Texas A&M University-Corpus Christi
University Core Curriculum Program Fall 2016
UCCP 1101: First-Year Seminar I
Triad C Learning Community: Rediscovery

Instructor Name: Erin Cofer
Office: Faculty Center 113
Office Phone: (361) 825-5979
Office Hours: Mon. 12-1, Wed. 12-1 and 2-3 pm., Tues. and Thurs. 2-3:30 p.m., and by appointment
Email Address: erin.cofer@tamucc.edu (best method of contact)
Website: http://www.tamucc.edu/wiki/ErinCofer/Home

Course Information:
UCCP 1101.180  Monday and Wednesday  8-8:50 CS 112
UCCP 1101.181  Monday and Wednesday  10-10:50 CS 108
UCCP 1101.182  Monday and Wednesday  11-11:50 CS 108
UCCP 1101.186  Monday and Wednesday  1-1:50 OC 118

Course Description
First-Year Seminar is a two-semester course sequence required of all full-time first-year students. As the central component of a learning community, Seminar helps students achieve success, academically and socially, as they make the transition to the university. Seminar provides students with opportunities for meaningful interactions with faculty and peers about substantive matters as well as timely, constructive feedback about their learning. Students are immersed in an active learning environment with a purposefully integrated and contextualized curriculum, fostering the development of transferable skills and engaging them in the academic community. In UCCP 1101, students are introduced to college level work and responsibilities, and provided with appropriate support and resources to navigate their first semester.

Course Objectives
The objectives of First-Year Seminar I are to advance the six intellectual and practical skills defined by the Texas Core Curriculum:

- Critical Thinking Skills
- Communication Skills
- Empirical and Quantitative Skills
- Teamwork
- Social Responsibility
- Personal Responsibility

Student Learning Outcomes
- Reflect and integrate learning from learning community courses, including development of critical thinking skills, social and/or personal responsibility.
- Interact with faculty and peers about substantive matters through daily activities and discussions.
- Demonstrate competence of knowledge related to the learning community discipline(s) in a public forum.
Important Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday, August 31</td>
<td>Last day to register/add a class</td>
</tr>
<tr>
<td>Friday, November 11</td>
<td>Last day to drop a class</td>
</tr>
<tr>
<td>November 22-25</td>
<td>Reading Days/Thanksgiving Holiday</td>
</tr>
<tr>
<td>Tuesday, December 6</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>December 8-14</td>
<td>Final Exams</td>
</tr>
</tbody>
</table>

Grade Distribution and Major Assignments

PARTICIPATION AND ATTENDANCE – 30%

There is nothing that we will do in class that is not important to your overall success in Triad C. 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) for non-academic purposes 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. Each student will be allowed two absences; after two absences, students will receive a zero for every class missed.

PORTFOLIOS – 30%

Two portfolios, each worth 15% of your course grade, will be due during the semester. The midterm portfolio will be an in-class assignment completed on 10/12. **It is imperative that you be in class that day. I will not offer an opportunity to makeup this in-class reflection unless previous arrangements are made (at least a week in advance).** The final portfolio will be due on 12/7 and will be a video portfolio reflecting on your first semester of college. The specifics of both these assignments will be discussed at a later date.

INTEGRATED ACTIVITIES – 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, two assignments that you complete for the other courses in the learning community will count towards your Seminar grade. The Group Presentation you complete for Communications 1311 will count for 10% of your Seminar grade and the Writing History paper you complete for History 1301 will count 10% of your Seminar grade.

FIRST YEAR SYMPOSIUM—20%

All learning community students will participate in First-Year Symposium (FYS) at the end of the Fall 2014 semester. First-Year Symposium is an opportunity for students to share their academic work with the campus community. More information will be provided in the form of class discussion and an online assignment description.
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.

 NO ASSIGNMENTS RELATED TO TRIAD C 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.

Islander Email Account: It is VERY IMPORTANT that you activate your Islander Email account, as it will serve as my primary means of correspondence with you. Throughout the semester, I will be sending emails sharing important information relating to the learning community and I want to ensure that you receive this information. For quick questions or minor issues, you may contact me via e-mail. For more complicated concerns or questions, please make use of my office hours or make an appointment to meet with me.

Electronic Device Policy
Use of electronic devices for class purposes (look up a word, find an article to support an argument, etc) is allowed. However, using electronic devices to peruse Twitter, Instagram, Vine, etc is distracting not only to you but also to your instructor and peers and thus will not be allowed. The electronic device policy will be discussed more thoroughly in class.

Rights Responsibilities and Civil Discourse: In this course we will engage in active learning including frequent group activities and interactions. We will be exploring real world topics that may at times result in contentious discussions as we meet the objectives of the course. To meet these many significant learning objectives, class dialogue that no one individual dominates the discussion and that the diverse opinions of others can be respected. Students are expected to read and follow the University Code of Conduct, Student Handbook, and state and local laws.

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 future professional, and in the global community.

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.
Notice to 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 CCH 116.

Notice to Student 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.

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. November 11th is the last day to drop a class with an automatic grade of “W” this term.

Grade Appeal Process
As stated in University Rule 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that his or her final grade reflects academic evaluation which is arbitrary, prejudiced, or inappropriate in view of the standards and procedures outlined in this class syllabus may appeal the grade given for the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. If the student believes the matter is not satisfactorily resolved at the student-faculty level, an appeal of the final grade in the class may be submitted, in writing, to the Chair of the Department of Undergraduate Studies. For complete details, please visit: http://academicaffairs.tamucc.edu/Rules_Procedures.