Texas A&M University-Corpus Christi
University Core Curriculum Program Fall 2012
UCCP 1102: First-Year Seminar II
Triad K Learning Community

Defining and Defending Freedom: the American Experience since the Civil War

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Online Schedule: https://studentwiki.tamucc.edu/wiki/AmandaHartman/ClassPlansSP13

Course Information:

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<tr>
<th>Course Code</th>
<th>Days</th>
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<tr>
<td>UCCP 1102.460</td>
<td>TR</td>
<td>8:00-8:50am</td>
<td>OCNR 258</td>
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<tr>
<td>UCCP 1102.463</td>
<td>TR</td>
<td>9:00-9:50am</td>
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<td>UCCP 1102.462</td>
<td>TR</td>
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Course Description

UCCP 1102, First-Year Seminar II, is an important part of Triad K. The first-year learning communities—and especially the seminars—are designed to help you achieve success, academically and socially, as you make the transition from high school to the university.

Seminar will continue to challenge you to engage in college-level intellectual work. You will develop your skills to work productively in small groups. To develop your critical thinking skills, you will learn how to examine problems and questions from multiple perspectives. You will also complete numerous activities that will require you to analyze, evaluate, and synthesize information from a wide range of resources.

Course Objectives

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

- Explore the interconnections among the Triad courses;
- 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

Grade Distribution and Major Assignments

**PARTICIPATION AND ATTENDANCE – 25%**

There is nothing that we will do in class that is not important to your overall success in Triad K; therefore, attendance is imperative. Missing class will affect your grade, as will not being prepared or not participating in a meaningful way. Students are expected to contribute to class discussions and to compose thoughtful short assignments. To encourage attendance, I will take attendance each time we meet. In addition, individual and group exercises will be assigned each class meeting through which I will evaluate your performance and engagement. Simply being present in class will not earn you full points for the day. I will take into account participation, preparedness, and promptness when assigning daily participation grades. In addition, any disruptive behavior or use of electronic devices (including any use of laptops, cell phones and/or portable music devices) will be noted, resulting in a deduction of daily participation points. I reserve the right to award daily or average points to students who continually surpass classroom expectations. I also reserve the right to deduct daily or average points from students who consistently lack engagement or disregard classroom rules.

**COMING OF AGE IN MISSISSIPPI QUIZZES, RESPONSES AND READING FACILITATIONS – 25%**

This semester in Triad K you will read the book *The Coming of Age in Mississippi*. You will take quizzes over the chapters in Seminar, compose reading responses for Composition, and ultimately write an essay exam over the entire text in History. You will be assigned to work in groups to prepare facilitations over material from the *Coming of Age in Mississippi*. Teams and chapters will be assigned by early February and the facilitations will take place throughout the remainder of the semester.
Because reading this book is essential to your success in Triad K, these assignments will collectively comprise a major portion of your final grade in Seminar.

**HISTORY LECTURE QUIZZES – 10%**
As part of Triad K, you will be taking quizzes in History lecture. These quizzes will also count for a portion of your Seminar grade because success in the entire triad is dependent on your attendance and active participation in History.

**STUDENT ARCHIVE and INSTRUCTOR CONFERENCES - 20%**
Throughout the semester, your Triad K instructors will ask you to collect and organize the work you complete in each of your Triad courses. The Triad K Student Archive, in the form of a folder, will be a place for you to organize and reflect on the work you complete throughout the semester. You will organize your completed work and reflect on them through guided in-class writings, and discuss their contents in conferences with your instructors. The Student Archive will be due on week 10 of the semester.

**The TRIAD K PORTFOLIO—20%**
This portfolio submitted at the end of the semester, will require you to look back on the work you have completed throughout the semester in Triad K and select evidence of your learning process. The Portfolio is due November 27th and it is a shared assignment between all Triad K courses.

**Other Information**

**LATE WORK**
I will NOT accept late daily work assignments in Seminar because those assignments are, in essence, part of your attendance and participation grade. There will be no make-ups for missed daily grades. Any major assignment like a portfolio or working folder- please email me at least 24 hours before the due date if there are extenuating circumstances that will cause you to miss a due date. You will need to provide documentation that proves an extension was granted. You will have one week in which to turn in the assignment. However, if you do not meet your own deadline your assignment will be penalized a letter grade each day the assignment is not turned in. This policy includes weekends. **No extensions will be granted for the Triad K portfolio.**

**NO ASSIGNMENTS RELATED TO TRIAD K COURSES WILL BE ACCEPTED OVER EMAIL. NO EXCEPTIONS.**

**GRADED EVENTS:** If you feel that you were graded unfairly & disagree with a grade that you earned, please follow these steps:
- Read the rubric, assignment description; did you follow **all** of the guidelines?
- Look on your paper for my specific, hand-written comments...do these shed any light?
- Next, come see me during office hours or schedule an appointment to see me to discuss your concerns.

If you are disappointed in your performance, and believe that the assignment you turned in is not representative of your best work, please come and see me as well. I am open to discussing ways to help you improve the grade you earned. You must observe a 24-hour waiting period and meet with me personally to discuss these options.

**Cell Phones & Other Technology**
Please turn off your cell phones (or IPods, laptops, etc.), or turn them to silent, and **put them away**, before class begins, out of respect for your peers and me. Also, **absolutely no assignments will be accepted via email.**

**Dropping a Class**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, **you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. April 12 is the last day to drop a class with an automatic grade of "W" this term.**

**Notice to 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 CCH 116. 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.

**Academic Honesty**
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possessions of examinations or examination materials, forgery, or plagiarism.

**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://academicaffairs.tamucc.edu/Rules_Procedures/index.html](http://academicaffairs.tamucc.edu/Rules_Procedures/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.