



COURSE NUMBER:	DMISC 16476 1901 (PACE) MULT-1000 050 (DEGREE CREDIT)
COURSE NAME:	Introduction to University
INSTRUCTOR:	Claudius Soodeen
INSTRUCTOR CONTACT:	c.soodeen@uwinnipeg.ca
OFFICE HOURS:	By appointment only – via e-mail or Skype.
DATES AND TIME:	May 7 – June 18, 2019 6 Tue/6 Thu - 5:30 – 8:30pm ROOM: 4C83 *No Class June 13 th
EXAMINATION DATES:	Final Exam June 11, 2019 5:30 – 6:45pm

Authorized equipment for all exams will be pens, pencils, and eraser. Unauthorized equipment or material will include all electronic devices, including cell phones and written course material. Your instructor may authorize additional material or equipment for this course.

Photo ID is required for all PACE exams.

TECHNOLOGY REQUIREMENTS: Access to Nexus; Access to computer with Microsoft Word or equivalent.

TEXTBOOKS:

Ellis, D., Toft, D. & Dawson, D., (2016). *Becoming a Master Student* (6th Canadian ed.). Toronto, ON: Nelson Education.

Faigley, L., Graves, R., & Graves, H. (2015). *The Little Pearson handbook* (3rd Canadian ed.). Toronto, ON: Pearson Canada.

NEXUS:

Course materials, resources, assignments and important communications will be posted on Nexus, the online learning management system.

Nexus Access: <http://nexus.uwinnipeg.ca> (use WebAdvisor credentials to login)

COURSE DESCRIPTION:

This course will provide practical strategies for reading, note-taking and studying effectively. Participants will gain an understanding of the key elements involved in the writing process, critical thinking, listening, learning styles, memory, and time management. A writing component is included which provides students with hands-on experience creating thesis statements, doing library research, and writing a research paper.

The course is intended for:

- Prospective and newly-admitted students wishing to prepare for university-level studies
- Current students who wish to develop and improve their study skills and confidence
- Anyone interested in becoming a more effective learner

LEARNING OUTCOMES:

Upon completion of this course you should be able to:

- Select appropriate learning strategies
- Understand the learning process
- Successfully integrate their personal and academic goals
- Develop personal strategies and attitudes that contribute to effective learning
- Develop basic research and writing skills

DISCLAIMER:

This course outline is a general guide. Time constraints and other unforeseen factors may require some modification of the course materials and lecture schedule.

It is recommended that for each hour in class you study two hours outside of class.

LECTURE SCHEDULE

Dates & Textbook References	Topics, Learning Tasks & Discussions	Readings – Complete for that class unless otherwise noted Assignments - Note due dates
<p>Class 1: May 7</p> <p><u>Textbook Reference:</u> Ellis - Introduction & Chapter 1</p>	<p>Orientation to Learning</p> <ul style="list-style-type: none"> • Orientation to University • AALT & Metacognition • Engagement • Discovery Wheel • Learning Styles Graph • Learning Task: Introductions & Creating AALT 	<p><i>Reading:</i> Ellis, Chapter 1</p> <p><i>Homework: Read your course outline thoroughly</i></p>
<p>Class 2: May 9</p> <p><u>Textbook Reference:</u> Ellis, Chapter 2 (part); Chapter 4 (part) Faigley et al., Chapters 9-13</p>	<p>Research I: The Library</p> <ul style="list-style-type: none"> • Guest Speaker – Librarian • Learning Styles, continued • AALT & Metacognition, continued • Engagement, continued • Beginning the Research Paper with the Library Assignment • APA Introduction 	<p><i>Assignment due: Journal #3</i></p> <p><i>Reading:</i> Ellis, pp. 146 –150 (Library & Internet)</p> <p><i>Reading:</i> Faigley et al., pp. 41-61, 65-72 (Library & Internet) Ellis, p. 68-72, 75 (Time Monitor/Time Plan). <i>Complete for discussion in Class 3.</i></p> <p><i>Reading:</i> Laumann article for Class 3 discussion.</p>
<p>Class 3: May 14</p> <p><u>Textbook Reference:</u> Ellis, Chapters 2 & 3</p>	<p>Planning</p> <ul style="list-style-type: none"> • Organizing Your Materials • Goal Setting • Discussion Group: Laumann Article – “The Confidence to Dare” <p>Planning</p> <ul style="list-style-type: none"> • Time Management • Planning the Research Paper • Discussion Group: Procrastination <p>Memory</p> <ul style="list-style-type: none"> • Memory Theory • Memory Techniques • Short & Long Term Memory 	<p><i>Assignment due: Library Assignment</i></p> <p><i>Reading:</i> Ellis, Chapters 2 & 3</p> <p><i>Reading: Critical Analysis Articles for Class 4 Discussion</i></p> <ol style="list-style-type: none"> 1) Park, A. “Heck No, You Shouldn’t Go” 2) Keen, C., & Coates, K. “Universities for the 21st Century” 3) Tamburri, R. “UBC Vancouver Makes Radical Changes to Undergraduate Services” <p><i>Goal Setting Assignment instructions - on Nexus and discussed in class.</i></p>

<p>Class 4: May 16</p> <p><u>Textbook Reference:</u> Ellis, Chapters 4 & 7 Faigley et al., Chapters 1-3</p>	<p>Reading Strategies</p> <ul style="list-style-type: none"> • Phases of reading • Reading critically • Discussion Group: Article – “Reading Rewires the Human Brain” <p>Critical Thinking</p> <ul style="list-style-type: none"> • Fair interpretation • Bloom’s Taxonomy of Critical Thinking • Discussion Group: Article “Heck No, You Shouldn’t Go” 	<p>Assignment due: Journal #11 <i>Start planning your Oral Presentation Topic.</i></p> <p><i>Sign-up for presentation date</i></p> <p><i>Practicing Critical Thinking #5:</i> (Ellis, pp. 156) (except last instruction)</p> <p>Reading: Faigley et al., pp. 3-11 Reading: Ellis: Chapter 4; pp. 227-235; 240-243</p>
<p>Class 5: May 21</p> <p><u>Textbook Reference:</u> Ellis, Chapters 5 & 8 Faigley et. al., Chapters 3-5, 10-12 & 14-15</p>	<p>Taking Lecture Notes</p> <ul style="list-style-type: none"> • Note-taking strategies • Class exercise: Using Concept Maps/Mind Maps • Discussion Group: Creating Questions While Reading <p>Research Papers</p> <ul style="list-style-type: none"> • The Writing Process • Learning Task: Constructing Your Thesis Statement 	<p>Assignment due: Goal Setting Paper</p> <p>Reading: Ellis, pp. 164-185</p> <p>Reading: Faigley et al., pp. 12-16 & 41-44</p> <p><i>Oral Presentation topic approved</i></p>
<p>Class 6: May 23</p> <p><u>Textbook Reference:</u> Ellis – Selected from Chapters 1-10 – read the “Mastering Technology” sections Ellis, Chapter 8 Faigley et al., Chapters 4-12, 14-15</p>	<p>Research II: Technology</p> <ul style="list-style-type: none"> • Technology & Research • Thesis statement construction, continued <p>Oral Communication</p> <ul style="list-style-type: none"> • Speaking in front of the class • Discussion Group: Article – “Jitters About the Presentation Good For You” <p>Writing Process</p> <ul style="list-style-type: none"> • Planning, Invention & Collection 	<p>Reading: Ellis: pp. 39, 80, 124, 185, 199, 252, 270, 278 (Technology) pp. 280-282: Invention & Collection (getting ready, taking notes & summarizing)</p> <p>Reading: Faigley et al.: pp. 41-65, 68-80 (Technology); pp. 33-37 (Presenting)</p> <p><i>Research Paper Thesis Statement Approved</i></p>
<p>Class 7: May 28</p> <p><u>Textbook Reference:</u> Ellis, Chapter 8 Faigley et al., Chapters 4-12, 14, 15</p>	<p>Oral Communication</p> <ul style="list-style-type: none"> • Oral Presentations start • Effective Listening <p>Writing Process</p> <ul style="list-style-type: none"> • Planning, Invention & Collection 	<p>Assignment due: Critical Analysis Voluntary Assignment Due: Research Paper Draft Outline</p> <p>Reading: Ellis, pp. 282-3 (Org & Drafting) Reading: Faigley et al.: pp. 12-22, 25-26 (Org & Drafting); pp. 17-22 (Effective Paragraphs etc ...) <i>Continue work on Oral Presentations & Research Papers</i></p>

METHODS OF EVALUATION:

VALUE	ITEM OF WORK	DUE DATE
5%	Participation – (includes attendance)	n/a
5%	Note-taking Exercise	Various
5%	Two Journals @ 2.5 marks each	Journal # 3 - May 9 Journal # 11 - May 16
10%	Library Research Assignment	May 14
10%	Goal Setting Paper	May 21
10%	Critical Analysis	May 28
10%	Oral Presentations	Various
20%	Final Exam	June 11
25%	Research Paper	June 18

INSTRUCTIONS FOR ALL ASSIGNMENTS:

1. All written work:

- Must use APA (American Psychological Association) 6th edition style:
 - Typed, double-spaced lines
 - One-inch page margins all around
 - Font size must be 12 pt.
 - Font face must be Times New Roman
- Must be in paragraph form
- Must **not use** an abstract or sub-headings in the body.
- Must be submitted electronically via Nexus in MS Word format (.doc or .docx).

2. You are responsible for all class work, **even if you are sick**. You can check **Nexus** for any items you might be missing if you miss a class.

3. Assignment revision and resubmission may be permitted at the sole discretion of the instructor.

4. Further instructions will be provided in class. **Marking schemes for all assignments are in Nexus.**

Late Assignments:

Late assignments will be penalized ½ a mark per week or part thereof.

Example: Library Assignment is due May 14. If you submit it **any** day from the 15th to the 21st, ½ a mark will be deducted from your mark. If you submit during the period of May 22-28, another ½ mark will be deducted ... and so on.

Late assignments may not be accepted without prior approval from instructor.

ASSIGNMENT INFORMATION:

Class Participation 5%

Regular class attendance and active engagement and participation in the class are ways to take responsibility for your own learning and, therefore, are also ways of practicing metacognition. Participation is also a way to practice the “learning cycle” and to improve your long-term memory. Marks will be given for classes attended. Arriving more than 15 minutes late or leaving more than 15 minutes early counts as a “0” for the class.

Note-Taking Exercise 5%

This will be an activity in which a small group of 3 or 4 students (depending on class size) will be assigned to take notes for a specific class, post their notes to Nexus and then provide a short verbal summary in the following class. Not participating in this activity will count as a '0'. More details to be provided in class.

Journal Entries 5% (Total)

Journal # 3 – **Due:** May 9, 2019

Journal #11 – **Due:** May 16, 2019

Length: 450-600 words

- Journal entries can be found in the Ellis textbook. **Do not just fill in the page in the textbook.**
- Journals that **do not** meet the required format and length requirements will be returned unmarked.
- You will not receive credit unless your re-submission meets the requirements.
- Individual journal entries will receive comments.
- If you submit all journal entries and they meet requirements, you will receive full marks.
- For each missing journal, 2.5 marks will be deducted.

Library Assignment 10%

Due: May 14, 2019

Length: 300 words (approximately)

This paper will give you practice in following instructions. **Note:** You are **not** providing an article review. You are confirming, with examples, that the article meets each criterion. Choose a topic of interest (e.g. your research paper topic) to research.

Find a full-text academic journal article relevant to your topic in one of the UWinnipeg Library online databases.

Explain, using examples from your article:

- What makes your article academic in nature
- What makes the journal you found it in academic in nature

Also provide:

- Your reason for choosing the article
- The best steps to find the article in the Library

When you submit this assignment, include a PDF copy of your journal article in the dropbox.

Goal Setting 10%

Due: May 21, 2019

Length: 600-900 words

Detailed instructions and requirements are in Nexus. Attention to detail will be important. This paper will give you practice in writing logically and clearly so readers can follow and understand your thoughts.

Critical Analysis 10%

Due: May 28, 2019

Length: 450-900 words

This assignment builds on the critical thinking lecture and will give you practice in critical analysis – fairly interpreting the author by isolating his main points/arguments and deciding whether he did a good job in supporting his arguments. It is also intended to give you practice in organizing your writing so the reader can easily see what an article is about from how and what you write, without reading the article themselves.

- Use Park's article "Heck No, You Shouldn't Go"
 - The article "*Universities for the 21st Century*" and any additional articles selected by the instructor should be used as **background and reference**.
 - Your analysis should focus on the following question: "Do you think Park portrays students fairly? Say why and why not. Support your answer using evidence from his article."
- Generally, in the week before the Critical Analysis is due, there will be a group exercise in doing a critical analysis, using the Park article.

Oral Presentation 10%

Due: Various Dates According to Sign-up Sheet (Nexus)

Length: 4-5 minutes

- Prepare and deliver an effective oral presentation to the class on an academic topic approved by the instructor.
 - May be the same topic as your Research Paper.
 - Not submitting topic proposal well in advance may result in loss of marks.
- You may refer to notes, but you should not **read** your presentation.
- You will also be responsible for evaluating your classmates' presentations.

Final Exam 20%

Date: June 11, 2019

Time: 5:30-6:45pm (exam starts promptly at 5:30pm)

Length: 75 minutes

- Includes multiple choice, long-answer questions, and an essay question.
- Based on the concepts and topics covered in lectures and textbook readings.
- **Photo ID (student card or driver's license required)**

Research Paper 25%

Due: June 18, 2019

Length: 1500-2100 words – (not including cover page or References)

Components of the research paper include: **the introduction with statement of problem, thesis statement & outline of what you are going to cover in the body; the body (discussion); conclusion.** You must include all components. Your efforts should result in a comprehensive research paper on an academic topic. **Research topics (and thesis statements) must be approved by the instructor otherwise, marks may be deducted.**

Writing (or deconstructing) the thesis statement is a mandatory “Learning Task,” generally done at least two weeks before the Research Paper Draft Outline is due. You will work in small groups to construct your own research thesis statements. The **Draft Outline is voluntary.**

The paper should have exactly four (4) references. There are two options for references:

OPTION #1: Use three academic journal articles from peer-reviewed journals and one other reference. This latter can be another academic journal article or a quasi-academic reference (e.g. a relevant website). Combined, you should use exactly four references.

OPTION #2: Use two academic journal articles from peer-reviewed journals, one chapter in a book and one other reference for exactly four references. (As in #1, the “one other” reference may be another academic journal article.)

You must upload complete digital copies of the academic journal articles and the book chapter used in your research paper.

MINIMUM GRADE - PACE:

Students must receive a minimum grade of “C”, or better, in all courses within the program requirements to graduate.

Letter Graded	OR	Pass/Fail
A+		P = Pass
A		F = Fail
A-		
B+		
B		
C+		
C		
D		
F		
I		

Non-Graded Course (Audit)

CP >75% attendance – Certificate of Participation
NC <75% attendance – No Certificate of Participation
I Incomplete

HOW TO GET DEGREE CREDIT FOR THIS COURSE

Transfer Credit for PACE students – Students registering for the Introduction to University course through PACE (Professional, Applied & Continuing Education) are eligible for transfer credit toward a University of Winnipeg degree if a minimum grade of C+ is achieved. The course will transfer to the University of Winnipeg with "Standing" or "S." This means that while the course does count as 3-credit hours towards a degree, it does not count for grade-point averages towards awards. Students will receive a "Transfer of Credit Request" form with their "Final Grade Report" from PACE. All PACE rules and regulations will apply.

Degree credit for UW students - Students registering for the Introduction to University course through degree credit admissions will receive 3-credit hours towards a degree. The grade achieved in the course will be listed on the student's transcript and count toward the student's grade-point average. All degree credit rules and regulations will apply.

WITHDRAWAL:

PACE - Students may withdraw from a course without academic penalty up to three quarters of the way through the course. Ceasing to attend a class **does not** constitute withdrawal. All withdrawals and/or transfers must be in writing and submitted to the registration desk, Buhler Centre, 460 Portage Avenue. The withdrawal date for this course is listed on the Course Calendar in this outline.

Degree Credit - Ceasing to attend a class does not constitute withdrawal. You can withdraw using WebAdvisor or in-person or by mail. Please see general academic information and policies listed on the University's website – <http://www.uwinnipeg.ca/index/registration-course-drop>. The withdrawal date for this course is listed on the Course Calendar in this outline.

RESEARCH POLICY:

Students who plan to conduct research interviews, focus groups, surveys, or any other method of collecting data from any person, even a family member, must obtain the approval of the appropriate ethics committee before commencing data collection. Exceptions are research activities as a learning exercise to satisfy course requirements with no intent to publish as research.

PACE STUDENT HANDBOOK AND ACADEMIC REGULATION AND POLICY INFORMATION:

Please refer to the [Student Handbook](#) on the UWinnipeg PACE website for academic regulation policy information

These policies are intended to provide general academic information. **It is the student's responsibility to read the academic policies outlined in the PACE Student Handbook for all University of Winnipeg Academic regulation and policy information.** The PACE Handbook contains important information regarding the PACE Writing Standard; academic disciplinary policies and processes; appeals; code of conduct; and graduation.

Degree-credit students are governed by the rules and regulations found in the latest edition of the University Calendar.

<http://www.uwinnipeg.ca/academics/calendar/docs/regulationsandpolicies.pdf>

ACADEMIC MISCONDUCT:

Please refer to the Academic Misconduct Policy in the most recent version of the University of Winnipeg General Calendar, under Student Discipline, Section 8a, or see:

[Academic Misconduct Policy](#)

STUDENT ADVOCACY

Students facing a charge of academic or non-academic misconduct may choose to contact the UWSA Student Advocacy Centre where student advocates will be available to answer any questions about the process, help with building a case and ensuring students have access to representation. For more information or to schedule an appointment, contact: advocacycentre@theuwsa.ca or 204-786-9786.

UWINNIPEG RESPECTFUL WORKING AND LEARNING ENVIRONMENT POLICY:

All students, faculty and staff have the right to participate, learn and work in an environment that is free of harassment and discrimination. The UW Respectful Working and Learning Environment Policy may be found online at www.uwinnipeg.ca/respect.

ACADEMIC ACCOMMODATIONS:

Students with documented disabilities, temporary or chronic medical conditions, requiring academic accommodations for tests/exams (e.g., private space) or during lectures/laboratories (e.g., note-takers) are encouraged to contact Accessibility Services (AS) at 786-9771 or accessibilityservices@uwinnipeg.ca to discuss appropriate options. All information about a student's disability or medical condition remains confidential.

<http://www.uwinnipeg.ca/accessibility>.

Disclaimer:

Please retain a copy of this course outline for reference purposes and/or future academic endeavors.

Note: PACE archives course outlines in PDF format for a period of five years and charges an administrative fee for archived course outline requests.

DEFINITION OF INFORMATION LITERACY:

“Information literacy is the ability to locate, evaluate, use, and document sources of ideas and facts” (Ellis, 4th Edition, *Becoming a Master Student*, p. 323).