

# *University of Texas El Paso*

## Course Syllabus

<b>Course:</b>	UNIV 1301: Seminar for Critical Inquiry
<b>Total Semester Units:</b>	3.0
<b>Instructor/ Advisor:</b>	Aaron Campbell, 915-747-6812, ascampbell2@utep.edu
<b>Office Hours</b>	Monday-Friday 8:00AM-5:00PM by appointment
<b>Office Location:</b>	Bell Hall room 100
<b>Peer Leader:</b>	TBD
<b>Librarian:</b>	Marissa Testerman, 915-747-5269, mtesterman@utep.edu
<b>Course Information:</b>	Tuesday and Thursday 11064; 18194 LART 211; LART 122 1:30-2:50; 3:00-4:20 8/27/19 – 12/5/19
<b>Textbook(s):</b>	Borders: Crossing Into Your Future (8 <sup>th</sup> edition)
<b>Course Description:</b>	This section of UNIV1301 is designed to encourage students to refine their research and critical thinking skills. Students will learn to apply a number of necessary skills through a variety of class activities and assignments in an attempt to actively identify different learning and educational theories in action. Through the progression of the course, students will apply new found perspectives on educational models and learning theories to their own student life while becoming a more active and successful UTEP student.
<b>Academic Theme:</b>	Learning to Learn During the semester students will analyze various learning theories, the evolution of formal education, its current state, and how these factors have helped shape modern America. Students will actively critique how these dynamics may have impacted or will impact their journey as lifelong learners while building skills necessary to succeed.
<b>The successful student will:</b>	<ol style="list-style-type: none"> <li>1. Evaluate educational theories and ideas on learning and actively apply this acquired knowledge towards their own educational growth.</li> <li>2. Work both independently and in groups to develop skills necessary for successful progression towards academic goals.</li> <li>3. Construct projects that display involvement and understanding of UTEP campus life.</li> <li>4. Develop necessary academic skills, such as written and verbal communication, the ability to critique sources, the peer review process, and proper formatting and structure.</li> <li>5. Gain valuable perspective regarding the educational system(s) around them.</li> </ol>

### **UNIV 1301 GOALS:**

- Goal 1. Students will develop and apply elements of leadership through effective individual participation and meaningful team collaboration to empower them to be agents of change.
- 1.1 Students will assess and reflect on their strengths and leadership skill development.
  - 1.2 Students will engage in active learning through individual, team, and class activities that develop their leadership skills.

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- 1.3 Students will learn more about collaboration, roles, and facilitation skills through faculty instruction and student practice.
  - 1.4 Students will develop effective interpersonal communication skills to include listening, sharing diverse perspectives, and soliciting others' viewpoints
  - 1.5 Students will improve their interpersonal conflict management strategies.
- Goal 2. Students will examine the roles and responsibilities crucial for their success in college and beyond.
- 2.1 Students will examine personal and social transition issues affecting college success.
  - 2.2 Students will become familiar with the importance of participating in high-impact practices identified in the UTEP Edge.
  - 2.3 Students will engage in at least one academic and one professional goal-setting activity or exercise.
  - 2.4 Students will develop a plan of study by participating in appropriate academic advising.
  - 2.5 Students will demonstrate knowledge of the rules of academic integrity and will practice acceptable academic behavior.
  - 2.6 Students will become familiar with major UTEP academic policies and requirements in order to remain in good academic standing and graduate in a timely manner
  - 2.7 Students will demonstrate regular use of university communication systems, such as email, bulletin broadcasts, websites, and Mobile Campus
- Goal 3. Students will identify, assess, and build on their strengths and experiences to develop academic and transitional strategies necessary for success in their academic, career, and life goals.
- 3.1 Students will reflect on their responsibility for and contribution to their own learning.
  - 3.2 Students will work to improve their oral, written, and electronic communication skills.
  - 3.3 Students will work to improve their academic success strategies such as note-taking, annotation, active reading, test taking, time management, and stress management.
  - 3.4 Students will become familiar with learning management systems such as Blackboard.
  - 3.5 Students will examine their academic, career, and life goals by participating in at least one self-assessment activity about their interests, abilities, and values.
  - 3.6 Students will participate in at least one activity, exercise, or information session to become familiar with the steps, including post-graduate education, required to prepare for a career.
- Goal 4. Students will engage in research and critical thinking activities that demonstrate their ability to effectively integrate their learning within, across, and beyond academic settings.
- 4.1 Students will engage in critical thinking and problem-solving through individual, team, and class activities.
  - 4.2 Students will demonstrate the ability to develop an effective research strategy based on the specifications of the research assignment.
  - 4.3 Students will engage in library and database research.
  - 4.4 Students will locate and critically evaluate the reliability, validity, and accuracy of sources.

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- 4.5 Students will develop a project that involves critical evaluation and effective integration of sources.
- 4.6 Students will demonstrate the ethical use of sources such as accurate paraphrasing, quotations, and citations.
- 4.7 Students will reflect on how the research process applies to their learning within, across, and beyond academic settings.
- Goal 5. Students will engage in campus and community activities to increase their sense of academic and social belonging.
- 5.1 Students will begin to build networks of faculty, staff, and peers to create a supportive and positive learning environment.
- 5.2 Students will attend/participate in a minimum of two social, cultural, and intellectual events at UTEP.
- 5.3 Students will become aware of and use selected academic and student support resources.
- 5.4 Students will meet one-on-one in person or virtually at least twice with the instructional team to discuss and receive feedback about their academic progress and transition to UTEP.
- 5.5 Students will meet in person or virtually with at least two other faculty or staff members important to their academic progress such as their academic advisor, their other professors, teaching assistants and/or tutors.
- 5.6 Students will become familiar with the university's student organizations.

### **Grading:**

Please note, grades are earned, your instructor does not 'give' you a grade.

### **Total points: 300**

- Discussion Board Questions/Reflections (30 points) – Students will write reflections as assigned. Students will also take part in prompted discussions via blackboard.
- Infographic Assignment (20 points) – Students will attend two on campus events of their choosing and create an infographic detailing their experiences.
- Research Project #1 (30 points): Each student will choose a film where a topic in education or learning theory is presented and write a paper detailing the experience.
- Research Project #2 (40 points): Each student will research a topic or issue in modern education, write a research paper on the topic and present their findings.
- Class Participation (15 points): Every day there will be in class activities or lessons that require participation. Students are expected to actively participate in the process.
- Group Research Assignment (30 points): Student groups will be assigned a key educational theorist. Each group will research their contributor and present their findings.
- Resume (10 points): Each student will create a customized resume and cover letter. Students will also create a career path reflection and planner.

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- Library Modules (10 points): Students will complete a number of library modules throughout the semester.
- Quizzes (50 points): There will be a number of quizzes throughout the semester. The quizzes will be focused on the Borders textbook and in class lectures or activities.
- Exams (30 points): There will be a midterm and final worth a combined 30 points.
- Meet with your Instructor and Peer Leader (10 points total): Students are required to meet with both their Peer Leader and Instructor once a semester. Each meeting will be worth five points.
- Scavenger Hunts (10 points): There will be two scavenger hunts throughout the semester. One geared towards the campus itself and one geared towards the library and its services.
- Other activities (15 points): There will be a number of other assignments and activities throughout the semester. These will be completed both in and out of class.

<b>90</b>	-	<b>100%</b>	=	<b>A</b>
<b>80</b>	-	<b>89%</b>	=	<b>B</b>
<b>70</b>	-	<b>79%</b>	=	<b>C</b>
<b>60</b>	-	<b>69%</b>	=	<b>D</b>
<b>Below 60</b>			=	<b>F</b>

**NOTE:** Students may be required to submit course paperwork through plagiarism notification software. These tools check paperwork for originality and generates a report which may help improve citation and/or avoid potential plagiarism.

## **Classroom policies:**

### **ATTENDANCE:**

Attendance to every class is mandatory. Failure to attend 3 or more classes may result in being dropped from the course. This includes medical emergencies, doctor's appointments, family emergencies, etc. Students with two or more absences are required to meet with the instructor to discuss their options.

Always speak to your instructor if you anticipate an absence or if you are absent. Exceptions to this rule are at the instructor's discretion ONLY, and will require documentation in order to be excused. The student will still be responsible for any and all assignments regardless of an excused or unexcused absence. Student absences, excused or not may result in loss of that day's participation points.

### **Excused Absences for University-Recognized Activities**

[From the university catalog] "Students who will be absent while representing the University in officially recognized University activities (sports, band, professional conferences, etc.) must notify the Dean of Students not less than ten (10) days prior to the absence. The Dean of Students will provide the student with a letter of excuse for the professors. It is the student's responsibility to give the letter to the professors prior to the official recognized activity. Students following these procedures will be permitted to make up both assignments and examinations in consultation with faculty."

### **Absence for Religious Holy Days**

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[From the university catalog] ♦ “Religious holy day means a day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code. Section 51.911 of the Texas Education Code and 19 Texas Administrative Code 4.4 related to absences by students for observance of religious holy days states that the institution shall excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection cannot be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. The student must provide written notice to the instructor of each course that he or she will be absent for a religious holy day not less than 10 days prior to the absence. If a student and an instructor disagree about the nature of the absence being for the observance of a religious holy day as defined therein, or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor can request a ruling from the Provost or the Provost’s designee. The student and the instructor shall abide by the decision of the Provost or designee.”

### **Military Leave**

[From the university catalog] ♦ “Section 51.9111, Texas Education Code, and 19 Texas Administrative Code 4.9 provides that students be excused from scheduled classes or other required activities if the student is called to and participates in active military service for a reasonably brief period and that the student shall be allowed to complete an assignment or exam within a reasonable time after the absence. The excused absence is permitted only if the student will not miss more than 25% of the total number of class meetings or the contact-hour equivalent (not including the final examination period) for the specific course or courses in which the student is enrolled at the beginning of the period of active military service. ♦ Students called to active military service must provide a copy of their military orders to the instructor of each course. Further information is available under Complete Withdrawal Due to Active Military Service.”

### **Absence from Examinations**

[From university catalog] ♦ “A student absent from a test during the semester is graded zero (0) unless another policy is set by the instructor.”

### **ACADEMIC EXPECTATIONS AND POLICIES:**

#### **Late Work**

Late work will be accepted at a loss of ten percent of the total grade for every 24 hours an assignment is late. After ten days, if an assignment has not been turned in the assignment will be graded at a zero.

#### **Participation**

Class participation consists of attentiveness, on-task behaviors, contributing to class discussions, responsibility within team assignments, asking questions, and responding to questions put before the whole class. **You are expected to behave as a reasonable adult seriously pursuing learning, respectful to all members of the class and the instructor at all times.**

#### **Technology**

Laptops are acceptable during class meetings, however students discovered off-task using laptops or cell phones will lose participation points. Repeat offenders will be asked to not engage devices in class. Your instructor reserves the right to request anyone disruptive to the learning process to remove themselves.

#### **Final Exam**

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[From the 2018-19 UTEP Undergraduate Catalog]: Exemption from final examinations cannot be given. Final examinations are scheduled to be two hours, forty-five (45) minutes in length and take place during the final examination period. It is the policy of the University not to administer a second final examination in a course. It is also University policy that students shall not have more than two final examinations in a single day. In the unlikely event that the examination schedule results in a student having three final examinations on a single day, the faculty member upon the request of the student shall reschedule the second of that student's three examinations.

\*\*Your final for this examination is scheduled for 12/12/2019. 1:00 PM- 3:45 PM for CRN #11064 and from 4:00 PM- 6:45 PM for CRN # 18194. Your exam will be held in the same room as the actual class. Please note 12/12/2019 is the Thursday after formal classes end.\*\*

### **Student Conduct and Dishonesty**

1.1 Student Conduct: [From the Handbook of Operating Procedures: Student Affairs] All students are expected and required to obey federal, state, and local laws, to comply with the Regents' Rules and Regulations, with The University of Texas System and University rules and regulations, with directives issued by an administrative official of the U.T. System or The University of Texas at El Paso in the course of his or her authorized duties, and to observe standards of conduct appropriate for an academic institution.

1.2.2.1 Scholastic Dishonesty [From the Handbook of Operating Procedures: Student Affairs] Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

### **Students with Disabilities Policy:**

If you have or suspect a disability and need an accommodation, you should contact the Center for Accommodations and Support Services at 747-5148 or at [cass@utep.edu](mailto:cass@utep.edu) or go to Room 106 Union East Building.

CHANGE is the only constant in life. The professional environment can be unpredictable with changing deadlines, meetings, and demanding stakeholders. Be flexible and adaptable. This syllabus is only a guideline and subject to change.

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Note: The goals referenced below represent the primary, but not the sole, focal points for that class day.

<b>Course Calendar</b>			
<b>Week 1</b>	<b>Daily Activities</b>	<b>Daily goals</b>	<b>Assignments Due</b>
Day 1 8/27	Introduction; syllabus, Blackboard and course breakdown; email assignment <i>-Reflective Journal #1</i>	3.4, 2.7, 3.6, 3.5	
Day 2 8/29	Study Skills, Education in America, Blackboard, and UTEP Tech Intro. <i>-Discussion Board #1, Read Borders chapter 1. Peer Leader Meetings.</i>	1.1, 5.3, 2.1, 2.7, 3.4,	
<b>Week 2</b>	<b>Daily Activities</b>	<b>Daily goals</b>	<b>Assignments Due</b>
Day 3 9/3	Chapter 1 Quiz, perspectives, UTEP history, Education in American Continued <i>- Group Presentations Assigned, Journal # 2</i>	4.2, 1.3, 1.4, 2.3	-Borders Chapter 1 -Reflective Journal #1
Day 4 9/5	Scavenger Hunt, Education in American Continued... <i>-Read Borders chapter 2 -Library Modules -Discussion Board #2</i>	1.4, 2.1, 3.1, 3.3	-Journal Question #2 -Discussion Board #1
<b>Week 3</b>	<b>Daily Activities</b>	<b>Daily goals</b>	<b>Assignments Due</b>
Day 5 9/10	Chapter 2 Quiz, Learning theories and styles, UTEP Edge <i>-Infographic assignment introduction. -Discussion Board #3</i>	2.2, 3.3, 5.2	Borders Chapter 2
Day 6 9/12	Library Visit #1	4.7, 4.4 4.3	Library Modules
<b>Week 4</b>	<b>Daily Activities</b>	<b>Daily goals</b>	<b>Assignments Due</b>
Day 7 9/17	Thesis Statements, the writing process and active note taking. <i>-Research Paper #1 -Journal #3</i>	4.6 3.3	Reflective Journal #2

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Day 8 9/19	High School to College transition. Time Management, Emotional Intelligence, -Read Borders chapter 3	5.4, 2.1	-Research Paper #1 topic -Discussion Board #2
<b>Week 5</b>	<b>Daily Activities</b>	<b>Daily goals</b>	<b>Assignments Due</b>
Day 9 9/24	Chapter 3 Quiz, Risky Behaviors, Study Habits, plagiarism, citation and proper sources.	1.2, 1.4, 2.5, 4.4, 4.6	-Borders Chapter 3 -Thesis Statement Activity Due -Discussion Board #3
Day 10 9/26	Attention Spans-Education, Learning theories, Perspective/Bias. -Discussion Board # 4	1.4, 1.5	Deadline to meet with Peer Leader
<b>Week 6</b>	<b>Daily Activities</b>	<b>Daily goals</b>	<b>Assignments Due</b>
Day 11 10/1	Memory, Logical Fallacies, Mandela Effect, plagiarism -Read Borders chapter 4 -Resume Assignment	2.5, 4.5	
Day 12 10/3	Chapter 4 Quiz, Peer Review Process, academic integrity -Journal Question #4	4.6, 2.5	-Research paper rough drafts due -Borders Chapter 4 -Reflective Journal #3
<b>Week 7</b>	<b>Daily Activities</b>	<b>Daily goals</b>	<b>Assignments Due</b>
Day 13 10/8	Parachute activity, writing center, public speaking activity -Read Borders chapter 5 -Discussion Board #5	3.1, 3.2 4.4	Discussion Board #4
Day 14 10/10	Chapter 5 Quiz, Presentations -Study for Midterm	1.3, 4.6	-Borders Chapter 5 -Group Projects Due
<b>Week 8</b>	<b>Daily Activities</b>	<b>Daily goals</b>	<b>Assignments Due</b>
Day 15 10/15	Mid Term Exam, Presentations -Discussion Board #6 -Research Project #2 assigned	3.2, 2.1, 3.1, 3.5	-Research paper due -Discussion Board #5
Day 16 10/17	Career Center Visit, Resumes	5.3, 5.5	
<b>Week 9</b>	<b>Daily Activities</b>	<b>Daily goals</b>	<b>Assignments Due</b>
Day 17 10/22	Learning theories and classroom structures, constructivist approaches. -Library visit #2 -Read chapter 6	4.3, 4.4, 4.5	Reflective Journal #4



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Day 18 10/24	Chapter 6 Quiz, Degree Plans/Evaluations, learning theories, Conflict Theory.	2.6 2.7 3.6	Borders Chapter 6
<b>Week 10</b>	<b>Daily Activities</b>	<b>Daily goals</b>	<b>Assignments Due</b>
Day 19 10/29	Instructor meetings -Discussion Board #7	5.1, 5.4, 5.5, 2.1	Discussion Board #6
Day 20 10/31	Learning in pop culture, learning styles, active learning/ownership, student organizations. -Read chapter 7	1.1, 3.1	
<b>Week 11</b>	<b>Daily Activities</b>	<b>Daily goals</b>	<b>Assignments Due</b>
Day 21 11/5	Chapter 7 Quiz, Infographic presentations	3.2, 5.2	-Infographic projects -Borders Chapter 7
Day 22 11/7	Perspectives- perception vs. reality, conflict management, leadership in the classroom.	1.3, 1.5, 5.6	-Borders Chapter 7 -Deadline to meet with Instructor
<b>Week 12</b>	<b>Daily Activities</b>	<b>Daily goals</b>	<b>Assignments Due</b>
Day 23 11/12	Strength Finder, mock interviews. -Read chapter 8 -Discussion Board #8	1.2, 3.5,	Discussion Board #7
Day 24 11/14	Chapter 8 Quiz, health activity, learning theory activity, leadership reflection. -Read chapter 9	1.1, 1.2, 4.1	Borders Chapter 8
<b>Week 13</b>	<b>Daily Activities</b>	<b>Daily goals</b>	<b>Assignments Due</b>
Day 25 11/19	Integrity, GRIT, leadership discussion, peer review #2. -Journal #5	1.1, 1.2, 3.5, 4.1	Resume Assignment Due
Day 26 11/21	Chapter 9 quiz. The Purpose of Education, surveys Discussion Board #9 -Read chapter 10	3.2, 3.3, 4.4	-Discussion Board #8 -Borders Chapter 9
<b>Week 14</b>	<b>Daily Activities</b>	<b>Daily goals</b>	<b>Assignments Due</b>
Day 27 11/26	Choices 360 Student Debt, Money Matters	3.2, 4.1 2.1 2.2	Research paper #2/ Presentations
Day 28 11/28	Thanksgiving/ No class		
<b>Week 15</b>	<b>Daily Activities</b>	<b>Daily goals</b>	<b>Assignments Due</b>

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Day 29 12/3	Chapter 10 Quiz, Review, Presentations -Study for Final	1.2, 3.1, 3.2 3.3	-Borders Chapter 10 -Discussion Board #9 -Reflective Journal #5
Day 30 12/5	Presentations, Course wrap-up, End-of- Semester Survey, Final Review -Study for Final	3.5	
<b>Finals Week</b>	<b>Daily Activities</b>	<b>Daily goals</b>	<b>Assignments Due</b>
Day 31 12/10	Final Exam		

### Other Important Dates:

**Drop Deadline-** November 1<sup>st</sup> (Note: Student-initiated drops are permitted after this date, but the student is not guaranteed a grade of W. The faculty member of record will issue a grade of either W or F)

**Midterm Grades Due-** October 24<sup>th</sup> (Grades will be available for the students October 25<sup>th</sup>)

**Dead Day-** December 6th

**Final Grades Released to Students-** December 19th

**Entering Student Research and Creative Projects Showcase-** December 7th