UCCP 1101 & 1102: First-Year Seminar I/II ONLINE
Texas A&M University – Corpus Christi
Department of Undergraduate Studies (Summer 1 2018)

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*To schedule office hours: Distance (Skype) or in-person https://jlgoofficehours.timetap.com/

Course Information: UCCP 1101.W01 & UCCP 1102.W02 FULLY ONLINE

Course Description
The Summer Online UCCP 1101/1102 courses are designed specifically for undergraduate juniors and seniors who a) do not have credit for UCCP 1101/1102 and still need it to graduate, b) who do not fulfill any of the requirements for exemption, c) or who wish to re-take this course in an effort to raise GPA prior to graduation. As a junior or senior taking UCCP 1101/1102 at this juncture in your degree plan, you will need to provide evidence that you have mastered the same course objectives and experiences of first-year students who enroll in First-Year Seminar I/II (see below Course Objectives & Learning Outcomes). With individual strength assessment at its core, these particular classes aim to guide participants through intentional reflection on life and the college experience in anticipation of the upcoming transition away from the university.

Course Objectives
The objectives of First-Year Seminar I/II 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.
- Discover relevance of learning in the learning community through real-world applications.

Participation
The quantity of participation opportunities is yet TBD for this course. However, it is fair to anticipate that there will be some and that they will constitute possibilities for extra credit.

Changes to Syllabus
Instructor reserves the right to alter assignments & content in the Syllabus as needed. Any changes will be communicated to all students via Blackboard email and notifications.

Assignments/Evaluation
There are 3 main umbrella assignments that contain multiple components each. (Total of 6 items due.) Please read each assignment below thoroughly and make note of due dates for each component, indicated in red and bold, underlined.
STRENGTHSQUEST (SQ) ASSESSMENT – 25%
(3 parts)

This assessment will guide the reflection work you do throughout the entire course. StrengthsQuest is an online assessment tool that explores individual strengths and weaknesses, and then categorizes strengths into 5 main themes. It is similar to a personality test, only more focused on how individuals learn, socially engage with others, and participate in the world academically and professionally. More information can be found in Blackboard >> Assignments >> StrengthsQuest.

1) SQ PART ONE: COMPLETE THE SQ ASSESSMENT - DUE BY 11:59pm on SAT, JUNE 2

   ○ I will provide an access code to every student via Blackboard email on the first day of class (May 29). Please complete the assessment at your earliest possibility. The more time you have to sit with the results, the better, because they will directly and indirectly inform the rest of the labor you perform during this class.

     ▪ To start the SQ assessment: www.strengthsquest.com and input your access code to begin.

     ▪ To receive credit for taking the SQ assessment: upload a PDF of your final “Your Signature Themes” report in Blackboard. More details for uploading the PDF can be found in Blackboard >> Assignments >> StrengthsQuest.

2) SQ PART TWO: ACTIVE REFLECTION - DUE BY 11:59PM on SAT, JUNE 2

   ○ WRITE: In the Blackboard Discussion Forum, write one (1) thoughtful post, at least 300 words, where you share one or more strengths you learned about yourself (or confirmed within yourself) from taking the SQ Assessment and reading about your results. Please describe how you have seen these strengths evidenced in your college career and/or life thus far, and how you imagine it will help you as you transition away from TAMUCC. Try to dive deep on this one and explore the multi-faceted terrain of these strengths.

3) SQ PART THREE: PEER RESPONSE - DUE BY 11:59PM on WED, JUNE 6

   ○ RESPOND: In the Blackboard Discussion Forum, write one (1) thoughtful post, at least 200 words where you respond (in a positive, constructive, and professional manner) to what a classmate has shared about their SQ process. Consider how another’s reflection can actually help you connect with your own unique strengths. And, explore how you can set aside your own internal processing to imagine more fully this other person’s ability to bring constructive forces into the world via their unique strength combinations. ** Please: if a post already receives one response, choose a different post to respond to. The goal is for everyone to have a response to their post! **

TED TALK ‘PRESENTATION’ – Research, Critical Thinking, and Social Agency – 25%
(2 parts)

If you are not yet familiar with TED, very simply stated it is a platform in which individuals from around the globe share “ideas worth spreading.” These may be groundbreaking trajectories in research, social economies, art, or inspiring talks of self-realization or tragedy. Personally, when I feel uninspired, unmotivated, unable to think outside of the box, or unable to connect to the stories of others outside of my own—I go to Ted.com. It is fuel for engagement and new ideas. Let’s go there together. More information for this assignment can be found in Blackboard >> Assignments >> TED.
1) TED PART ONE: SEARCH, POST & DESCRIBE – DUE BY: 11:59PM on WED, JUNE 13

   o RECALL: While loosely holding your SQ results in mind, reflect on any causes or initiatives that are important to you in the world. Diversity? Cancer research? Social justice? Adoption? Technological advances in medicine or art? Consider what gets you motivated, angry, passionate, or simply curious.

   o SEARCH: Find a TED TALK (www.ted.com) that taps into one of the topics you’ve identified from above. Be sure to give yourself time to search and even watch several talks to find one that feels truest to the reflective strength work you are doing and to the more global causes you are drawn toward.

   o POST/WRITE: In the Blackboard Discussion Forum, post a link to this TED talk AND write a thoughtful 300-word description about WHY you selected this talk and HOW it connects to your strength themes. See if you can articulate where these worlds of internal reflection and social responsibility/creativity merge.

2) TED PART TWO: THE TED RESPONSE! – DUE BY: 11:59 PM on WED, JUNE 20

   o RESPOND: Similar to how you approached your previous response post, in the Blackboard Discussion Forum, write one (1) thoughtful post, at least 200 words, that professionally and constructively responds to the talk that one of your peers has presented. If they express uncertainty about how their strengths connect with the TED Talk they shared, perhaps you have a lens that can help them connect some dots. Offer those words. It is also possible that the talk they shared and/or their writing will pull on something in you that helps you articulate something about your strengths and passions. Offer that. **Please: if a post already receives one response, choose a different post to respond to. The goal is for everyone to have a response to their post! **

MEMENTO PROJECT (PORTFOLIO) – 50% - DUE BY 11:59PM on FRI, JUNE 29

LATE PROJECTS WILL NOT BE ACCEPTED FOR A GRADE

COMPILE: This project is the culmination of the seminar experience and worth 50% of your final grade. As you are in the latter part of your degree plan, think of this as your opportunity to remember and document your undergraduate experience thus far all the while considering what is next. Let this propel you to the finish line! It is a portfolio in which you will assemble ‘evidence’ that reveals how you have achieved the 6 course objectives that were outlined earlier in the syllabus: critical thinking skills, communication skills, empirical & quantitative skills, teamwork, social responsibility, and personal responsibility.

This is a true portfolio; it should be what you consider the “best of the best” and not a smattering of items chosen without thought. This evidence should lean more heavily toward what you have accomplished in academics, but it can also include life achievements in family, vocation, military, volunteer service, or other areas of participation/responsibility that evidence your personal process of growth and learning. Utilize the knowledge you gained from your StrengthsQuest theme results to help you identify what the “best” items may be to include in your portfolio.

Here are some suggestions: academic papers or presentations that you are particularly proud of, personal poetry or writing, art projects (from class or otherwise), student service, photos, awards, certificates, honorable mentions, etc. It should all be from the timeframe of your undergraduate coursework. If you have any questions about what can be included – just ask! YES, as this is an online class, video components are completely acceptable—read *Creative Components* below.
A minimum of 2 items per objective should be included for a complete portfolio; you are welcome to include more pieces. Maybe there was something you feel your SQ assessment missed and you would like the portfolio to show evidence of this part of you. Information for this assignment can be found in Blackboard>>Assignments>>Memento.

Format & Guidelines:

- 2 pieces (minimum) per objective must be included for a complete portfolio
- ONE PDF Document to include the following—in order:
  - Title Page
  - Table of contents
  - SQ Assessment Results (the same PDF you submitted in Assignment 1)
  - Title Page for Objective 1: Critical Thinking Skills
    - 200-word description minimum
    - Evidence
    - Evidence
  - Title Page for Objective 2: Communication Skills
    - 200-word description minimum
    - Evidence
    - Evidence
  - Repeat the above format for the remaining 4 objectives

*CREATIVE COMPONENTS*

If you would like to include creative components to your portfolio (such as video/performance) that wouldn’t be conducive to the ONE PDF format, contact me early so that we can discuss your format options. I highly encourage creative projects, but it would be regretful if any lack of preparation/communication regarding your format was the cause for a lowered overall grade.

IN-PROGRESS FEEDBACK

Email me any time before Mon, June 25 to request distance-feedback on the work you are assembling for your Memento Project. I will provide feedback within 24 hours, unless everyone emails on the 24th! Also, I have regular office hours throughout Summer I (see top of Syllabus). You can sign up for any of those times and we can discuss your project questions via Skype or in-person. Schedule office hours using this link: https://jlgofficehours.timetap.com/

SUBMIT MEMENTO PROJECT PDF IN BLACKBOARD >> ASSIGNMENTS >> MEMENTO

LATE PROJECTS WILL NOT BE ACCEPTED FOR A GRADE

DUE BY 11:59PM on FRI, JUNE 29

Important Dates, Summer I 2018

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>May 29</td>
<td>Classes Begin</td>
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<td>May 30</td>
<td>Last day to register or add a class</td>
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<tr>
<td>June 15</td>
<td>Last day to drop a class</td>
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<td>June 27</td>
<td>Last day to withdraw from the University</td>
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<tr>
<td>June 29</td>
<td>Last day of classes &amp; Summer 1 final exams</td>
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<tr>
<td>July 3</td>
<td>Summer I Grades Due</td>
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COURSE POLICIES

Late Work
Due dates within this Syllabus are not just guidelines – they are true due dates. Any late submission or post will merit a penalty of one full letter grade deduction per calendar day late. Please contact me at least 24 hours in advance of a due date if you have extenuating circumstances.

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. June 15 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.