



## SYLLABUS

### **LONDON, OREGON, AND BEYOND: ADVANCING YOUR ACADEMIC SUCCESS**

Instructor: Prof. Elizabeth Wheeler

Language of Instruction: English

UO Credits: 1

Contact Hours: 40 total

Level: 100

### **LONDON, UK**

#### **COURSE DESCRIPTION**

- Am I ready for college?
- How is college different from high school?
- Will I be able to make any friends at a big university?
- What should I call my professors?
- How am I going to discover what I am truly passionate about?
- How will studying abroad help me become a better student?
- This course aims to provide not only answers to these questions, but concrete tools for your academic success.

Welcome to college! In four short weeks, you will have completed the journey from high school student to college student. This course is designed to support you as you develop skills and perspectives that will assure your success in college-level classes. It will enable you to get the most out of your experience in London and to make a smooth transition to the University of Oregon when you begin there this coming Sept 26. Along the way, you will identify your educational goals, strengths, and areas for development; learn how to access college resources and services; explore strategies for academic success such as time and anxiety management, writing, and study skills; and make enduring connections with other students, UO staff, and at least one professor.

#### **COURSE OBJECTIVES**

The course will:

- Provide students with ongoing support for their London experience as a stepping stone to entering the University of Oregon.
- Assess students' current goals, strengths, and areas for skill development.
- Assist students in setting effective academic, personal, and career goals.
- Teach students to navigate college support services and resources.
- Introduce essential learning and study skills for college-level work.
- Help students reflect on lifelong learning and take charge of their education.
- Practice and adopt a variety of reading, writing, and study skill strategies for college learning, including: note-taking, test-taking, and public speaking.

### **STUDENT OUTCOMES**

Students who successfully complete this course will:

- Assess their own strengths and weaknesses as they pertain to college success
- Learn strategies, resources, and services that can help them maximize their strengths and build skills
- Demonstrate improved academic performance in content courses
- Create academic goals based on their personal interests, values, and abilities
- Learn how to interact with their instructors and fellow students in ways which support their goals and the values of the UO community
- Take charge of their own college education and lifelong learning

### **INSTRUCTIONAL METHODOLOGY**

Each of our weekly class sessions will be a small discussion-focused class in which we engage in dialogue with one another to actively explore issues and topics.

This course will be complementary to, rather than competitive with, your other two courses this summer, so we will use actual assignments, experiences, challenges, and content from them. Content will be authentic rather than contrived; for example, when we address the topic of note-taking in college lectures, I will attend lecture and take notes along with you, and then we will all share our notes with each other to evaluate strategies.

### **MY PROMISE TO YOU**

I promise to be readily accessible both inside and outside of class, to get to know each of you as an individual, to tailor your experience to your own unique needs and aspirations, and to be supportive of your development and patient with your anxieties as you bridge the transition from high school student to college student.

In exchange, I hope that you will come to me with questions, both during class and outside of class, because that is the only way I can assess “where you are at” with the coursework.

### **METHOD OF EVALUATION (GRADING)**

In order to ensure that this class is a source of support rather than one more challenge, it is offered on a Pass/No Pass basis only.

*In order to pass, you must do all of the following:*

- Participate in class with informed comments and active listening
- Peer review of others' work
- Keep a journal, reflecting on your experiences in London and your questions and thoughts about life as a UO student and a lifelong learner
- Complete experiential assignments such as office hours visits to your other GEO professors, creation of your own 4-year plan to graduation, and UO website resource scavenger hunts.
- Make regular oral presentations in class, both planned and impromptu.

## **COURSE OUTLINE**

Because this course responds to individual students' needs and goals, the schedule will necessarily be flexible. All class sessions will have ample time for spontaneous Q&A and response to student requests. This is your class, and I welcome your ideas and input.

*However, our four weeks together will generally go as follows:*

- Week one: Identifying your goals, strengths, and challenges through one-on-one meetings; setting academic goals; study skills inventory; time management.
- Week two: College-level writing through instructor and peer review of student writing assignments and other hands-on activities.
- Week three: Note-taking and test-taking; concrete strategies for taming test anxiety; and tools for improving preparation and performance.
- Week four: Advising for fall term; developing your four-year plan for graduation; communicating effectively with professors; and accessing UO campus resources.

## **COURSE READINGS**

No additional readings are required for this course. Instead, we will focus on ways to make the most of the materials that are required for your other two courses.

## **ABOUT YOUR PROFESSOR**

Dr. Elizabeth A. Wheeler is a Professor of English and founder/internship director of the Disability Studies Minor at the University of Oregon. She has taught at UO since 1996 and teaches courses like Introduction to Disability Studies, Bodies in Comics, and Perfect Circle Theater. She enjoys her roles as an advocate for inclusive and community-based education

and a mentor for students who experience neurodiversity, physical disabilities, and mental health challenges. Dr. Wheeler researches the representations of disability in literature and popular culture, including comics and children's and young adult literature. Most recently, she published "The Joker's Shifting Face: Eighty Years of Mad History in Batman and US Culture" in the Journal of Literary and Cultural Disability Studies. In 2018, she received the LILAC Award for community outreach to people with disabilities. In 2018-19, she held the Wildermuth guest professorship at the University of Tübingen, Germany. She taught at GEO London in 2014 and is thrilled to be returning to Great James Street.

## **POLICIES**

### *Disability Accommodations*

This class has many Universal Design features built into it to offer access to a wide range of learners. That said, if the instruction or design of this class presents you with barriers, just talk to me, message or email me, or drop me a text at any point in our four weeks together and we'll work together to dismantle the barriers. I am happy to support your success by providing the disability accommodations you need, even if it's late in the term. Disability crosses a wide spectrum of bodies and minds, including neurodiversity, anxiety, depression, chronic illness, blindness, deafness, and mobility impairments. All can be accommodated.

### *Handy contacts*

[Accessible Education Center](#) or call (541) 346-1155

[University Health Services](#) or call (541) 346-2770

[University Counseling Center](#) or call (541) 346-3277 or (541) 346-3227 (after hrs.)

[MAP Covid-19 Testing](#)

[Academic Advising](#) or call (541) 346-3211

[Dean of Students](#) or call (541)-346-3216

### *Academic Misconduct*

[The University Student Conduct Code](#) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before attempting an act. Additional information about a common form of academic misconduct, plagiarism, is available at [researchguides.uoregon.edu/citing-plagiarism](https://researchguides.uoregon.edu/citing-plagiarism).

### *Prohibited Discrimination and Harassment Reporting*

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at [Help for Victims and Survivors](#). To get help by phone, a student can also call either the UO's 24-hour confidential hotline at 541-346-7233 [SAFE], or the non-confidential Title IX Coordinator at

541-346-2204. From the SAFE website, students may also connect to [Callisto](#), a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at [How to Get Support](#). You can contact [Investigations and Civil Rights Compliance](#) through this link and at 541-346-3123, or the [Dean of Students Office](#) at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available at [Discrimination & Harassment](#).

The instructor of this class, as a Student Directed Employee, will direct students who disclose sexual harassment or sexual violence to resources that can help and will only report the information shared to the university administration when the student requests that the information be reported (unless someone is in imminent risk of serious harm or a minor). The instructor of this class is required to report all other forms of prohibited discrimination or harassment to the university administration. Specific details about confidentiality of information and reporting obligations of employees can be found at [Employee Reporting Responsibilities](#).

#### *Mandatory Reporting of Child Abuse*

UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. This statement is to advise you that your disclosure of information about child abuse to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting: [Mandatory Reporting of Child Abuse and Neglect](#).