A Wisconsin Experience Seminar : Fall 2012  
Counseling Psychology 125

DATE RANGE: TIME OF CLASS MEETING

YOUR NAME, Instructor.  TITLE, OFFICE.  OFFICE LOCATION.  Contact: EMAIL PHONE.

Office hours are held on TIME, but meetings may also be arranged via email. I hope you will visit during my office hours. You don’t have to have a problem to visit; this is a chance to discuss the course, assignments, or whatever else you’d like to discuss.

If you need individual accommodations to meet course objectives because of a documented disability, please make an appointment with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work.

The Peer Leader in our course is NAME.  NAME is an undergraduate student who is studying education.  NAME role is to assist in facilitation of in-class discussions.  You may contact NAME at EMAIL.

Course Objectives:

- You will begin to understand the purpose of the undergraduate educational experience
- You will be introduced to the purpose of a research institution and its impact on students
- You will strengthen your written and oral communication skills
- You will explore your transition into the University community
- You will be expected to examine your own identity and to think about your role in creating campus climate
- You will contribute to course discussions and actively engage with big ideas such as the purpose of a liberal education, careers and future planning, and the meaning of the Wisconsin Experience
- You will be able to report and explain the importance of faculty and student interaction

Required textbook(s) and other materials:


2. Students are required to use their academic planner throughout the semester as a tool to assist you with your class organization. You received this planner during SOAR.

3. This course will utilize Learn@UW (https://learnuw.wisc.edu/). You will need your NetID and Password to log into this site. This is where you will utilize the digital drop box for assignments, and can view course materials (including this syllabus) electronically.

Attendance:

Students are expected to complete all assigned work on-time, to attend class, and to participate in class discussion. Consequently, attendance for this course is mandatory and will be taken at every class meeting. Any class period that is missed by a student must be cleared with the instructor before the class. It is up to the judgment of the instructor whether or not the absence is excused. Unexcused absences will result in 5% taken off the final grade per absence.

Course Etiquette

- Students are expected to participate and contribute in the classroom. Participation is important so that we can learn from each other. Everyone can make valuable contributions in the classroom.
- Cell phones and other electronic devices must be turned off when in class. The ringing of these or the answering of these in class will result in an absence for that day.
Seminar Assignments

Please refer to the Course Outline for specifics regarding dates each assignment is due.

**Weekly Journal**
*Each writing assignment is valued at 5 possible points, for a total of 70 possible points in this category.*

You will be asked to complete a reflective writing assignment each week. A topic will be posed to you by us (your Instructor and Peer Leader). Your papers are intended to help you practice your reflection skills, and will be used as a tool in class dialogue. This assignment will be turned in to us. These assignments are a part of your participation grade for the course; the points given for this assignment will be determined by your ability to expound on the topic presented through thorough thought and strong development of your ideas.

**Faculty Interview**
*This assignment is valued at 100 possible points, comprised of a score for both the presentation and paper.*

You will select one of your faculty members to interview outside of class by making an appointment and briefly interviewing the faculty for 20-30 minutes. You will prepare a 4 minute, formal presentation of your experience and present this to our class on DATE. You will also turn in a 2-page, typed paper reflecting on the experience and articulating what you learned. The purpose of this exercise is to see your professors as people and introduce you to the importance of meeting with faculty outside of the classroom, as well as working to enhance your presentation skills.

**Creating a Cover Letter and Resume**
*This assignment is valued at 20 possible points. You will receive points for completing the assignment and receiving a formal critique through the L&S Career Services Office, both of which you will turn in.*

It is important for you, as a transfer student, to begin exploration of careers and internships. During class, we will be connecting with staff members from the Letters and Science Career Services office, as well as the Cross College Advising Service Exploration Center. You will be creating a cover letter and resume, based on an employment or research opportunity of interest to you, using the tools and knowledge gained from meeting with these individuals. This assignment will count towards your participation grade.

**Course Instructors and You Meeting**
*This assignment is valued at a possible 10 points.*

We will provide you with our availability for a meeting that will occur outside our regularly scheduled class meeting. This assignment will count towards your participation grade in the course, and is designed to allow us to talk with you about your experiences as a student here at UW-Madison as well provide you with feedback on the draft of your research paper. This assignment is part of your participation grade.

**Significant Learning Project**
*Students may receive 100 possible points.*

The final for this course is a Significant Learning Project, designed to allow you to creatively share what you have learned through exploration of the Wisconsin Experience in this course. You will utilize the knowledge gained in this course to guide your presentation. In addition to your in-class presentation (approximately 5 minutes in length) you will turn in a 3-page paper outlining what you learned through participation in the course and how your presentation showcases that learning. We will discuss this final more in-depth as we get closer to the end of the class.
Mini-Research Paper
This assignment is valued at 100 possible points

We will be visiting College Library (600 N Park Street in Helen C. White Hall), the main undergraduate library. During this visit, you will learn more about how libraries assist the research functions of our campus, as well as gain information on research tools and services available to students, faculty, and staff.

You will then be asked to complete a mini-research paper (parameters for this assignment will be handed out in class and posted to our Learn@UW site). You will be completing a draft of this assignment prior to turning in the final version, as well as meeting with us to receive feedback on your draft. We recommend you utilize the Writing Center (http://writing.wisc.edu/) as you complete this assignment.

Classroom Attendance and Participation
Students will receive a total of 200 points in this category, comprised of aforementioned assignments as well as in-class dialogue and discussion, attendance at class meetings, and demonstration of active listening.

Reading Assignments
You are expected to complete readings from our textbook as well as handouts distributed in class. Many students don’t realize that doing well in college takes more than simply skimming a reading and highlighting what looks important. Our readings for this course are not particularly long, but they are challenging; they are exercises in using your brain and developing critical thinking skills. Take notes of your own on each reading. Always bring your book and any other readings to class.

Class Discussions
In this class you will be asked to engage in a variety of discussions – in large groups, in pairs, and in small groups. You have a responsibility to others in the class to share your ideas and insights. This means that attendance, although important, is not enough. Speaking during class is the primary way we think about participation and it is important. However, effective participation is not measured by amount. Oral participation in class is a struggle for some people. For many, classroom experiences have entailed taking notes while someone in front of the room provides what he or she considers important. Others of you may have been taught that the instructor is the only authority in the room and therefore, you have not learned to fully respect the opinion of your classmates or have been taught that it is disrespectful to question your instructor’s “authority.” All of us are co-learners in this course, and all of us serve the roles of teacher and learner.

The ultimate responsibility for participation is yours. The structure of class means that there is no way around participation. The quality of your learning in this class and that of all your college courses can be greatly improved by rethinking your role in your own learning.

Grading Policy

LATE WORK: Late work is not recommended, but will be accepted, with one letter grade counted off per day the item is late, before grading.

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<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance and Participation:</td>
<td>50%</td>
</tr>
<tr>
<td>Mini-Research Paper:</td>
<td>25%</td>
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<tr>
<td>Faculty Interview paper:</td>
<td>15%</td>
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<tr>
<td>Significant Learning Project and Paper:</td>
<td>10%</td>
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<td></td>
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<tr>
<td>Total</td>
<td>100%</td>
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A = 94-100%
AB = 88-93%
B = 83-87%
BC = 77-82%
C = 72-76%
D = 67-71%
F = Below 67%
Academic Misconduct: As noted on the Student Assistance and Judicial Affairs page (http://students.wisc.edu/saja/misconduct/misconduct.html).

“UWS 14 is the chapter of the University of Wisconsin System Administrative code that regulates academic misconduct. UW-Madison implements the rules defined in UWS 14 through our own "Student Academic Misconduct Campus Procedures." UWS 14.03 defines academic misconduct as follows:

Academic misconduct is an act in which a student:

- seeks to claim credit for the work or efforts of another without authorization or citation;
- uses unauthorized materials or fabricated data in any academic exercise;
- forges or falsifies academic documents or records;
- intentionally impedes or damages the academic work of others;
- engages in conduct aimed at making false representation of a student's academic performance;
- assists other students in any of these acts.

Examples include but are not limited to: cutting and pasting text from the web without quotation marks or proper citation; paraphrasing from the web without crediting the source; using notes or a programmable calculator in an exam when such use is not allowed; using another person's ideas, words, or research and presenting it as one's own by not properly crediting the originator; stealing examinations or course materials; changing or creating data in a lab experiment; altering a transcript; signing another person's name to an attendance sheet; hiding a book knowing that another student needs it to prepare an assignment; collaboration that is contrary to the stated rules of the course, or tampering with a lab experiment or computer program of another student.

If you are accused of misconduct, you may have questions and concerns about the process. If so, you should feel free to call SAJA at 263-5700 or send an email to dean@studentlife.wisc.edu"
## Class Outline

<table>
<thead>
<tr>
<th>Dates:</th>
<th>Assignments, Reading to come prepared to hand in or discuss</th>
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<tbody>
<tr>
<td>Class #1</td>
<td>Initial Exploration</td>
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| **Class #2** | Article: *The Wisconsin Experience*  
Chapters 1-3 in *The Unlikely Disciple* (pages 1-44) |
| **Class #3** | Article: “Only Connect” by William Cronon  
Chapters 4-6 in *The Unlikely Disciple* (pages 45-96) |
| **Class #4** | Document: *Research and the Research University*  
**Note: We will be meeting in College Library next week** |
| Class #5 | Chapter 7 in *The Unlikely Disciple* (pages 97-112) |
| **Class #6** | **Faculty Interview presentations and papers due today**  
Chapters 8-9 in *The Unlikely Disciple* (pages 113-144) |
| **Class #7** | Chapter 10 in *The Unlikely Disciple* (pages 145-164)  
**Note: We will be meeting at The Exploration Center next week**  
**Rough draft of your research paper due this week** |
| **Class #8** | Bring your “Career Timeline “to class today  
Chapters 11-13 in *The Unlikely Disciple* (pages 165-213) |
| **Class #9** | Bring a rough draft of a resume and cover letter with you |
| **Class #10** | Chapters 14-16 in *The Unlikely Disciple* (pages 214-271) |
| **Class #11** | Completed reading *The Unlikely Disciple* (pages 272-epilogue)  
**Final copy of your research paper due this week** |
| **Class #12** | Article: Lumina Foundation’s article on LEAP |
| **Class #13** | **Significant Learning Projects and Papers due this week** |
| **Class #14** | *The Next Steps in Learning* |