

Counseling Psychology 125: *The Wisconsin Experience Seminar*

Section **XXX** - Fall 2017

COURSE SYLLABUS

[Day] XX:XXxm - XX:XXxm

[Location]

INSTRUCTOR INFORMATION

[Instructor Name]

[Instructor Title]

[Instructor Office]

[Instructor #] (w) [Instructor #] (c)

[Instructor Email]

[Fellow Name]

Undergraduate Teaching Fellow

Center for the First-Year Experience

[Fellow #] (c)

[Fellow Email]

Office Address: [Location]

[Fellow's name] Office Hours: Please come see me on [Day] from **XX:XXxm - XX:XXxm**

[Instructor's name] Office Hours: Due to the nature of my role on campus, I cannot maintain regular office hours. However, I am happy to meet with you anytime. Please call, text, or email to schedule a time, or drop by my office between **9:00AM-4:30PM M-F**.

COURSE DESCRIPTION

This small, interactive course is designed to help you transition successfully to academic and student life at the University of Wisconsin-Madison. You will explore campus resources and opportunities; your skills, identity, interests, and goals; and the history and purpose of UW-Madison to help you make the most of your Wisconsin experience.

COURSE LEARNING OUTCOMES

Course materials and evaluation of your success will be based upon your progress with the following course learning outcomes.

As a result of this course, students will be able to...

- Discuss the history, culture, and purpose of UW-Madison and how those shared reference points may influence their Wisconsin experience
- Engage with campus resources and opportunities to develop the habits of a successful college student and have a fulfilling Wisconsin experience
- Develop positive relationships with faculty, staff, and students
- Assess their skills, interests, and values in order to make the most of their Wisconsin experience and further their personal and career goals
- Analyze the multiple dimensions of social identity and how those dimensions impact their and others' experience at UW-Madison
- Plan how they will engage with and contribute to the University of Wisconsin-Madison and other communities during their undergraduate career

REQUIRED READINGS

Articles and chapters are posted on Canvas and/or will be provided via email or in class.

We will utilize the *2017-2018 Student Planner* you were provided at SOAR, and you are expected to read [#YouAtUW](#), [The Weekly](#), [The Badger Herald](#), and [The Daily Cardinal](#), to stay informed of campus, local, state, national, and international issues that may affect your Wisconsin experience. Please bring articles/issues of interest to the class' attention.

Please complete readings before class begins on the dates indicated on the course calendar to ensure that you can fully participate in that day's activities. Additional readings may be assigned throughout the semester.

ATTENDANCE POLICY

Most of the learning that takes place in this class will be the result of the experiences you share with your classmates. This class cannot reach its full potential without active participation from each member of the class. We need you here! Therefore, to maximize the impact of this course and each class meeting, attendance at each class meeting is required. For each class missed, you may lose twenty five percentage points from your participation grade.

This penalty may be waived for excused absences, such as; participation in an authorized University activity, participation in legal proceedings, death or illness in your family, religious holy day, personal illness, or weather-related emergencies. Please notify us before class begins if you need to miss class for an aforementioned reason.

Additionally, arriving late to class disrupts the learning environment and does not demonstrate respect for us or your classmates. For each time you are late to class, your participation grade may decrease by five percentage points.

COURSE COMMUNICATION

Canvas: Check Canvas (<https://canvas.wisc.edu/>) regularly for announcements about the class and opportunities available on campus. Your grades and feedback on assignments will be posted there as soon as they are available.

E-Mail: You will be contacted about this course via your WiscMail account. Please check your @wisc.edu account before each class period to avoid missing important instructions.

ACADEMIC INTEGRITY

By enrolling in this course, you assume the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to <https://students.wisc.edu/student-conduct/academic-integrity>.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act, Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. You are expected to inform me of your need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work either directly with you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

BIAS AND HATE INCIDENTS

UW-Madison values each member of our community. Incidents of bias and hate distract from our classroom community and negatively affect you and your classmates' ability to learn, feel welcome, and feel safe. Bias and hate incidents will not be tolerated in this classroom. Please intervene in incidents of bias and hate when safe doing so, and report incidents to me—if you feel comfortable—and/or through the UW-Madison bias reporting system at www.students.wisc.edu/reportbias. You may also report an incident in-person at the Dean of Students Office during drop-in hours every weekday between 8:30am-4:00pm. The University and I are dedicated to addressing reports of bias and/or hate seriously, promptly, confidentially, and sensitively. Reports can include, but are not limited to, crimes such as vandalism or physical assault; non-academic misconduct such as online or verbal harassment or disruptive behavior; and/or microaggressions such as derogatory or demeaning speech from another student, TA, or faculty/staff member. The Bias Response and Advocacy Coordinator from the Dean of Students Office will respond to your report and provide you with options to meet your needs. You can also report anonymously. For more information, support, and resources regarding addressing bias and hate incidents on campus, please visit www.students.wisc.edu/reportbias.

MENTAL HEALTH

As a student, you may experience a range of issues that can cause barriers to learning. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, or loss of motivation. University Health Services is here to help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus by calling 608-265-5600 or visiting <https://www.uhs.wisc.edu/>. Help is always available.

TUTORING & LEARNING SUPPORT

Whether for this course, or any other, we strongly encourage you to utilize the free tutoring and learning support resources available to you at UW-Madison. For more information, and to find the service that best first your needs, please visit <https://advising.wisc.edu/tutoring>.

ASSIGNMENTS AND GRADING

Assignments: Unless otherwise instructed, assignments should be submitted electronically to Canvas on the date indicated on the course calendar. Late assignments may be penalized by 10 percentage points for each 24 hour period they are late, beginning at the start of class on the due date. Your grade for this course will be calculated based on our assessment of your work on the following course components:

<u>Assignment</u>	<u>Percentage</u>
Course Participation	25
Supplemental Assignments	10
My Wisconsin Experience Goals - Pecha Kucha Presentation	10
Midterm Reflection Paper	15
Social Justice Reflection Paper	10
My Wisconsin Experience Project (Paper, Artifact, Presentation)	30
TOTAL	100

Grading Scale

93-100	A
88-92	AB
83-87	B
78-82	BC
70-77	C
60-69	D
59 or below	F

ASSIGNMENT DESCRIPTIONS

When necessary, detailed assignment descriptions will be provided in-class and posted to Canvas.

Course Participation - 25%

This is an experiential learning course, and therefore, attending class regularly and being prepared will ensure the best results. Your grade is predicated on your active participation and attention to the following components:

Class Readings and Daily Preparation: Readings will be assigned weekly. These readings are noted on the Course Calendar or will be assigned in-class. You are expected to read the assigned material before coming to class.

In-Class Activities: The nature of a seminar course is that the participants learn from one another. This will be an interactive course. We have planned activities and assignments that will appeal to a variety of learning preferences. In-class activities may include writing, group problem solving, and full class or small group discussions. Students who participate fully in all class activities will earn full credit and see the most benefit from this course.

Outside-of-Class Activities: As an experiential learning course, you will engage with campus resources and opportunities outside of the classroom to make the most of your Wisconsin Experience. You will attend the Student Organization Fair, #StudyStrong Academic resource fair, and a 1:1 check-in meeting with **[Instructor]** or **[Fellow]**.

Siftr Check-ins: To help you and your classmates explore all UW-Madison has to offer, nine times during the semester, you will take a photo based on the designated prompt (see below), post it to Siftr, and write a short caption in response to the prompt for your classmates to read before class begins. You will need to create a free Siftr account at <https://siftr.org/>. Due dates are listed on the course calendar.

- #UWPlaques – Find an interesting historical marker on campus and reflect on why it placed where it was, and how it relates to the Wisconsin Experience
- #Involvement – Try something new! Attend a club meeting or participate in a UW-sponsored activity. Post a picture and share your thoughts on the experience.
- #Studytime – Find a great place to study or take advantage of a UW tutoring or learning support resource. Tell us why it might be helpful for others to checkout.
- #Allthelibraries – UW has over 40 libraries! Find your favorite and tell us why.
- #Getajob – Explore a job, internship, or major or career exploration opportunity and explain how it may help you connect your degree to your future plans
- #Wellnesschallenge – Set a wellness goal for your week and track your progress on Siftr. Reflect on how the challenge may affect your future behaviors.
- #Narrativeofnormal – Explore what “normal” means at UW and find something that perpetuates that narrative and something that challenges it. Explain your reasoning.
- #Opendoors – UW-Madison boasts 388 buildings across 936 acres. Explore a new building and explain what it includes and how it supports the WI experience!
- #Findafriend – At the end of the semester, it is important to take stock of the friends and mentors that are impacting your Wisconsin Experience, please share that story

Supplemental Assignments - 10%

In addition to preparing for class by completing course readings, you will complete a variety of supplemental assignments designed to help you see the relevance of course content. You will complete the following assignments as part of your preparation for class discussions and activities:

- Complete the Student Information Survey - Due Week 2
- Complete the VARK Questionnaire – Due Week 5
- Track your time for a week on a time log - Due Week 7
- Other assignments TBA

My Wisconsin Experience Goals - PechaKucha Presentation – 10% - Due Week 2

To make the most of your Wisconsin Experience, it is important to begin with the end in mind. Why are you attending the University of Wisconsin-Madison? What do you hope to experience, accomplish, get involved with, and learn? What skills do you hope to develop? What might you do with your degree from UW? Upon graduation, how will you know you made the most of your Wisconsin Experience? You will critically reflect on these questions, and develop a 2-minute, six-slide, PechaKucha presentation to share with your classmates.

Midterm Reflection – 15% - Due Week 8

Halfway through the semester, you will critically reflect on how your semester has progressed so far and write a 2-page reflection that analyzes and synthesizes your thoughts on the following prompts: How has your transition to college gone? What have you experienced and learned about yourself, others, and UW? What has gone well and what has been a challenge? What have you done/what do you plan to do to address/overcome those challenges? What are you confused about or struggling with, and how can your instructors and/or classmates support you? What do you hope to accomplish before the end of the semester?

Social Justice Reflection – 10% - Due Week 12

Upon completion of our social justice unit, you will critically reflect on what you learned, and write a 1-page reflection that analyzes and synthesizes your thoughts on the following prompts: What aspects of identity are you more aware of? How does that awareness affect your understanding of our campus community? What did you learn about creating a more welcoming and inclusive campus community? What will you commit to in regards to supporting a more welcoming and inclusive campus community, and why?

My Wisconsin Experience Project – 30% - Due Week 13

For this project, you will reflect on what you learned in this course, your other courses, and your beyond-the-classroom experiences this semester; analyze those experiences and learning opportunities; and synthesize your first semester at UW-Madison through the following products:

1. You will **write a 2-3-page letter to yourself** reflecting on what you learned about yourself and UW-Madison, and how you can utilize those lessons to make the most out of your Wisconsin Experience, and achieve your personal and professional goals.
2. Reflecting on your letter, you will **create an artifact** (movie, poster, picture slideshow, diorama, song, poem, etc.) that symbolizes what you learned this semester and how it will influence the rest of your Wisconsin experience.
3. You will **share, describe, and take questions about your artifact** during one of the last two class periods during in a 3-4 minute presentation.

COURSE CALENDAR

Date	Class Topic	Assignments Due	Readings/Notes
9/12 (1)	Welcome, Introductions, Community Building, Course Overview		
9/19 (2)	PechaKucha Presentations, Mutual Expectations, Adjusting to UW-Madison, Getting Involved	*Student Information Survey *My Wisconsin Experience Goals Pecha Kucha Presentation	*Syllabus * <i>The 15 Habits of Top College Students</i> * <i>Research and the Research University</i> *Attend Student Organization Fair *Set-up Siftr account
9/26 (3)	PechaKucha Presentations, UW-Madison History, Traditions, Values, and Culture	*Siftr – #UWPlaques	* <i>UW-Mission Statement</i> * <i>The Wisconsin Idea</i> * <i>The Wisconsin Experience</i> * <i>Only Connect... The Goals of a Liberal Education</i> *Attend #StudyStrong Academic Resource Fair 9/27
10/3 (4)	Self-Exploration: True Colors	*Siftr – #Involvement	
10/10 (5)	How We Learn, Learning Preferences, Effective Study	*VARK Questionnaire *Siftr – #Studytime	* <i>How We Learn: What Works, What Doesn't</i> * <i>Mindset Chapters 1&2</i>

	Strategies, Academic Success Resources		
10/17 (6)	Library Tour and Overview	Siftr – #Allthelibraries	*Meet in College Library [XXXX]
10/24 (7)	Personal Values, Priorities, and Time Management	Time Log	<i>Expert Advice: 9 Time Management Tips for Freshmen</i>
10/31 (8)	Interests, Skills, Majors, & Careers	*Midterm Reflection Siftr - #Getajob	* <i>Four Steps to Choosing a College Major</i> * <i>Why Some of us don't have One True Calling</i> * <i>Career Wisdom for College Students</i>
11/7 (9)	Wellness in College; Advising & Enrollment	Siftr - #Wellnesschallenge	<i>Wellbeing, Chapter 1</i>
11/14 (10)	Authentic Dialogue & Identity	Siftr – #NarrativeofNormal 1	* <i>Diversity and Social Justice: A glossary of working definitions</i> * <i>Who Am I? The Complexity of Identity</i> * <i>Handbook for Civic Discourse on Campus</i>
11/21 (11)	Social Justice	Siftr – #NarrativeofNormal 2	<i>Privilege, Power and Difference</i>
11/28 (12)	Next steps in your Wisconsin Experience (leadership, involvement, research, study abroad, internships, etc.)	*Social Justice Reflection *Siftr - #OpenDoors	
12/5 (13)	My Wisconsin Experience Project Presentations and Course Evaluation	My Wisconsin Experience Project	
12/12 (14)	My Wisconsin Experience Project Presentations and Class Closure Activities	*Siftr – #FindaFriend	

SYLLABUS CLAUSE AND CONTRACT

This syllabus may be revised and adapted throughout the semester to better serve the needs of the class. The instructors may assign additional reading and/or assignments as needed. Additionally, decision to remain in this class upon receipt of this syllabus serves as student's acceptance of this syllabus as a binding contract, meaning they agree with the terms set forth and the expectations of them as members of the class.

My Wisconsin Experience Project

For this project, you will reflect on what you learned in this course, your other courses, and your beyond-the-classroom experiences this semester; analyze those experiences and learning opportunities; and synthesize your first semester at UW-Madison through the following products:

1. You will **write a 2-page letter to yourself** reflecting on what you learned about yourself and UW-Madison, and how you can utilize those lessons to make the most out of your Wisconsin Experience, and achieve your personal and professional goals.
2. Reflecting on your letter, you will **create an artifact** (movie, poster, picture slideshow, diorama, song, poem, etc.) that symbolizes what you learned this semester and how it will influence the rest of your Wisconsin experience.
3. You will **share, describe, and take questions about your artifact** during one of the last two class periods during in a 3-4 minute presentation.

Successful projects will demonstrate meaningful reflection, strong connections to course content, and creativity.

Letter to Yourself (2-pages)

Your letter should address your learning and growth this semester as it relates to the course learning outcomes (below). What have you learned? Why has it been valuable this semester, and how might it help you make the most of your Wisconsin Experience?

- Discuss the history, culture, and purpose of UW-Madison and how those shared reference points may influence their Wisconsin experience
- Engage with campus resources and opportunities to develop the habits of a successful college student and have a fulfilling Wisconsin experience
- Develop positive relationships with faculty, staff, and students
- Assess their skills, interests, and values in order to make the most of their Wisconsin experience and further their personal and career goals
- Analyze the multiple dimensions of social identity and how those dimensions impact their and others' experience at UW-Madison

Based on this reflection, address your future plans and how you will engage with and contribute to the University of Wisconsin-Madison and other communities during your undergraduate career.

Artifact & Presentation (3-4-minutes)

Based on your letter, create an artifact (suggestions below) that symbolizes your learning and growth this semester to share with your classmates in a 3-4 minute presentation. Be creative and explore what this semester has meant to you (successes, challenges, people, experiences, learning, etc.)

- Collage or scrapbook page
- Collection/mashup of songs
- Comic/illustration
- Diagram/map
- Diorama/sculpture
- Drawing/painting
- Infographic
- Movie
- Picture slideshow
- Poem/spoken word (you write/perform)
- Poster
- Song (you write/perform)