100% Engagement!
Academic Integrity
Important Stuff About Your Classes
Technology In And Out of Class
What Research Shows About How We Learn
Student Convocation
TODAY’S PRESENTERS

Dr. Elliott Cheu

Interim Dean, Honors College

Distinguished Professor, Physics Department

Dr. John Pollard

Interim Assistant Dean, Academic Affairs, Honors College

Associate Professor of Practice, Department of Chemistry and Biochemistry

Chris Elsner

Program Coordinator, College of Science
Office of Undergraduate Research
PURSUE YOUR PURPOSE: 100% ENGAGEMENT

For more info, contact:
Chris Elsner
Gould-Simpson room 1015
OFFICE OF STUDENT ENGAGEMENT

Stand out from your Peers:
Search hundreds of engagement experiences
@ search.engagement.arizona.edu

For more info, contact:
(College Representative Name)
(College Rep Email and/or Phone)
(College Rep Location)
Get Involved in Research

How do I start?

- Talk to the advisers in your department
- Ask your professors
- Talk to other students

Browse departmental websites, find faculty that are doing stuff you think is interesting and email them to setup a meeting

Visit the College of Science Office of Undergraduate Research

www.ur.arizona.edu
100% ENGAGEMENT

"Exploring Cytomegalovirus (CMV) under Dr. Goodrum has been one of the most beneficial and humbling experiences of my college career."
Bre Eder
BIO5 Institute

"You read a book, you do the math problems — it only gets you so far. This is a great opportunity to get the students into a real-world experience where they’re able to understand what all their class and lab work has been going toward."
Aaron Faber
Raytheon Research Scientist

"Serving on the Green Fund Committee has been one of the most rewarding activities of my entire student career. It's more than a pathway to becoming involved in campus sustainability decisions, it's also a great way to develop and practice leadership skills."
Kerrie Geil
Green Fund Committee Member
Important Stuff About Your Classes
STUDENT CODE OF CONDUCT

- Student behavior on and off campus
- Supports you as a student
- Keeps our community safe
- Sanctions applied depending on violation
CODE OF ACADEMIC INTEGRITY

Essentially means **honesty** and **ethical conduct** in all learning environments (lectures, labs, research and clinical space, etc.)

Obvious violations

- Intentionally submitting another person’s work as your own
- Not giving credit by citing sources
- Unauthorized group work and sharing answers
- Cheating
- Helping others cheat
CODE OF ACADEMIC INTEGRITY

Not so obvious violations

– Self-plagiarism ([www.turnitin.com](http://www.turnitin.com)) embedded in D2L
– Sharing your work with a friend or leaving your work unprotected from being “borrowed”
– Using pay for service sites
Circumstances and behaviors that get students into trouble

http://www.deanofstudents.arizona.edu/policies-codes
EMAIL MATTERS

Official University Communication

– Receive Wildcat Connections every Monday
– Department or major email listservs
– Check your UA email everyday!
– Use your UA email account when corresponding with instructors
  • Make sure to include your full name and SID in your signature
– Check your junk mail or SPAM folders!
  • Add instructors, advisors, college, etc. to address book
EMAIL EXAMPLES

Bad Example:
When is our next homework due?

Good Example:
Dear Dr. Pollard,
My name is Skippy Johnson and I am a student in your CHEM 151 class MWF (1pm). I am a bit confused on the due date of our next homework set and am unable to locate that day and time. It is not listed in our syllabus and do not recall you mentioning it in class today. Where could I find out that information?

Thank you for you time,
Skippy Johnson
Freshman, Biochemistry Major
EMAIL EXAMPLES

Bad Example:
Hi Susan!
I need to talk about changing my major. I was told to talk to you when can you meet?
Thanks! 😊
Jim

Good Example:
Hello Dr. Jones,
I was looking at different options to graduate from the UA sooner. I'm currently a microbiology major and a professor had recommended that I talk with you about how that process works. Please let me know if we could schedule an appointment to meet.
Thank you,
Jim Wildcat
SID 29999779
CLASS ENVIRONMENTS

• Class Environments
  – In-person
  – Online (iCourse), Virtual, and Hybrid
  – 7 week/accelerated
    • Will not appear on your class schedule until it begins

• Classroom expectations will vary based on environment
UACCESS

• Your connection to managing courses, seeing grades, making payments, viewing academic records, and much more
### UACCESS

**'s Student Center**

#### Academics

<table>
<thead>
<tr>
<th>Class</th>
<th>Schedule</th>
<th>Grade Replacement</th>
<th>Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENCE 122A-001 STD (31016)</td>
<td>Mon 2:30PM - 3:20PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 101A-009 LEC (49536)</td>
<td>Tuth 2:00PM - 3:15PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 101A-009A CIS (49937)</td>
<td>Fr 2:00PM - 2:50PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 105-001 LEC (35108)</td>
<td>MonTh 8:00AM - 9:15AM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPS 100X-004 LEC (61744)</td>
<td>Tuth 8:00AM - 9:15AM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPAN 123-004 LEC (60458)</td>
<td>Tuth 11:00AM - 12:15PM</td>
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</tr>
</tbody>
</table>

#### Finances

- Health Care Options
- Enroll/Cancel Coverage
- View Eligibility and Fees
- Financial Aid
- Financial Aid Authorization
- My Financial Aid Status
- View Financial Aid

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**Notices & Holds**

- UAAlerts Opt Out
  - details

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**To Do List**

- Aid: Taxes In Progress
  - details

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**Enrollment Dates**

- Shopping Cart Appointment
  - Your Shopping Cart for the Fall 2016 Regular Academic Session is available for use beginning March 1, 2016 @ 6:00AM

- Enrollment Appointment
  - You may begin enrolling for the Fall 2016 Regular Academic Session on June 6, 2016 @ 2:30PM
  - details

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**Advisor(s)**

- [Advisor](#)
### Meeting Information not available:

<table>
<thead>
<tr>
<th>Class</th>
<th>Course Title</th>
<th>Instructors</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAS 220 - 002 (Lecture)</td>
<td>Intro African Amer Study</td>
<td></td>
<td>08/24/2015</td>
<td>12/09/2015</td>
</tr>
<tr>
<td>EAS 130 - 001 (Lecture)</td>
<td>Asian Religions</td>
<td></td>
<td>08/24/2015</td>
<td>12/09/2015</td>
</tr>
<tr>
<td>PSY 201 - 005 (Lecture)</td>
<td>Intro to Linguistics</td>
<td></td>
<td>08/24/2015</td>
<td>12/09/2015</td>
</tr>
</tbody>
</table>
CLASS EXPECTATIONS

• Classroom etiquette
• Civil discourse & respect for differing views
• Every class and professor is unique
  – Expectations will differ class-by-class in:
    • Email
    • Syllabus
    • Grading
    • Communication
    • Office hours
    • Classroom behavior guidelines
    • Course management systems (D2L and Blackboard)
What is a Syllabus?

- “...a statement of intent and serves as an implicit agreement between the instructor and students. ” ("University of Arizona," 2005)
COLLEGE OF EDUCATION FRESHMAN SUCCESS CLASS
FALL 2015

Teaching and Teacher Education TTE 197a (1 credit hour)
Tuesdays and Thursdays, 4:00 – 4:50 pm

TUESDAYS: Everyone is in lecture in EDUC 353
THURSDAYS: Discussion section 002 in EDUC 341

Instructor:
Sara Yerger
sme@email.arizona.edu

Office Hours: Contact your section instructor to schedule a meeting time.

COURSE DESCRIPTION
Retention studies have shown that students who feel a greater sense of connection with their college are more likely to stay in school and graduate. Students can develop this sense of connection by becoming involved in college life and in their academics. This class will help Pre-Education students begin to develop a sense of connection to the College of Education, the University of Arizona, and professions in the field of education.

COURSE OBJECTIVES: Upon completion of this course, the student will have gained the following:

- Knowledge of the College of Education’s programs and resources;
- Knowledge of individual learning styles;
- Understanding of how time management, writing, and study skills affect college success;
- Knowledge of the teaching profession and other professions working with people;
- Knowledge of how to communicate with professors;
- Understanding of the COE’s admissions criteria and process;
- Understanding of his or her personal plan of study for graduating from the UA;
- Understanding of how personal characteristics can promote success.

D2L: Desire to Learn
Students access the web-based course management system at http://d2l.arizona.edu/index.asp for more information about this class. Handouts are on D2L, and may not necessarily be given in paper format during class. Students are expected to read all documents posted to D2L.

COURSE ASSIGNMENTS

D2L Discussions
Students will watch a video or read a short web-article and post to the discussion on D2L. Each discussion is worth 2 points. To receive full points, you must post your own original reaction to what you watched or read (min 4-5 sentences) AND post 2 comments to classmates’ or the instructor’s comments (min 3-4 sentences).

Key information to look for:
- The instructor’s name, contact information, and office hours
Key information to look for:

- Number of required examinations & papers
- Grade policies
ATTENDANCE: Learning in this course occurs through group discussion, personal reflection, and experiential activities. Your participation and attendance are required. Missing more than one class period will affect your grade. Your final grade will be dropped by 5 points for every class that you miss after your first absence. Missing 3 or more classes will result in an automatic grade of “F.” Please contact the instructor ahead of time if you have to miss class. Because there will be guest speakers, it is also essential that you arrive to class on time. Attendance will be taken at the beginning of each class period at 4:00 pm. Arriving more than 5 minutes late or leaving more than 5 minutes early will be counted as an absence.

PARTICIPATION: Participation is required in this class. This means students should contribute to class discussions. Pertinent questions and comments are expected. Texting, surfing the web, and wearing headphones in class are inappropriate in any classroom and will result in a participation grade of 0.

WRITTEN ASSIGNMENTS: Papers are due by 4:00 p.m. on the day in which they are listed on the syllabus. The dropbox on D2L will close at 4:00 p.m. on that day. All assignments are to be typed using double spacing, 12-point font, and one-inch margins. Assignment lengths are minimums. If the assignment is listed as two pages, then one and a half written pages are not acceptable. Assignments will be graded on content, grammar, and spelling. Additionally, assignments are graded on fulfilling the assignment as it is outlined in the syllabus. See the grading rubric on D2L for each assignment.

FINAL EXAM: There are no scheduled exams in this class.

INCOMPLETES: Incompletes must be negotiated with the instructor prior to the last day of class and will only be given when the student has completed most of the assignments and attended most class sessions. Receiving an incomplete requires an extraordinary circumstance.

STUDENTS WITH DISABILITIES: If you anticipate barriers related to the format or requirements of this course, please meet with the instructor of record so that we can discuss ways to ensure your full participation in the course. If you determine that disability-related accommodations are necessary, please register with the Disability Resource Center and notify the instructor of record of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations.

ENGLISH LANGUAGE LEARNERS: If you determine that language-related accommodations are necessary, please notify both the instructor of record and your discussion section instructor. We can then plan how best to coordinate reasonable accommodations.

STUDENT CODE OF ACADEMIC INTEGRITY: All forms of academic dishonesty are prohibited, including, but not limited to: cheating, fabrication, facilitating academic dishonesty, plagiarism, modifying any academic work to obtain additional credit without the approval of the instructor, or attempting to carry out any of the above. The submission of academic work that has previously been submitted for academic advancement is a violation of the Code of Academic Integrity. Committing any of the above will result in sanctions being imposed on the student’s scores or grade, up to and including the assignment of an “E” for the entire course.
ADDITIONAL SYLLABI CONTENTS

• Dean’s Excuse Policies
• Final Exams
• Disability Resource Center (DRC) Statement of Accommodations
• Documentation for Medical Excuses
• Individual instructors’ syllabi will outline their specific expectations!
TECHNOLOGY IN THE DIGITAL CLASSROOM

• Desire2Learn (D2L)
  – Course management system
  – Access content 24/7 from any computer
D2L COURSE SITE AVAILABILITY

D2L Course sites are made active 1 week prior to the start of the semester.

**Students:** If the first day of class is less than 1 week away and you do not see a D2L course site for your class, your instructor may have made the site inactive to continue work on it. If you are concerned about the availability of the D2L course site, please email your instructor.

**Instructors:** If you would like to manually (de)activate your D2L course site visit the following help page. If you don’t have your D2L course sites yet, visit the [D2L Course Site Request] site to request them.

POLICIES

All University of Arizona and Affiliate users of this application agree to abide by the following policies:

The University of Arizona allows students to access D2L as a convenience for educational purposes such as forming study groups and finding partners for group assignments. Access to D2L and all of the available integrations is intended exclusively for legitimate educational purposes, and may not be used for commercial purposes such as soliciting students to purchases goods and/or services. Moreover, information taken from D2L or any of the integrations may not be disseminated to third parties outside of the University without the express written authorization of the assigned course instructor. Doing so without such authorization may subject offending students to University sanctions, including under the Student Code of Conduct.
Welcome to Digital Crime & Social Media!
Fall 2017
Please go to the Content Page to see our class materials!
TECHNOLOGY IN THE DIGITAL CLASSROOM

• Additional Classroom Technology
  – Some Math 100 & Math 100AX require additional technology
    • Blackboard Collaborate, ALEKS, headset with microphone, VisTablet, PenPad, etc.
    • All items can be purchased through the BookStore and will appear on your required book list
Clickers are...

- Hand held devices that allow instructors to poll students during a class session.
- Allows an instructor to assess student understanding in the classroom.
CLICKERS

- Recommended Clicker
  - NXT, QT, QT2 and the Responseware app

- You can buy your clicker at the UA BookStore
FREE TECH SUPPORT

• 24/7 IT Support Center (UITS)
  – Phone: (520) 626-TECH (8324)
  – Walk-in: Martin Luther King Building (MLK) 207
    • 1322 E. 1st Street at Mountain

• OSCR Labs
  – Multiple locations around campus

• Software Licenses
  – softwarelicense.arizona.edu/UABookStores
    • Free Microsoft Office 365
    • Free Adobe Creative Cloud for all new students
    • Free antivirus/anti-malware
ADOBE CREATIVE CAMPUS

• Partnership with Adobe
• Free Creative Cloud Access
  – Photoshop, Illustrator, Premiere and more
• Workshops and training also available

odl.arizona.edu/adobe
ONLINE SECURITY

- Forgot Your NetID Password?
  - netid.arizona.edu

- NetID+ - Password are no longer enough
  - Enroll in NetID+, UA’s two-factor authentication method
    - something you know

- On-Campus Safety - Use UAWiFi
  - Secure network – UAWiFi – log in once with NetID and password
  - Unsecure – UAGuest – requires login every 5 days

- Phishing - #1 way scammers hack accounts, computers, steal identities
  - Be informed and report that phish to infosec@email.arizona.edu
  - For more information: https://security.arizona.edu/phishing
For all your IT and Information Security resources:

studenttech.arizona.edu
Commonly Held Inaccurate Models of Teaching and Learning

Bill Watterson,
Calvin and Hobbes
To Learn, Retrieve

Learning is enhanced by implementing “retrieval” strategies where the retrieval is most effective when you are starting to “forget”.

Comparison of Retrieval Practice with Other Common Learning Methods

<table>
<thead>
<tr>
<th>Percent of Correct Test Questions</th>
<th>Study once</th>
<th>Repeated study</th>
<th>Concept mapping</th>
<th>Retrieval practice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>27%</td>
<td>49%</td>
<td>45%</td>
<td>67%</td>
</tr>
</tbody>
</table>

Karpicke and Blunt, 2011
Mix Up Your Practice - Interleaving

Spacing practice by allowing time to elapse between sessions makes the practice more potent, producing stronger learning and memory.
Embrace Difficulties

Short-term impediments that make practice more effortful (like retrieval that’s spaced, varied, or interleaved) are “desirable difficulties” because they make for stronger learning and memory.
Avoid Illusions of Knowing

Common Question
“If I understand all the concepts, will I do well on the exam?”

Common Statement
“I knew everything and was teaching my friends and I did poorly on the exam and they all got high grades”

93% of us think we’re above-average drivers
Get Beyond Learning Styles

The theory that people learn best from instruction that matches their learning style is not confirmed by empirical research. But other learning differences do matter: one’s prior knowledge, language fluency, and determination all affect learning. People learn better if they can detect underlying rules that differentiate types of problems and apply these rules later to categorize new problems.
Increase Your Abilities

Intellectual abilities are commonly thought to be set from birth by our genetic wiring, but science is finding the brain is surprisingly mutable. Learners who adopt a growth mindset and *show grit* prove more successful in school and in their later pursuits.
GUIDELINES FOR SUCCESS

• Every class and professor is unique
  – Expectations will differ class-by-class in:
    • Email
    • Syllabus
    • Grading
    • Communication
    • Office hours
    • Classroom behavior guidelines
    • Course management systems (D2L and Blackboard)
  – Individual professors define appropriateness in their class
  – DO NOT use excuses for not following classroom policies based on hearsay; refer to your instructor’s expectations
ACADEMIC RESOURCES

• Faculty & Staff
  – Instructors
  – Teaching Assistants (TAs)
  – Preceptors
  – Mentors
  – Academic Advisors

• THINK TANK
  – The Writing Center

• Office Hours

• University Libraries

• Career Education
STUDENT RESOURCES

• Academic Success & Achievement (ASA)
• Counseling and Psych Services (CAPS)
• Dean of Students Office
• Disability Resource Center (DRC)
• UAPD
• Cultural & Resource Centers
BEING YOUR BEST ADVOCATE

• Where to go for help
  – Your academic advisor
    SOS@email.arizona.edu
  – Student Assistance, Dean of Students
    • Nugent 100

• Don’t wait – ask for help when you need it!
Final Thoughts

Get off to a strong start in your classes. Engage!

Look for opportunities to participate in research.

Don’t let grades define you, you define your grades. Own ALL your grades and don’t let fear drive your actions.

This campus is full of resources starting with your professors. Take advantage of all that is there to help you succeed.

Be learning-centric NOT grade-centric.

Wear sunscreen, drink lots of water and enjoy the amazing journey that starts now!
Sunday, August 20th
7:30pm
On the mall in front of Old Main
All new students are invited to Bigger. Better. Bash! Learn what it means to “Bear Down” from UA experts including Wilbur, Wilma and the UA ZonaZoo. Attendees will receive their official Bear Down shirts.
Thank You For Your Time