Welcome to your Fall 2011 online Seminar course!

My goal is to help you succeed in whatever you want to do! Please email me anytime with questions and feel free to stop by my office hours or email me to set an appointment that is more convenient!

This is a real class. You earn a real grade. You really can fail! However, you can earn an A--just contribute to the weekly online discussions and submit the three required portfolios, and not only will you be happy with your grade, but you might actually find that you enjoyed the process and learned a little bit along the way!

Course Description:
The first-year learning communities—and especially First Year Seminars—are designed to help you achieve success, academically and socially as you make the transition from high school to the university and to life after graduation.

Your seminar will challenge you to engage in significant learning in college-level intellectual work. Taking advantage of the small-class environment you will discuss and write about your past, present and future. You will develop your skills to work productively in small groups. To develop your critical thinking skills and your information literacy, you will learn how to examine problems and questions from multiple perspectives.

In addition to the focus on academic achievement, your seminar will focus on other aspects of your successful transition to college life and beyond. You will learn about the wide range of resources available to meet your needs academically, socially, and professionally.

Course Objectives: The primary objectives of First Year Seminar are for students to:

- Develop critical thinking skills and significant learning;
- Clarify personal values, goals, and strengths;
- And develop the ability to learn through study, discussion, writing, cooperation, and collaboration
Student Learning Outcomes

- Students will apply interdisciplinary knowledge to address and analyze real-world issues
- Students will interpret and evaluate various research materials and/or perspectives

Course Evaluation:

- **40% Discussion and Participation:** Active participation is absolutely vital to this class. Your knowledge and opinion is valued and appreciated in every class discussion. By contributing to each week's discussion you may earn up to 10 pts (about 150 points total for the semester). Propose the topic for your week and you will earn 50 points. Here's the plan... Every week we will have an online discussion. You (and each of your fellow classmates) will provide the discussion topic for one week during the semester. You will email me your suggested topic and I will post it on the weekly discussion page; everyone is required to actively contribute to each week's discussion.

- **60% Evidence of Learning Portfolios:** You will submit three portfolios this semester designed to evaluate your progress throughout the semester as you strive to accomplish the various objectives of this course. These are reflective writing pieces in which you will analyze how your time in college has prepared you for your future. These are structured pieces of formal, academic writing which will each follow a very specific set of guidelines worth up to 100 points each.

  - Portfolio 1- Personal Mission Statement: due by Wed. October 5
  - Portfolio 2- Life After College: due by Wed. November 2
  - Portfolio 3- Getting a (Better) Job: due by Wed. November 30

Late Work
Any major assignment (such as a portfolio) will be accepted late, at a penalty of a half a letter grade per day. Please email me if there are extenuating circumstances that will cause you to turn in your assignment late. There will be no make-ups for missed weekly discussions.

Respect for Diversity: We are the most diverse campus, in terms of self-disclosed ethnic identity, in the Texas A&M system. This means that we are all meeting and working with people who are different from ourselves in terms of their identities: whether that is defined by their race, ethnicity, gender, sexual orientation, and/or religion. Respecting and accepting difference is vital to your success in this class, on this campus, as a member of society, and in the global community.

* Students with Disabilities and Veterans
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.
If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**ACADEMIC ADVISING:** The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466.

*** Grade Appeal Process. **As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

I am glad that you have chosen to participate in this online seminar course. Welcome and have a great semester!

August 24- Classes Begin. Begin Discussion 1 “My Strengths” Complete Strengths Quest.

August 28- Continue Strengths Quest Discussion, Analyze Results, Post to Discussion, Propose Discussion Topic

September 4- Continue Strengths Quest Discussion, Analyze Results Post to Discussion, Propose Discussion Topic

September 11- Complete Strengths Quest Posting by September 18. Propose Discussion Topic

September 18- Begin Discussion 2, comment on each other’s posts. Discussion Closes Sept. 25

September 25- Begin Discussion 3, Closes October 2

October 2- Begin Discussion 4, Closes October 9

October 5- Portfolio 1 “Personal Mission Statement” Due at 5pm
October 9- Begin Discussion 5, Closes October 16
October 16- Begin Discussion 6, Closes October 23
October 23- Begin Discussion 7, Closes October 30
October 30- Begin Discussion 8, Closes November 6

November 2- Portfolio 2 “Life After College” Due at 5pm

November 6- Begin Discussion 9, Closes November 13
November 13- Begin Discussion 10, Closes November 20
November 20- Begin Discussion 11, Closes November 28
November 27- Begin Discussion 12, Closes December 4

November 30- Portfolio 3 “Getting a (Better) Job” Due at 5pm

December 4- End Discussion 12
December 7- Reading Day- All work Due