**COE Mission:**

We prepare teachers, leaders, and counselors who embrace equity, inquiry and innovation.

**COE Student Resource Office**

**Office Hours**
8:00am-5:00pm M-F

**Contact**

education@uccs.edu

Phone: 719-255-4996
Fax: 719-255-4110

Columbine Hall
1420 Austin Bluffs Parkway
Colorado Springs, CO 80918

http://www.uccs.edu/~coe/

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**Succeeding at UCCS**

**Course 5009**
1 credit
Fall, 2014

**Professor:** Leslie Grant, Ph.D.

**Office:** Columbine 3015

**Phone:** 719-255-4098

**E-mail:** L.grant@uccs.edu

**Office Hours:** Mondays 9-10:30; 2-3

**Required Textbook:**
Readings and other media-delivered assignments (YouTube, Ted Talks, etc.)

**Course Format:** This seminar will include lecture, guest speakers, active participation, and group discussion. Five three-hour sessions will be held.

**Course Overview:** This course is designed to provide an overview of education at UCCS. It is intended for students who have not attended K-12 school in the US or American-style schools abroad. The course is considered a foundational orientation course that will facilitate student success on campus.

Topics include student and faculty roles, responsibilities and expectations, use of instructional technology, overview of UCCS and campus resources.
Catalog Description: This is a graduate orientation course that provides an overview of education at UCCS. It is designed for international students who have not attended k-12 school in US or American-style schools abroad. It includes foundational information on topics relevant to UCCS, including student role and responsibilities, use of instructional technology, campus resources and an introduction to American higher education.

Course Expectations: Students will be in attendance for entire seminar. Active participation is expected of each student. Grades will reflect attendance, participation, and assignments.

Course Objectives: Upon completion of this course, students should be able to:

- Explain unique characteristics of American higher education
- Demonstrate an understanding of what faculty expectations are for students
- Demonstrate the ability to use Blackboard, PowerPoint, the UCCS Student Portal, etc.
- Provide knowledgeable discussion about the various campus resources available to international students
- Display an understanding of the syllabus, grading, plagiarism, student policies, types of assignments, test-taking skills, communications with faculty, and other student specific roles
- Understand the participatory nature of American classrooms and their role as active participants

Accreditation Standards: The course will provide a brief outline of the relevance of state and national accreditation to specific education entities. The course addresses CAEP standards, particularly as they related to Standard 1: Content and Pedagogical Knowledge.

Technology Competencies: Students will be expected to use their UCCS email account and to be able to utilize Blackboard.

Attendance, Preparation, and Participation: Students are expected to maintain high standards of ethical and professional conduct. This includes attending class, being adequately prepared, contributing to class discussions, submitting high caliber work and representing your own work fairly and honestly. As an important member of a classroom community, attendance and punctuality is mandatory. You must actively engage in class and group work to maximize your learning in this course.

If you must miss a class, please inform the professor by phone or email prior to class. It is the responsibility of the student to obtain course information that is missed during the absence.

Professional Behavior: Professional behavior is necessary for you to be a successful member of a learning community. Please monitor your participation in class discussions and group work and find ways to contribute intelligently to the discussion without silencing others. All written assignments must be computer generated unless otherwise indicated by the professor.

Diversity Statement: The faculty of the College of Education is committed to preparing students to recognize, appreciate, and support diversity in all forms – including ethnic, cultural, religious, gender, economic, sexual orientation and ability – while striving to provide fair and equitable treatment and consideration for all. Any student who believes that he/she has not been
treated fairly or equitably for any reason should bring it to the attention of the instructor, Department Chair or the Dean of the College of Education.

**Accommodations:** The College of Education wishes to fully include persons with disabilities in this course. In compliance with section 504 and the Americans with Disabilities Act (ADA), UCCS is committed to ensure that “no otherwise qualified individual with a disability ... shall, solely by reason of disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity...” If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact and register with the Disabilities Services Office, and provide them with documentation of your disability, so they can determine what accommodations are appropriate for your situation.

To avoid any delay in the receipt of accommodations, you should contact the Disability Services Office as soon as possible. Please note that accommodations are not retroactive and disability accommodations cannot be provided until a “Faculty Accommodation Letter” from the Disability Services office has been given to the professor by the student. Please contact Disability Services for more information about receiving accommodations at Main Hall room 105, 719-255-3354 or dservice@uccs.edu.

**Student Appeals:**
Students enrolled in programs or courses in the College of Education may access the COE Appeal/Exception Form at: http://www.uccs.edu/Documents/coe/studentresources/AppealsForm2009.pdf. This form is to be used for an appeal when a student is:
(1) requesting an exception to specific policies, procedures, or requirements
(2) requesting a grade change

**UCCS Student Code of Conduct:**
The purpose of the Student Code of Conduct is to maintain the general welfare of the university community. The university strives to make the campus community a place of study, work, and residence where people are treated, and treat one another, with respect and courtesy. http://www.uccs.edu/~oja/student-conduct/student-code-of-conduct.html

**UCCS Student Rights and Responsibilities:**

**UCCS Academic Ethics Code:**
http://www.uccs.edu/Documents/vcaf/200-019%20StudentAcademic%20Ethics.pdf

**Assignments (graded activities):**

1. Participation
   Students are expected to attend all class sessions. They are expected to prepare for class and be ready to discuss topics (5 X 25 points=125 points total)

2. Writing Assignment #1
   List six resources that are available to international students to help them achieve student success. Describe each of the listed resource’s function. Discuss resources available to students in your native country that UCCS doesn’t appear to provide. (50 points)
3. Writing Assignment #2
What is plagiarism and why is it considered unethical at major U.S. universities? Why is this particularly important for graduate students to be aware of? (50 points)

4. Writing Assignment #3
A syllabus is considered to be a contract between the professor and the student. List four sections (elements) of the syllabus that describe expectations for the course. (50 points)

5. Presentation – Prepare and deliver a 10 minute presentation on at least five differences between expectations for higher education students in the United States and your own country. Identify what you perceive to be your biggest challenge at UCCS and your plan to address it. You must use PowerPoint or other presentation software for this assignment. (75 points)

Grades:
Grades will be based on your timely completion of the assignments and on your participation in class. In consideration of the written assignments, the mechanics of writing including spelling, punctuation and grammar WILL affect your grade. Before you submit anything as a final draft, be sure that it is a final draft. That is, be sure to proofread, spell check, edit, check for logic and readability, grammar, etc. The *Publication Manual of the American Psychological Association (APA)* will be used to guide your mechanics. (It is sold in the bookstore, and it is available in the library.) Concise prose, clarity of ideas, and creative synthesis of the concepts will be expected. All work must be typed, double spaced and not late. *Late assignments will be penalized 5% for each day past due, including weekends.*

Each assignment will be awarded points based on criteria that fit the nature of the task. Grade points for this course are weighted as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Discussions (5 x 25 pts. ea.)</td>
<td>125</td>
</tr>
<tr>
<td>Written Assignment #1</td>
<td>50</td>
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<tr>
<td>Written Assignment #2</td>
<td>50</td>
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<tr>
<td>Written Assignment #3</td>
<td>50</td>
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<tr>
<td>Presentation</td>
<td>75</td>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Percents</th>
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<tbody>
<tr>
<td>A</td>
<td>94 – 100%</td>
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<tr>
<td>A-</td>
<td>90 – 93%</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89%</td>
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<tr>
<td>B</td>
<td>84 – 86%</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 83%</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79%</td>
</tr>
<tr>
<td>C</td>
<td>74 – 76%</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 73%</td>
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## Course Schedule

Please note: Readings may change or there may be additional assigned readings/web links based on our interactions in the course.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| Week 1  8/25 | Course Introduction  
Syllabus  
Blackboard  
Resources at UCCS  
- social  
- academic  
- language |  |
| Week 2  No Class—Labor Day | No Class | No Class |
| Week 3  9/8 | Plagiarism  
Roles/Expectations  
- Instructors/Professors  
- Advisors  
- Students | • On Bb, link to websites indicated  
• Search UCCS to find policy on plagiarism  
• Search one other university to find policy on plagiarism  
**Due: Written Assignment #1 Resources** |
| Week 4  9/15 | Syllabus as Contract  
Typical Assignments  
- readings  
- summaries  
- annotated bibliographies  
- tests  
- term papers | • On Bb, link to websites indicated  
• In class, look at sample syllabi…identify what is similar about them. Discuss differences.  
• In class, look at various assignments and discuss how they allow students to demonstrate understanding of content  
**Due: Written Assignment #2 Plagiarism** |
| Week 5  9/22 | Grading Practices  
- rubrics  
- points  
- letter grades  
- other | • On Bb, link to websites indicated  
• In class, compare grading systems. Discuss variation in U.S. and in own home contexts.  
**Due: Written Assignment #3 Syllabus** |
| Week 6  9/29 | Course Conclusion: Presentations | • In class presentations  
**Due: Presentation** |