

COLLEGE SUCCESS 1110 (STANDARD SYLLABUS)

COURSE DESCRIPTION

Catalog

This first-year course supports students by fostering academic skills and strategies, university engagement, personal strengths and goals, and diversity awareness and inclusion.

Extended

This course features skills, strategies, resources, dispositions, and behaviors that lead to success as a college student. In addition to practicing key academic proficiencies, such as writing, critical thinking, and analysis, students will learn to navigate the university system and utilize its support mechanisms and offices. UNIV 1110 will also feature a number of engaged learning strategies, including service learning, common intellectual experiences across sections, out-of-class engagement, self-reflection, and collaborative learning. The goal is to create capable, confident, and conscientious citizens of the CU Denver community.

Statement on Pronouns and Preferred Names

In an effort to create an inclusive space both in and outside the classroom, I welcome students to share their preferred names and their pronouns with me in class, in office hours, or via email correspondence. Students are also welcome to update their names in Canvas to indicate their preferred name and pronouns for the course. If you are unsure of how to make this change in Canvas, please let me know and I am happy to walk you through the process.

Diversity and Inclusion:

You belong here, as do your classmates. You belong here if you had great teachers and positive experiences of schooling. You belong here if schools and society have marginalized you and your community. You belong here if you are Sikh, Muslim, Jewish, Christian, Buddhist, Hindu, Atheist, Secular Humanist, Pagan, follow some other belief system, or adhere to no organized belief system at all. You belong here if you are still figuring out what and who you are. You belong here if you are documented, DACAmented, or undocumented. You belong here if you are a person of color, or white, or perceived to be white, or if you are of mixed racial/ethnic heritage, or if you are perceived to be other identities that you aren't. You belong here if you have an exceptionality or disability, if you have intellectual, cognitive, or emotional disabilities or if you are neurotypical. You belong here if you identify as gender nonconforming or LGBTQ, or if you're still learning what some of those letters mean. You belong here no matter what language you grew up speaking.

You belong here regardless of your political affiliation, or if you don't have one. You belong here if your mom was a professor or if you were the first one in your family to graduate from high school. Whatever your body type, appearance, talents, abilities, identities, histories, or backgrounds, you belong here if you are here to learn and to be humane, inclusive, respectful, rigorous, and just toward the others who are also here to learn. As the instructor for this course, I will try hard to ensure you and your classmates always remember that you belong here, and to ensure you and your classmates feel welcome and valued. I expect all members of this class to do the same. Your decision to remain in this course will serve as your agreement to adhere to the commitments to diversity and inclusion outlined above.

(Adopted from Dr. Brenda Allen, University of Colorado Denver)

Land Acknowledgement

Acknowledging that we reside in the homelands of Indigenous Peoples is an important step in recognizing the history and the original stewards of these lands. Land acknowledgments must extend far beyond words, the United States has worked hard to erase the narratives of Indigenous Peoples over time. Land acknowledgment statements can help to remind us of the history, the contributions and the sacrifices Native peoples have made.

This material is available in alternate formats upon request. Please contact your instructor.

We honor and acknowledge that we are on the traditional territories and ancestral homelands of the Cheyenne, Arapaho, and Ute nations. This area, specifically the confluence of the Platte and Cherry Creek Rivers was the epicenter for trade, information sharing, planning for the future, community, family and ally building, as well as conducting healing ceremonies for over 45 Indigenous Nations, including the Lakota, Kiowa, Comanche, Apache, Shoshone, Paiute, Zuni, and Hopi among others.

We must recognize Indigenous peoples as the original stewards of this land and as these words of acknowledgment are spoken and heard, remember the ties these nations still have to their traditional homelands. Let us acknowledge the painful history of genocide and forced removal from this territory and pay our respect to the diverse Indigenous peoples still connected to this land. Let us also give thanks to all Tribal Nations and the ancestors of this place.

(Adopted from Gracie RedShirt Tyon, Director of American Indian Student Services at CU Denver)

TEXT / PRIMARY COURSE MATERIALS

True Colors Assessment, Materials on Canvas

STUDENT LEARNING OBJECTIVES

As a result of this course, students will:

- 1) Demonstrate skills and strategies related to academic success, including writing proficiency, critical thinking, study skills, academic integrity, and analysis and application of academic content.
- 2) Develop a holistic understanding of the university, including navigation of the academic structure and requirements, utilization of appropriate campus resources, and participation in comprehensive co-curricular engagement activities.
- 3) Evaluate strengths, abilities, values, and motivations and apply this self-knowledge to personal and academic goal-setting and the exercise of strategic skills (values clarification, identity formation, wellness, moral development, and leadership).
- 4) Engage in and contribute to campus life by practicing diversity awareness, inclusive behaviors and attitudes, and appropriate written, verbal, and interpersonal communication, and shared responsibility for the growth and wellbeing of our campus community.

PALS: As an added resource for first year students, each section of UNIV will have a Peer Mentor. This upper class student will attend all UNIV classes and assist the instructor in facilitating the seminar. The Peer Mentor serves as a resource for questions about classes, social activities, and Denver cultural/academic life, and helps make the first year at CU Denver a more successful and enjoyable experience.

COURSE REQUIREMENTS

Participation (5 pts per class – 80 pts)

Active, thoughtful, and respectful participation in class dialogue, activities, and events, including reading and preparation for class.

Criteria/Scale	Full Participation (80 points)	Partial Participation (20-80 points)	No Participation (0-20 points)
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In-Class Discussion Participation <ul style="list-style-type: none"> • Discussion around in-class lecture • Discussion around previous lectures 	<ul style="list-style-type: none"> • Student asked questions and/or provided comments around the in-class lecture and/or previous lectures in each class 	<ul style="list-style-type: none"> • Student asked questions and/or provided comments around the in-class lecture and/or previous lectures in at least half the classes 	<ul style="list-style-type: none"> • Student did not ask questions and/or did not provide comments around the in-class lecture and/or previous lectures in each class
In-Class Attendance <ul style="list-style-type: none"> • Student attended all course meeting times for the full semester 	<ul style="list-style-type: none"> • Student was present for the full class time for the full summer semester • If student was absent, the absence was communicated with the instructor at least three days before the class • If the student was absent due to an emergency, the student attempted to notify the instructor as soon as possible 	<ul style="list-style-type: none"> • Student was present for the full class time for most of the summer semester • If student was absent, the absence was not always communicated with the instructor at least three days before the class • If the student was absent due to an emergency, the student did not attempt to notify the instructor as soon as possible 	<ul style="list-style-type: none"> • Student was not present for the full class time for most of the summer semester • If student was absent, the absence was not communicated with the instructor at least three days before the class • If the student was absent due to an emergency, the student did not attempt to notify the instructor as soon as possible

Weekly Assignments (ten at 5 pts each – 50 pts)

Assignments throughout the term that engage students in actively learning, applying, and reflecting upon key themes and topics of course. Sample weekly assignments may include:

- Contributing to online discussion board conversations each week after class, based on the instructor’s postings, and providing thoughtful feedback on classmates’ ideas (at least one paragraph, or 150-200 words per post and commenting on at least one classmate’s posting). Your instructor will provide further guidance into any additional graded discussion board post requirements for your class.
- Applying critical thinking skills to a reading assignment (for this or another class) by engaging in the follow-up discussion, either in-person or online on the discussion boards (see first bullet point for requirements for discussion board conversations).
- Performing research related to course topics and sharing results with classmates based on in-person conversations and online discussion board postings.
- Preparing specific portions of major assignments for class workshops—e.g., students may be asked to bring a thesis or three pieces of supporting evidence in preparation for a writing assignment. Students should be attending their in-person class sessions prepared and with their required materials either turned in prior to class (if part of the assignment from current or previous week) or ready to be discussed during the class portion.
- Completing self-reflection exercises, such as the True Colors assessment, to be applied during in-class workshops when assigned to them by the instructor.
- Submitting all assignments on-time as assigned by the instructor and completing them with thought, attention to detail, and by applying what they are learning in the course to the work they are being assigned.

Mentorship (10 pts each – 20 pts)

All students must meet one on one with their instructor at least once in the first six weeks of class and meet one on one with their PAL at least once during the first 4-8 weeks of class. PALs will need to communicate with their instructors as they are meeting with students. Students cannot meet with their PAL and faculty back-to-back or within the same week – please space these out between at least two weeks.

Advising (15 points)

All students must meet with their advisor one on one during their first semester. There will be a form for advising that students must turn in.

Academic Essay (10 pts, plus 5 for revisions – 15 pts) *Instructor will choose/assign topic

Argumentative essay, plus peer editing and revision. Paper must be at least three pages (it can always be more), 12-point, double-spaced, Times New Roman font utilizing MLA or APA formatting for any in-essay citations and for references page.

- Students will be assessed on a) crafting a clear argument, b) supporting an argument with evidence, c) discussing the meaning of the evidence, and d) writing at the college level.

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- Students will receive credit for providing detailed, useful feedback to classmates during in-class draft workshops and for performing thoughtful revisions to their own work. Students will be encouraged to use the Writing Center.

Criteria/Scale	Exceeds Expectations (No revision necessary)	Meets Expectations (May choose to revise)	Needs Improvement (Encouraged to revise)
Paper Structure (3 points) <ul style="list-style-type: none"> • Organization • Transitions • Format 	<ul style="list-style-type: none"> • Paper is organized • Author uses effective transitions • Author has presented a paper in professional format 	<ul style="list-style-type: none"> • Paper has a clear organizational structure with some ambiguity. • Author utilizes transitions 	<ul style="list-style-type: none"> • Though there is some organization to the paper, the author is ambiguous or tangential in their approach. • The paper is difficult to follow. • The author utilizes ineffective transitions.
Grammar/Mechanics (3 points) <ul style="list-style-type: none"> • Sentence Structure • Punctuation 	<ul style="list-style-type: none"> • No punctuation or mechanical errors 	<ul style="list-style-type: none"> • Some punctuation or mechanical errors. 	<ul style="list-style-type: none"> • Frequent punctuation or mechanical errors.
Language (3 points) <ul style="list-style-type: none"> • Vocabulary • Tone 	<ul style="list-style-type: none"> • Author maintains a consistent and effective tone. Effective use of words and sentences for effect and impact. • Vocabulary is varied, specific and appropriate 	<ul style="list-style-type: none"> • Frequently uses effective vocabulary. • Author's tone is effective and appropriate for the audience. 	<ul style="list-style-type: none"> • Author uses overly simple sentence. • Infrequent use of vocabulary specific to the chosen topic. • Author's tone is inconsistent or ineffective
Content/Information (6 points) <ul style="list-style-type: none"> • Identification and background information on argumentative topic • Uses supporting research-based evidence to make claim • Summary of argumentative claim and why the reader should reach the same conclusion as the writer 	<ul style="list-style-type: none"> • The author has a well-developed central idea and exhibits that idea throughout the paper. • Abundance of supporting evidence and use of research-based information • Author displays in-depth understanding topic area 	<ul style="list-style-type: none"> • The author has a well-developed central idea and mentions it different points in the paper. • The author provides good relevant and research-based evidence and examples. • Author displays basic understanding of topic area 	<ul style="list-style-type: none"> • The central idea is vague or not articulated well. • The author does not provide sufficient or research-based evidence to support ideas. • Author does not display understanding of topic area

Campus Engagement and Workshops (four at 10 pts each - 40 pts)

Various events: social activity, resource event (CU 411; Majors Fair), club meeting, academic lecture, volunteer opportunity, workshops

- Students will select and participate in at least four campus events throughout the semester. For each event, they will complete an online form, submitted to their instructor. The course's Peer Advocate Leader will inform students of eligible events weekly. Students can also search for events and interest groups ahead of time through [CU Denver's Student Calendar of Events](#).

Final Project & Presentation (50 pts)

TOTAL POINTS: 270

The point total breakdown will be determined as follows:

Participation	80 points (29.6%)
Weekly Assignments	50 points (18.5%)
Final Project	50 points (18.5%)
Weekly Assignments	40 points (14.8%)
Mentorship	20 points (7.4%)
Advising	15 points (5.6%)
Academic Argumentative Essay	15 points (5.6%)
TOTAL	270 points (100%)

This material is available in alternate formats upon request. Please contact your instructor.

Grade scale:

Scale (%)	
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
0 - 59	F

COURSE OUTLINE OF TOPICS

DATE	TOPIC	LO Addressed:	Assignments, Events, etc.
Week 1	Welcome to CU Denver, College Basics, Getting Involved	2, 4	FYE First Day of School Photos (optional) Student Interest Sheets Campus Resource/Scavenger Hunt assignment
Week 2	CU Online, Navigating Canvas and online resources	2, 4	Take the True Colors Assessment Campus Resource/Scavenger Hunt assignment due
Week 3	Study Skills and Test Taking	1, 3	Instructor Meetings start PAL meetings start Study Skills Assignment
Week 4	Time Management and Wellness	1,2, 3	Time Mgmt schedule assignment Instructor Meetings PAL meetings Tours of the Wellness Center
Week 5	True Colors Assessment and Self-Discovery	1,2	True Colors Reflection Instructor Meetings PAL Meetings Tours of the Wellness Center
Week 6	Academic Writing	1, 2	Academic Essay Advising begins
Week 7	Navigating the Library *library tour in-person if able	2, 4	Advising begins
Week 8	Academic Planning	1, 2, 3, 4	Advising begins Discussion Board: True Colors and academic planning
Week 9	Leadership 101	1, 3	Introduce Final Project Leadership Assignment Advising begins
Week 10	Critical Reading and Thinking Academic Writing re-visited, peer reviewing in class (optional)	1, 3	Utilize Dr. McGuire's book: reading strategies section
Week 11	Diversity and Inclusion	1, 2, 4	Academic Essay revisions Reflection
Week 12	Major and Career Exploration	2, 3	Discussion Board: True Colors and major selection
Week 13	Financial Literacy	2	
Week 14	Fall Break (November 22 nd -26 th)	No Class	

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Week 15	Goal Setting for next semester *upper class student panel	1, 2, 3, 4	Work on final project
Week 16	Final Project Presentations	1, 2, 3, 4	

Code of Conduct: As a student of CU Denver, you are expected to be knowledgeable about the student code of conduct and follow the appropriate guidelines: <http://www.ucdenver.edu/life/services/standards/Documents/CUDenver-CodeofConduct.pdf>

Academic Ethics and Plagiarism: Both intentional and unintentional plagiarism are serious offenses that could lead to failure of the course and dismissal from the institution. I will discuss this further in class.

Incomplete Grades: Incomplete grades are given only in a situation where unexpected emergencies prevent a student from completing the course, the student has successfully completed 75% of the course material, and the remaining work can be completed the next semester. The instructor is the final authority on whether the student qualifies for an incomplete. Incomplete work must be finished by the end of the subsequent semester of the "I" will automatically be recorded as an "F" on the student's transcript.

Disability Access: The University of Colorado Denver is committed to providing reasonable accommodation and access to programs and services to persons with disabilities. Students with disabilities who want academic accommodations must register with Disability Resources and Services (DRS) in Student Commons 2116 (contact (303) 315-3510 or disabilityresourcesucdenver.edu). DRS requires students to provide current and adequate documentation of their disabilities. Once a student has registered with DRS, they will review the documentation and assess the student's request for academic accommodations in light of the documentation. DRS will then provide the student with a letter indicating which academic accommodations have been approved. Students who provide a copy of a DRS letter to their instructor will be provided with approved accommodations in their respective course(s).

Religious Observances: Students who want to observe their religious holidays at times when academic requirements conflict with those observances must make a request for a reasonable accommodation for the observance within a timely manner, at least two weeks prior to the holiday; the request must be in writing.

Changes to the Syllabus: Assignments, readings, due dates, grading policies, and all other information outlined in this syllabus are subject to change. The instructor will notify students of any changes during class meetings and via Canvas.

Unauthorized Recording

Making an audio and/or visual recording of another person without the person's expressed permission when such recording could, based on a reasonable person standard, cause the impacted person(s) substantial emotional distress and the storing, sharing, or distribution of such recordings by any means.

Title IX

In an effort to support individuals who may have been impacted by issues related to sexual misconduct and discrimination, the university established the Office of Equity (OE). The OE's role is to ensure that students are aware of the broad range of supportive measures and resources available to them both on and off-campus. To this end, the Office of Equity serves the community by receiving reports of misconduct, learning more about the situation, discussing the options available to address the concern, and connecting people with resources. As a faculty member at CU Denver I am designated as a responsible employee. I am required to report disclosures of concerns related to the nondiscrimination policy and Sexual Misconduct, Intimate Partner Abuse and Stalking policy. If you have been impacted by these types of misconduct and have been included in a report to the OE, you are not required to engage with their office. If you would like to contact the office of equity independently, they can be reached at 303-315-2567, or via email at equity@ucdenver.edu, you may also fill out an online report by visiting their website <https://www1.ucdenver.edu/offices/equity> and then clicking "Submit a concern"