

UK 101: ACADEMIC ORIENTATION

Fall 2021 Syllabus

Section: 7 (Aug. 23 – Nov. 15, 2021)

Class Time: MW 12:00 p.m. – 12:50 p.m.

Location: CB 243 (White Hall Classroom Building)

Name: Albert Kalim

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Peer Instructor

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Course Description

This course is designed to guide undergraduates in adjusting to the academic, social, and cultural life of the University of Kentucky. Transitioning from high school to college is challenging for many reasons, so UK 101 is here to teach students the skills and knowledge necessary for college success. This course provides opportunities to connect with your peers and campus resources through small group activities, discussions, and many active learning opportunities. In UK 101 we aim to support your development as a successful UK student by focusing on:

- Your growth as a learner
- Your emotional and social wellbeing
- Your engagement with our diverse community

Student Learning Outcomes

Through lectures, discussions, exercises, and out-of-class assignments, UK 101 helps students reach the student learning outcomes listed below.

As a result of UK 101, students will:

1. Identify and pursue avenues and activities to engage with the University of Kentucky community.
2. Describe and evaluate their new collegiate learning environment and how to utilize campus resources to aid academic success and personal growth.
3. Recognize personal and social issues (e.g., alcohol, health and wellness, financial wellness), articulate healthy behaviors, and identify strategies to address these issues.
4. Examine individual backgrounds and experiences and recognize the value of engaging in a diverse community.

University of Kentucky Creed As a Wildcat,

5. I *promise* to strive for academic excellence and freedom by promoting an environment of creativity and discovery.
6. I *promise* to pursue all endeavors with integrity and compete with honesty.
7. I *promise* to embrace diversity and inclusion and to respect the dignity and humanity of others.
8. I *promise* to contribute to my University and community through leadership and service.
9. I *promise* to fulfill my commitments and remain accountable to others.

Required Materials

Currently there are no required materials for UK 101. All readings will be provided via Canvas.

Technology Requirements

- Microsoft Word 2003/2007/2010. Must have for Canvas compatibility! Download your one "free" (included in student fees) installation of Microsoft Office 365 ProPlus from <https://download.uky.edu/software.php?title=Microsoft%20Office%20365%20ProPlus> (For more assistance with Macintosh and MS compatibility issues, please email 218help@uky.edu, call 218-4357 for assistance or, better yet, go in person to ITS in the Hub of William T. Young library for hands-on help.)
- Access to a computer or tablet with keyboard (at home or on campus) is required, as you will be using your UK Link Blue computer account for e-mail communication with instructor and classmates, Canvas access and participation, Google docs access and account, library research, and required downloads of PDFs, handouts, and supplemental reading.

Course Format

This is an in-person, discussion-based class so attendance is necessary in order to be successful. Our schedule is built around the Academic Calendar, so we will have multiple weeks that class will not be held to allow you to focus on other key academic benchmarks including midterm preparation, connecting with your advisor, course registration, and final exams preparation.

Peer Instructors

Course instruction is led by your Primary Instructor and Peer Instructor. Peer Instructors are undergraduate students who recently successfully completed UK 101 and have now taken on this leadership role in order to support first year students' successful transition to UK. Peer Instructors will aid in facilitating lessons, activities in class, and assistance in completing assignments. They will also hold weekly study sessions to support the development of study groups amongst UK 101 students. While they will be familiar with all assignments and ready to help you be in successful in class, they will not grade assignments or have access to your grades.

Grading Criteria and Assignments

Grades for UK 101 are based upon the following:

Assignments	Points/Percentage (Total: 300 pts/100%)
Classroom Participation and Engagement <ul style="list-style-type: none">• Statement of Responsibility• Top 5 CliftonStrengths• Common Reading Discussion(s)	60 points or 20%
Major Assignments Wildcat Way Pathway <ul style="list-style-type: none">• 4 <i>progress reports</i> Student Success Strategies Presentation How's It Going Reflection Paper	120 points or 40%
Homework <ul style="list-style-type: none">• Academic Expectations Quiz• IAT Quiz Reflection• Handshake Assignment• Time Management Assignment• End of Semester Reflection	120 points or 40%

Grading Scale (In Points)

A = 90% and higher (270 points and higher)

B = 80-89% (240 – 269 points)

C = 70-79% (210 – 239 points)

D = 60-69% (180 – 209 points)

E = 59% and below (0 – 179 points)

Midterm Grade

Your mid-term grade will be posted in MyUK by the deadline established in the Course Catalog.

Final Exam

There is no final exam. This course will provide you with the resources to prepare and plan for your final exams in other courses.

Submission of Assignments:

All assignments are due at **11:59 p.m. on the assigned due date**. Submission type will vary depending on the assignment, however all assignments are due in one of two forms: 1) submitted on Canvas or 2) submitted as a hard copy in class. If for some reason you have trouble printing an assignment, email it to your instructor before the start of class for the assignment to be counted on time. You will need to bring the printed version to the following class. For hard copy and printed assignments, your instructor must have the paper copies in order to grade them. Failure to adhere to this deadline will result in a loss of points.

Assignments submitted after the deadline will be accepted with a deduction in points. A 10% point deduction will be applied if turned in within a week after the due date and 25% point deduction after 2 weeks, with a maximum deduction of 40% for work turned in after 3 weeks.

Due date extensions may be granted at the discretion of the instructor.

Attendance Policy:

Students are expected to be present and actively engaged in class. Attendance will be taken at each in-person or synchronous (zoom) class meeting.

Unexcused absences will negatively impact your grade in the course. Students are only permitted to accumulate up to 2 unexcused absences in the class without a point deduction. Unexcused absences will not allow students to make up any missed points. For the third and each subsequent unexcused absence 5% or 15 points will be deducted from your final grade.

Excused absences will allow students to make up those participation points within one week of the missed day(s). Documentation must be provided within one week of missed day(s) in order to be provided the opportunity to make up any missed points. Senate Rule 5.2.4.2 defines the following as acceptable reasons for excused absences:

- A. Serious illness;
- B. Illness or death of a family member;
- C. University-related trips;
- D. Major religious holidays;
- E. Interviews for full-time job opportunities post-graduation and for graduate or professional school;
- F. Other circumstances you find to be “reasonable cause for nonattendance”

For more information on acceptable reasons for excused absences, verification of absences, and other academic policy statements, please see the University Senate website here: <https://www.uky.edu/universitysenate/acadpolicy>.

Responsibility for Missed Information, Work and/or Exams: Students missing any graded work due to an excused absence are responsible for: informing their instructor about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The instructor must give the student an opportunity to make up the work and/or the exams missed due to the excused absence, and shall do so, if feasible, during the semester in which the absence occurred. The instructor shall provide the student with an opportunity to make up the graded work and may not simply calculate the student's grade on the basis of the other course requirements, unless the student agrees in writing.

Statement in support of Diversity, Equity, and Inclusion

It is my intent that all students be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diverse identities: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please feel welcome to share ways to improve the effectiveness of the course for you personally, or for other students or student groups.

I intend to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.). To help accomplish this:

- There will be an opportunity to share your name and pronoun(s) if you so choose. If you have a name and/or set of pronouns that differ from those that appear in your official UK records, please let me know!
- If you feel like your performance in the class is being impacted by your experiences of bias outside of class, please don't hesitate to come and talk with me. I want to be a resource for you. Remember that you can also speak to someone at the Bias Incident Support Services (<https://www.uky.edu/biss/>) or the Office of Institutional Equity and Equal Opportunity (<https://www.uky.edu/eeo/>). Both are excellent resources.
- Learning about perspectives and identities different from our own is a life-long process. We might unintentionally make mistakes that make others feel uncomfortable. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it.
- If you use a Zoom virtual background, it must be one of the built-in virtual backgrounds, one of the virtual backgrounds provided by Stuckert Career Center, one of the virtual backgrounds provided by UK Athletics, or a virtual background developed by one of the Colleges.

In UK 101, we abide by the University of Kentucky's statement on diversity, equity, and inclusion:

The University of Kentucky is committed to our core values of diversity and inclusion, mutual respect and human dignity, and a sense of community (Governing Regulations XIV). We acknowledge and respect the seen and unseen diverse identities and experiences of all members of the university community (<https://www.uky.edu/regsr/gr14>). These identities include but are not limited to those based on race, ethnicity, gender identity and expressions, ideas and perspectives, religious and cultural beliefs, sexual orientation, national origin, age, ability, and socioeconomic status. We are committed to equity and justice and providing a learning and engaging community in which every member is engaged, heard, and valued.

We strive to rectify and change behavior that is inconsistent with our principles and commitment to creating a safe, equitable, and anti-racist environment. If students encounter such behavior in a course, they are encouraged to speak with the instructor of record or the [college's diversity officer](#), who is charged with addressing concerns about diversity, equity, and inclusiveness (uky.edu/inclusiveexcellence/college-diversity-inclusion-officers). Students may also contact a faculty member within the department, program director, the director of undergraduate or graduate studies, the department chair, or the dean. To submit an official report of bias, hatred, racism, or identity-based violence, visit the Bias Incident Support Services [website](https://www.uky.edu/biss/report-bias-incident) (<https://www.uky.edu/biss/report-bias-incident>).

Title IX Information

The University of Kentucky faculty are committed to supporting students and upholding the University's non-discrimination policy.

Discrimination is prohibited at UK. If you experience an incident of discrimination, we encourage you to report it to Institutional Equity & Equal Opportunity (IEEO) Office, 13 Main Building, 859-257-8927.

Acts of Sex- and Gender-Based Discrimination or Interpersonal Violence

If you experience an incident of sex- or gender-based discrimination or interpersonal violence, we encourage you to report it. While you may talk to a faculty member or TA, RA, UK 101 and 201 Peer Instructors, etc., understand that as a "Responsible Employee" of the University these individuals MUST report any acts of violence (including verbal bullying and sexual harassment) to the University's Title IX Coordinator in the IEEO Office (859-257-8927). If you would like to speak with someone who may be able to afford you confidentiality, the Violence Intervention and Prevention (VIP) program (Frazee Hall – Lower Level; [VIP Center](#); 859-257-3574), the Counseling Center (106 Frazee Hall, [UK Counseling Center](#); 859-257-8701), and University Health Service (830 S. Limestone; [Student Health](#); 859-323-2778) are confidential resources on campus.

Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University, may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the University Bulletin and the Student Code of Conduct. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rule 6.3.1 (see [Senate Rules](#) for the current set of Senate Rules) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as their own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or outside information, the student must carefully acknowledge exactly what, where, and how they have employed them. If

the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations Due to Disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the [Disability Resource Center](#) (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at 859-257-2754 and via email at drc@uky.edu.

Basic Needs Statement

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support (859-218-NEED or basicneeds@uky.edu). Furthermore, please notify the instructor if you are comfortable in doing so. This will enable the instructor to provide any resources available.

Syllabus Update Statement

The instructor & the peer instructor reserve the right to modify the syllabus, if necessary, to meet the learning objectives of this course. Changes to this syllabus will be discussed with students and provided in writing as an addendum distributed electronically via e-mail and posted on the course Canvas web site.

Major Assignments

Student Success Strategies – In order to foster habits and behaviors that will help you be a successful student, you will be required to participate in a BBNvolved pathway designed to connect you to events, resources, activities, and services across campus. Students will have multiple options to self-select what best meets their goals. Students will earn points for engaging with their pathway by submitting 4 progress reports (25 points each) throughout the semester that display the experiences, events, or organizations in which they have engaged. Students should have attended at least 2 experiences/events/organizations by the first report, 2 more by the second report, 2 more by the third report, and 2 more by the fourth report. There are four components of the pathway (students can satisfy the required experiences/events/organizations in any order they choose):

- Academic Success (2 required activities/events)
- Social and Campus Engagement (2 required activities/events)
- Health and Wellbeing (2 required activities/events)
- Career and Professional Development (2 required activity/events)

Student Success Strategies Presentation – Students will choose one activity, event, resource, or service in which they engaged from their pathway and found to be particularly useful. Then, students will develop a 3-slide presentation with a video and/or voice over answering the following questions:

- Describe the event, resource, or service
- What drew you to participate?
- What were your expectations?
- How has your attendance/participation impacted your success as a student?
- What do you want other students to know about this event, resource, or service?

How's it Going Reflection – Write a one-page, double-spaced reflection about your first few weeks as a UK student... use these questions as prompts for your thoughts.

- *Looking back over the past several weeks, how has your experience at UK fit with your expectations of college?*
- *What have been some of the adjustments?*
- *What have you changed about your study strategies?*

Class Schedule

Date	Class description	Assignments
<p><i>WEEK 1 - Introduction</i> Day 1 (8/23): Welcome to UK 101 & Reading a Syllabus Day 2 (8/25): Canvas exploration & transitioning to UK</p> <p>*August 27 – last day to add a class</p>	<ul style="list-style-type: none"> ● Review course materials ● Canvas tutorial & College expectations 	<p>Statement of Responsibility due Sunday at 11:59 p.m.</p> <p>Academic Expectations quiz due Sunday at 11:59 p.m.</p>
<p><i>WEEK 2 - Introduction</i> Day 1 (8/30): Wildcat Way & Student Success Day 2 (9/1): Intro to Diversity, Equity, and Inclusion</p>	<ul style="list-style-type: none"> ● Introduce Wildcat Way ● Introduce StrengthsFinder Assessment ● PI discusses study session attendance ● Create community guidelines 	<p>Top 5 Strengths Submission due Sunday at 11:59 p.m.</p>

	<ul style="list-style-type: none"> ● Introduction to UK's principles of diversity, equity, and inclusion ● Unconscious Bias part 1 	
<p>WEEK 3 – Community Day 1 (9/6): No class</p> <p>Day 2 (9/8): CliftonStrengths workshop</p> <p>*September 10 – last day to drop a class without a W</p>	<p>*Monday, September 6 – Labor Day – No class</p> <ul style="list-style-type: none"> ● Day 2: CliftonStrengths Workshop 	Wildcat Way check-in #1 due Sunday at 11:59 p.m.
<p>WEEK 4 – Community Building Day 1 (9/13) – Unconscious Bias part 2 Day 2 (9/15) - Unconscious Bias part 3</p>	<ul style="list-style-type: none"> ● Day 1 & 2: Unconscious Bias parts 2 & 3 	<p>IAT Reflection due Wednesday at 11:59 p.m.</p> <p>How's it going reflection due Sunday at 11:59 p.m.</p>
<p>WEEK 5 - Academic Success Day 1 (9/20) – Special Topic Day 2 (9/22) – Academic Literacy</p>	<ul style="list-style-type: none"> ● Reflection on the first four weeks ● Introduction to Academic & Institutional Language ● Academic Literacy Scavenger Hunt 	
<p>WEEK 6 - Academic Success</p>	<ul style="list-style-type: none"> ● Academic Resources Group Quiz ● 3:1 supports 	Common Reading due at beginning of class day 2

<p>Day 1 (9/27): Academic Resources & 3:1 supports</p> <p>Day 2 (9/29): Common Reading & Wildcat Way Discussion</p>	<ul style="list-style-type: none"> ● Common Reading and Wildcat Way discussion 	<p>Wildcat Way check-in #2 due day 1 at 11:59 p.m.</p>
<p>WEEK 7 - Academic Success</p> <p>Day 1 (10/4): Study Cycle & Time Management</p> <p>Day 2 (10/6): Growth Mindset & Resiliency</p>	<ul style="list-style-type: none"> ● Preparing for midterms ● Managing your time 	<p>Time Management Assignment due Sunday at 11:59 p.m.</p>
<p>WEEK 8 – Academic Success</p> <p>Day 1 (10/11): Procrastination</p> <p>Day 2 (10/13): Special Topic</p>	<ul style="list-style-type: none"> ● Procrastination ● Review Time Management worksheet ● In-class study time 	
<p>Week 9 – NO CLASS</p> <p>Midterms (10/18 - 10/22)</p>		<p>Complete midterms</p> <p>Attend tutoring/meet with study groups</p> <p>Check in with your Integrated Success Coach</p>
<p>Week 10 - Wellbeing</p> <p>Day 1: No class – Fall break (10 25 & 10/26)</p> <p>Day 2 (10/27): Intro to Wellbeing</p>	<ul style="list-style-type: none"> ● Wellbeing defined ● Wildcat Way discussion 	<p>Wildcat Way check-in #3 due</p>
<p>Week 11 – Wellbeing</p> <p>Day 1 (11/1): Active Bystander</p>	<ul style="list-style-type: none"> ● Active Bystander ● Common Reading discussion 	<p>Common Reading due at beginning of class day 1</p>

Day 2 (11/3): Financial Wellbeing	<ul style="list-style-type: none"> ● Financial wellbeing 	
WEEK 12 – Wellbeing Day 1 (11/8): Wildcat Way Presentation Discussion & Academic Integrity Day 2 (11/10): NO CLASS	<ul style="list-style-type: none"> ● Assign WW Presentation ● Academic Integrity ● Registering for spring classes 	Handshake Assignment due Sunday at 11:59 p.m. Wildcat Way check-in #4 due Sunday at 11:59 p.m.
WEEK 13 – Academic Success – last week of class Day 1 (11/15): Last day of class	<ul style="list-style-type: none"> ● Making a plan for successful finals ● Using strengths going forward 	End of semester reflection due Sunday at 11:59 p.m. Wildcat Way presentation due Sunday at 11:59 p.m.