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

Wildcats. Real World Ready.

Your UA degree won’t be a single line on your resume. We want to make sure you have real experience applying the skills employers are looking for before you graduate.

For more information on the kinds of in-class and non-credit opportunities that provide the “Engaged Learning Experience” notation on your transcript, you can visit ose.arizona.edu
"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
Get Involved in Research

How do I start?

Talk to the advisers in your department

Ask your professors

Talk to other students

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

ubrp.arizona.edu
STUDENT CONDUCT & ACADEMIC INTEGRITY

• Two important University Policies
  – Student Code of Conduct
  – Code of Academic Integrity

• Where to find them
  – Dean of Students Website
    • http://www.deanofstudents.arizona.edu/policies-codes
STUDENT CODE OF CONDUCT

• Student Code of Conduct
  - Student behavior on and off campus
  - Sanctions applied depending on violation
  - Know and review the Code:
    - http://deanofstudents.arizona.edu/studentcodeofconduct
CODE OF ACADEMIC INTEGRITY

• What is academic integrity?
  – Principle that stands for honesty in all class work, and ethical conduct in all labs and clinical assignments.
  – All UA students are expected to practice integrity and ethical behavior in every aspect of their classes.
  – Review the Code of Academic Integrity.
    • http://deanofstudents.arizona.edu/codeofacademicintegrity
CODE OF ACADEMIC INTEGRITY

• Examples of violations
  – Plagiarism (this includes self-plagiarism)
  – Unauthorized group work
  – Cheating & Fabrication
  – Facilitating academic dishonesty
  – Use of pay for service sites
• www.turnitin.com
  – Embedded in D2L and Blackboard
CODE OF ACADEMIC INTEGRITY

- What happens if a violation occurs?
  - Meeting with instructor
  - Sanction assigned (ex., warning, workshop, expulsion)
  - Records kept in the Dean of Students Office
  - Student has right to appeal
  - Short and long term consequences

- Multiple violations
CODE OF ACADEMIC INTEGRITY

• How to avoid violations
  - Do your own work and protect it
  - Acknowledge your sources
  - Manage your time
  - Visit Dean of Students website (resources)
  - Use On-line support (ex., http://www.refworks.com)
  - When in doubt, ask your instructor!
YOUR CLASSES

Resources

• Classroom Instruction & Assistance
  – Instructors
  – Teaching Assistants (TAs)
  – Preceptors
  – Graders
  – Mentors

• Office Hours
CLASS ENVIRONMENTS

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

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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
CLASS SYLLABUS

• 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 ITE 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).

1. Video for discussion 1: “Moises Video on Immersion”
https://www.youtube.com/watch?v=J6Y0HAmjKyt
2. Reading for discussion 2: “Two Key Traits Employers Need From Today’s College Graduates”
http://www.forbes.com/sites/robertfarrington/2014/05/28/the-two-key-traits-employers-need-from-todays-college-graduates/
SYLLABUS SHOULD CONTAIN:

- 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 “E.”** 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 & Absence Policies
• Final Exams
• Grade Checks
• Disability Resource Center (DRC) Statement of Accommodations
  – Individual Instructors’ syllabi will outline their specific expectations!
SUPPORT IN THE CLASSROOM

• When life happens who do you turn to?
• Who can help?
  – Faculty & Staff
  – Student Assistance (Dean of Students Office)
• Documentation
  – Medical Excuses
STUDENT ACADEMIC SUPPORT

• Faculty & Staff
  – Professors
  – Academic Advisors

• Think Tank Tutoring Services
  – Math
  – Writing
  – Spanish
  – Science

• University Libraries
  – Assignment Scheduler

• Career Services
EMAIL MATTERS

• Official University Communication

• Email Etiquette
  – Use your UA email account when corresponding with instructors
  – Don’t forget to check your UA email
  – Make sure to include your full name and SID in your signature
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 2 talk to u. 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
ONLINE SECURITY

• NetID+
  – All students are required to register with NetID+, which requires a double authentication method for logging in

• Changing Passwords
  – https://netid.arizona.edu/chgid_pw.php
  – If you forget your password, you can use your CatCard to retrieve it

• Using UA WiFi
  – Secure network - UAWiFi
  – Unsecure – UAPublic (Not recommended)

• Phishing
  – Spam & pop-up message appear to get your personal/financial information
TECHNOLOGY IN THE DIGITAL CLASSROOM

• Desire2Learn (D2L)
  – Course management system
  – Access content 24/7 from any computer
D2L Scheduled Service Interruptions: Do not schedule D2L activities on any Friday night from 10:00 p.m. to 2:00 a.m. (PHX AZ time) as this time is reserved for maintenance and upgrades.

HOW TO ACCESS A D2L COURSE

- To sign in click the NetID button in the upper left corner of this page.
- Students cannot get into a D2L course site until approximately 1 week before the semester starts. If you do not see a site you are expecting to see then please email your professor to see if they plan on using D2L.

WHAT'S NEW WITH D2L AT THE UNIVERSITY OF ARIZONA

- New D2L features list.
- Recommended browsers include modern versions of Firefox, Internet Explorer, Safari, and Chrome. (If you are using chrome and encounter a button that will not click or a checkbox that will not check then switch to Internet Explorer on a PC or Safari on a Mac.)
- D2L purge and archive policy.

WHAT TO DO IF YOU HAVE PROBLEMS OR QUESTIONS

- Please take a look at the D2L help pages. If you do not find an answer or solution, please fill out a Problem Report located on the D2L help pages.
- If you need help adjusting your browser or computer configuration then please contact the 24/7 IT Support Center, 520.626.TECH(8324).
Welcome to Lifespan Development!
Fall 2015
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.
TECH TOOLS

• Recommended Clicker – ResponseCard NXT

• You can buy your clicker at the UA BookStore
Register your clickers!

Posted Aug 1, 2013 2:16 PM

Register here!

Calendar

Thursday, August 1, 2013

Upcoming events

There are no events to display.

Role Switch

You are currently viewing this page as Student.

Note: Once you navigate to another Course (or to My Home), you automatically return to your active role.

Current Role

Student

Change Role
Table of Contents

Register Your Clickers!

Turning Technologies Registration Process
Register a New Response Device

Device Id required.
Device Id* (6 or 8 characters 0-9, A-F)

ResponseCard keypads: Device Id can be found on the back of your device.
ResponseWare users: Your Device Id is at the bottom of the ResponseWare page after logging in and clicking on "Your Account."

Register Device
TECH TOOLS

• Technology Troubles?
• 24/7 IT Support Center
  – University Information Technology Services (UITS)
    • Phone: (520) 626-TECH (8324)
    • Walk-in: Martin Luther King Building (MLK) 207
    • 1322 E. 1st Street (Mountain Avenue between 1st and 2nd Streets)
• OSCR Labs
  – Multiple locations around campus
TECH TOOLS

• Software Licenses
  – 24/7 IT Support Center
    • Offers site licenses
  – UA BookStores
    • Free versions of Office/Word for students!
NEW STUDENT CONVOCATION AND SURVEY

• New Student Convocation
  – Sunday, August 23 starting at 6pm
  – UA Mall

• Survey will be sent this afternoon to your CatMail
  – Fill it out to be entered for a drawing at Convocation!
  – Must be present to win
Commonly Held Inaccurate Models of Teaching and Learning

Bill Watterson,
*Calvin and Hobbs*
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

- Study once: 27%
- Repeated study: 49%
- Concept mapping: 45%
- Retrieval practice: 67%

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.
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!
Thank You For Your Time