Texas A&M University – Corpus Christi  
Fall 2016  
UCCP 1101.540, 542, 543: First-Year Seminar I  
Tetrad N – Our Stories

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Course Information:  
<table>
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<tr>
<th>Course Code</th>
<th>Days</th>
<th>Time</th>
<th>Location</th>
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<tr>
<td>UCCP 1101.540</td>
<td>MW</td>
<td>11:00-11:50 am</td>
<td>OCNR 258</td>
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<td>UCCP 1101.542</td>
<td>MW</td>
<td>2:00-2:50 pm</td>
<td>CS 108</td>
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<td>UCCP 1101.543</td>
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Course Description  
This class is part of the Tetrad N first-year learning community, which links History 1302 with Composition, Math, and First-Year Seminar. The courses in our community share a common theme, common goals, and some common assignments. This year’s theme is “Our Stories.” The stories we tell about ourselves, our family, our community, our nation, and our history define who we are and who we would like to become. Throughout the semester, we will explore and write these stories. Additionally, our major class project for HIST 1302 will be preserving historical stories for future generations by creating an innovative online museum exhibit.

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 are to advance the six intellectual and practical skills defined by the Texas Core Curriculum:

- Critical Thinking Skills;  
- Communications 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.
• Discover relevance of learning in the learning community through real-world applications.

MAJOR COURSE REQUIREMENTS

PARTICIPATION AND ATTENDANCE – 30%
It is vital that you attend each and every class. There is nothing that we will do in here that is not important to your success in this Tetrad. To encourage attendance, I will be taking up something from you (daily writings, quizzes, group tasks) every time we meet. However, you are allowed two absences. Use them well. After the second absence, any extra absences will affect your grade.

WORK IN SOUTH TEXAS PROJECT – 20%
In this innovative assignment, you will be creating an online exhibition about the history of work in the region. To help keep you on track, you will turn in various components during the semester.

WORK IN AMERICAN HISTORY ESSAY – 10%
Drawing from Work in South Texas: An Online Exhibition and your textbook, you will be writing to learn more about work and everyday people in American history while further practicing your writing skills. You will also receive credit for this assignment in ENGL 1302 and HIST 1302.

HISTORY READING QUIZZES - 10%
This part of your grade will be drawn directly from your in-class quizzes over the readings assigned in History. Per Dr. Brown’s syllabus, “The quizzes will consist of one short essay question, drawn from the reading questions posted on Blackboard.”

HISTORY EXAM REFLECTIONS – 10%
After your first and second History exams, you complete a reflection and self-assessment of your preparation and completion of the exam. Each reflection will count 5% toward your final grade in Seminar.

FIRST-YEAR SYMPOSIUM – 10%
All freshmen will participate in First-Year Symposium at the end of Fall 2016 semester. First-Year Symposium is an opportunity for students to share their academic work with the campus community. You will present your research and results associated with the Work in South Texas Project. The symposium is scheduled for Wednesday, November 30.

FINAL PORTFOLIO – 10%
At the end of the semester you will complete a portfolio that will ask you to reflect on your experience as a first-year student. More information will be provided on the course website as well as in class discussions. The final portfolio will count for a major portion of your grade in Composition and Seminar.

Important Dates
Wednesday, August 31       Last day to register or add a class
Monday, September 5          Labor Day Holiday
Friday, November             Last day to drop a class
Tuesday, December 6          Last day of classes
November 22-23  
November 24-25  
December 8-14  

Reading Days – No Classes  
Thanksgiving Holidays  
Final Examinations

**Online Schedule**
A detailed schedule for this course can be found at: [http://www.michelleriley.pbworks.com](http://www.michelleriley.pbworks.com)

**Late Work**
You may also turn in any out-of-class assignments late, but unless you have received prior instructor approval, assignments received after their due time and date will be marked down 5% for arriving after the due time (even one minute late) and 10% for each day late. Electronic copies of essays will not be accepted. You will need to turn in your late essay during class or during Dr. Brown's office hours. Please contact me if there are extenuating circumstances that will cause you to miss a due date. There will be no make-ups for missed daily grades.

**Electronic Device Policy**
Please refrain from the use of electronic devices during class, as it is distracting to not only you, but also to your instructor and peers. Laptops will be permitted for particular activities as deemed appropriate by the instructor.

**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. 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.

**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 8th 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, 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 Affairs.