other visual presentation and be no less than 7 minutes. You will be evaluated based on:

- Organization, structure, introduction/conclusion, and transitions
- Analysis and connection to college success
- Presentation style, timing, and questions and answers

Team Research Paper & Presentation

To further explore the course learning outcomes, you will develop a research presentation that contributes to our learning in this course. This project will be your opportunity to enhance and practice your research, writing, group work, and presentation skills.

In small groups (3-4), you will develop a research question, collect information, and create an informative and engaging presentation for your classmates.

Possible topics might include (but not limited to):

- California State Master Plan of Higher Education
- UC Davis history, mission, and Principles of Community
- First-generation students, the transition to from high school to college
- First-generation student factors contributing to success (holistic or affinity group)
- First-generation student access and utilization of health and wellness resources
- First-generation student academic engagement and persistence/retention
- Creating an open and welcoming campus culture and climate
- Role of cultural wealth, family involvement, faculty and peer support
- Sexual assault, hate crimes, and other preventions
- Stereotype threat, imposter syndrome
- Academic success resources

The group paper must be typed, double spaced, and should be around 10 pages. This should be in essay form, with an introduction, conclusion, and transition between ideas. You will be evaluated based on:

- Grammar & spelling
- Organization, structure, introduction/conclusion, & transitions
- Analysis and connection to college success

Group presentations should communicate your paper in a lecture style format. Presentations should use PowerPoint and be not less than 12 minutes.... When developing your topic include...

* You will also be asked to provide a brief peer review (no more than two pages) of each team members research paper and presentation contribution to ensure that all participants are equal partners.

Academic Success

As a first-generation faculty member, I have high academic expectations of you and believe every student who has been admitted to UC Davis can be successful with the right support and guidance. I am an attentive professor and will notice if you are struggling in my course and

provide appropriate feedback. I will work to assist you in finding the resources you need in and beyond our course. I also ask that you proactively seek me out in and/or outside of class.

Office Hours

One of the best ways to take full advantage of learning in my seminar is by coming to my office hours. I look forward to guiding you in your academic pursuits and engaging you in conversation. Take advantage of the hours listed above or email me for an appointment.

Academic Integrity

Each student in this course is expected to abide by the UC Davis Code of Academic Conduct (<http://sja.ucdavis.edu/files/cac.pdf>). This Code of Academic Conduct exists to support high standards of behavior and to ensure fair evaluation of student learning. Student conduct is taken seriously at UC Davis. Students who violate the Code of Academic Conduct are subject to disciplinary sanctions that include Censure, Probation, Suspension, Deferred Separation or Dismissal from the University of California.

Students are encouraged to study together and to discuss course information and concepts covered in lecture with their peers. Students can provide "consulting" help to or receive "consulting" assistance from such students. However, this permissible cooperation should never involve one student having possession or copying any work done by someone else as this would be in violation of this Code.

Accommodations for Students with Disabilities

In compliance with UC Davis policy and equal access laws. Any student who needs academic accommodations related to a documented disability are encouraged to register with Student Disability Services (SDC) to verify their eligibility for appropriate accommodations. SDC (<http://sdc.ucdavis.edu>) ensures equal educational opportunities for students with disabilities. They assist with accommodations, note taking, referrals and other services dependent upon documentation. If you have any question please contact the SDC at sdc@ucdavis.edu or call (530) 752-3184 between the hours of 9:00-12:00 am and 1:00-4:00 pm. The SDC campus location is 54 Cowell Building (425 California Avenue).

Inclusivity Statement

We understand that our students represent a rich variety of backgrounds and perspectives. First-Year Seminars is committed to providing an atmosphere for learning that respects diversity. While working together we build community and ask that all members to:

- Share their unique experiences, values and beliefs

- Remain open to the views of others, even when you disagree
- Value each other's opinions and communicate in a respectful manner
- Keep confidential class discussions that are of a personal (or professional) nature
- Use this opportunity together to discuss ways in which we can create an inclusive environment in and outside of the course