Course Description
UCCP 1102, First-Year Seminar II, is an important part of Triad L. 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/Tetrad 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

Major Course Requirements

PARTICIPATION AND ATTENDANCE – 30%
There is nothing that we will do in class that is not important to your overall success in Triad L; 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.

SUSTAINABLE FOLDER & PORTFOLIO– 30%

Sustainable Folder
The Sustainable Folder is an “in-process” folder for Triad L which will include progress and production – “evidence” – within the Triad L Learning Community. The work/assignments you collect will be representative of the triad as a whole; progress, growth, and sustainability. Similar to a cookbook/magazine, construct your Sustainable Folder in an effective way that will enable your instructor to navigate your work. A Table of Contents would make sense as a way to organize dates, meaningful descriptions of assignments, and what course the assignment is linked to. Keep in mind, this folder will assist in the construction of the Triad L Portfolio at the ends of the semester. Students will meet with me during midterms to review the Sustainable Folder. The Sustainable Folder is due Friday, March 8, 2013 and is worth 10 points.
**Digital Portfolio**
The Triad L Portfolio represents a student’s systematic and multifaceted selection, arrangement, presentation, and reflection of their work within the Triad L Learning community over a semester. As a student, you will reflect on your evidence showing the cognitive growth as a student, learner, individual, and your evolving understanding of sustainability throughout the semester. The Triad L Community challenges you to reflect by taking an active role in discussing the significance of your learning experience in relation to Political Science and seminar. WE also challenge you to explore ambitions for how to sustain yourself as a student after this semester. The Digital portfolio is due **Wednesday, May 1, 2013** and is worth 20 points.

**INTEGRATED ACTIVITIES**
Most of the work we will do in this course will relate to your other courses in the learning community. To reward and encourage success on learning community assignments and projects, many will also count for credit in your First-Year Seminar course. More information will be provided in the form of discussion, but integrated activities will consist of various assignments that make connections between the courses within the Triad L Community such as the Political Science Position Paper.

**POLITICAL SCIENCE POSITION PAPER – 20%**

**MULTIMODAL PROJECT: Personal, Local, and State – 15%**
On a personal level, you are on the verge of completing your first full year of University courses. Our Triad L Learning Community theme has been Sustainability – state, local, and personal. This is a multimedia/multimodal project which will require you to construct a short film. Following the theme of Sustainability, you will offer a final reflection by showcasing your learning experience and the evolution of the concept of sustainability as it applies to you on three levels: sustainability on a state level, on a local level, and on a personal level. This project is due **Monday April 29/May 1** and is worth ten points.

**FIRST YEAR RESEARCH CONFERENCE – 5%**

**Online Schedule**
A detailed schedule for this course can be found at:
http://www.tamucc.edu/wiki/EdQuintana/Home

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**University & Course Policies**

**Classroom/Professional Behavior**
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

**Attendance**
To earn daily, in-class participation points, you must be on time, come to class prepared, participate in all class activities, and remain in class for the entire period. Leaving early, coming in late, or refusing to participate in class work will result in zero credit for any in-class work that day.

**Student Success**
I want all students to succeed in my class. I encourage you to contact me immediately if anything is interfering with your ability to succeed in this class, so we can discuss strategies and options.

**In-class Conduct**
In general, treat each other and the instructor with respect and follow standards of common courtesy.
- Please make sure that your cell phone is on silent before class begins. Refrain from the use of electronic devices during class – this includes texting, listening to music (unless given permission to do so), gaming, etc. Limit the use of your laptop or tablet to class activities. Exit the classroom quietly if it is necessary for you to take a phone call or message.
- Do not use your time in Seminar to work on assignments for other classes unless given permission to do so.
- Do not talk or make excessive noise while the instructor or another student is speaking to the class as a whole. This includes typing on the keyboard or clicking the mouse.
• When group work is assigned in class, you must work in a group, not as an individual.
• During group work time, please stay on task and work cooperatively with other group members.

Late Work/Extensions
I will not accept late in-class or homework assignments – these daily assignments are directly related to your attendance and participation in class. If there is an event that prevents you from meeting a deadline for a major assignment, you can request an extension to turn in the work late without penalty. The approval of an extension is entirely at my discretion and will depend on the reason(s) for your absence or necessity for an extension as well as your attendance and progress in the course up to that point in the semester. All extensions must be confirmed by email at least 24 hours before the due date. Due dates are already posted – please note them in your calendar and plan ahead.

Academic Honesty/Plagiarism
The University will not tolerate plagiarism or any other form of intellectual/academic dishonesty. Plagiarism is a serious violation of departmental and University policies, but it is sometimes difficult to understand what plagiarism actually is. Often, students commit unintentional plagiarism (not citing sources properly, for example), because they are unaware of the standards that apply. Regardless, if you submit plagiarize work in this course, you will receive a zero for the assignment. I will also submit an Academic Misconduct Incident Form to the Office of Student Affairs and record of this violation will be placed in your permanent student file.

Plagiarism includes:
• using the work of another as your own,
• downloading or purchasing ready-made essays off the web and using them as your own,
• using resource materials without correct documentation,
• using the organization or language of a source without using quote marks and proper citation, or
• turning in a researched paper without citing sources in an appropriate documentation style.

Be aware that there are other ways to plagiarize. When in doubt, visit me or the Writing Center for help. As English 1301 and 1302 courses review plagiarism rules and the use of citation/formatting styles, claiming ignorance will not prevent failure. Information on documentation and formatting expectations are available at the Purdue University's OWL: http://owl.english.purdue.edu/, from our awesome CASA Writing Center (GSSC 113), and from countless sources online.

Veterans
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.

Students with Disabilities
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 in CCH 116 and 119.

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.

Dropping a Class
I hope that you never find it necessary to drop this or any other course you are enrolled in. However, events can and sometimes do occur that make dropping a course (or courses) a necessary action. Please consult with me (or the instructor of the course) before you decide to drop a course to make sure that it is the best thing to do. Should dropping the course be the best choice, you must initiate the process to drop the course by going to the Student Services building (the round building) and filling out a Course Drop form. Stopping attendance and participation in a course WILL NOT automatically drop you from the class. Friday, April 12 is the last day to drop a course with an automatic grade of “W” for the Spring 2013 semester.

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. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Engagement and Success.