We took great care to develop meaningful connections to guide your learning in all Triad O courses. As a community, we will challenge you to wrestle with the stories you have come to know as American history. Using empathy, inquiry and debate you will learn to recast your understanding of the American story. Throughout this semester, we will expect you to become stronger at making academic arguments in order to demonstrate your knowledge; all class discussions and writing assignments are designed to assist you with this task.

We ask you to abide by the following policies in all Triad O classes in order to ensure everyone has a positive environment in which to learn. In addition, you should follow basic University policies as outlined in your Student Handbook and Code of Conduct.

**Late Work:** Assignments are due at the beginning of class on the due date. After the beginning of class, assignments will receive a deduction of five points per calendar day. Consult your instructors/class syllabi for detailed instructions.

**Attendance:** Prompt attendance in ALL Triad O classes is essential to success. Participation and/or daily quizzes are part of each course grade. These may be excused or made up only with advance notice of a university-approved reason. Please make sure to schedule any and all appointments outside of class time.

**Academic Honesty:** Plagiarism and cheating in any form will not be tolerated by the instructors in Triad O. See the individual course syllabi for policies relating to specific course assignments. If you are still unsure of what constitutes plagiarism, please make an appointment to discuss it with one of us. For disciplinary procedures pertaining to academic dishonesty, see the Student Code of Conduct.

**Cell Phones and Electronic Devices:** Please use electronic devices appropriately, out of respect for your Triad O instructors and your peers. We also ask that you not use the Internet in the computer classroom or on your laptop for anything other than classwork, as this distracts those around you. If you are engaging in distracting behavior, you will be asked to leave.

**Civility and Empathy:** As a member of this learning community, we ask you to engage in a social contract which allows you to civilly express your opinions as long as you afford others the same respect. Throughout our endeavors, we ask that you make every attempt to empathize with people and their circumstances before forming opinions. If you engage in uncivil discourse, you will be asked to leave.

Please read the attached syllabi for each class for more details on assignments and specific class policies.
Texas A&M University – Corpus Christi
University Core Curriculum Programs Spring 2013
UCCP 1102.550/551/552: First-Year Seminar II (Triad O)

Measuring the American Tall Tale: United States History before 1865

Instructor: Ed Quintana
Office: FC 124
Office Hours: MWF 10:00am-11:00am Tuesday 3:00pm-4:00pm Thursday 8:00am-9:00am
Email Address: edward.quintana@tamucc.edu
Website: http://www.tamucc.edu/wiki/EdQuintana/Home

Course Information:
UCCP 1102.550  TR 2:00-2:50PM  CS 108
UCCP 1102.551  TR 11:00-11:50AM  CS 108
UCCP 1102.552  TR 12:30-1:20 PM  CS 108

Course Description
UCCP 1102, First-Year Seminar II, is an important part of Triad O. 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 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 O; 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.

READING, WRITING, & FACILITATIONS - 30% (Reading & Writing – 15%; Facilitations – 15%)
To facilitate comprehension and understanding in History and/or Composition, students will practice different reading techniques to eventually create responses with an emphasis on writing. This component of the course will include the answering and creating of questions/prompts, multimodal presentations, and the summarization of readings from History and Composition. These reading and writing techniques and strategies will help students take
In order to allow you to take more ownership of your learning this semester, you will be assigned to work in groups to prepare class facilitations over lecture topics from History. Teams and topics will be assigned in early February and the facilitations will take place throughout the remainder of the semester.

**The TRIAD O 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 O and select evidence of your learning process. The Student Portfolio is due **May 2nd** and it is a shared assignment between *all* Triad O courses.

**INTEGRATED ACTIVITIES (Working Folder; Research Journals; learning community assignments)– 20%**
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. For instance, a Working Folder will be due during Midterms so students can reflect on their progression. In Composition, Research Journals will be logged for the development of essays and research. This Composition assignment will count in Seminar class as well. We may also do small activities and assignments in Seminar to support the completion of – or reflection over – various assignments in the learning community.

**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 class, 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/](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.