UCCP 1102: First-Year Seminar II (Triad AP)
Texas A&M University – Corpus Christi
Department of Undergraduate Studies ~ Spring 2018

Instructor Information: Vanessa Crocker, Faculty Center (FC) 140, (361) 825-3660
Contact Hours: TWR 12:00-1:00pm – FC 140
TR 3:00-3:30pm – FC 140
F 8:00-9:00am – CS Lounge (Main Floor)
Or by appointment (contact me via email to schedule)
Email Address: vanessa.crocker@tamucc.edu

Course Information: UCCP 1102.041 TR 1:00-1:50pm CS-112

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. 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. The goal of UCCP 1102 is for students to participate in academic discourse and take ownership of their education in preparation for their future coursework and careers.

Course Objectives:
The objectives of First-Year Seminar 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.

Learning Community Goals: Develop Strong Habits of Mind through High Impact Practices

<table>
<thead>
<tr>
<th>HABITS OF MIND</th>
<th>HIGH IMPACT PRACTICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curiosity – the desire to know more about the world</td>
<td>Performance expectations are appropriately high</td>
</tr>
<tr>
<td>Openness – the willingness to consider new ways of being and thinking in the world</td>
<td>Invest significant time and effort on authentic, complex tasks over an extended period of time</td>
</tr>
<tr>
<td>Engagement – a sense of investment and involvement in learning</td>
<td>Engage in meaningful interactions with faculty and peers about substantive matters</td>
</tr>
<tr>
<td>Creativity – the ability to use novel approaches for generating, investigating, and representing ideas</td>
<td>Expose and contend with people from different backgrounds and experiences</td>
</tr>
<tr>
<td>Persistence – the ability to sustain interest in and attention to short- and long-term projects</td>
<td>Provide frequent, timely, and constructive feedback</td>
</tr>
<tr>
<td>Responsibility – the ability to take ownership of one’s actions and understand the consequences of those actions for oneself and others</td>
<td>Experience periodic, structured opportunities to reflect and integrate learning</td>
</tr>
<tr>
<td>Flexibility – the ability to adapt to situations, expectations, or demands</td>
<td>Provide opportunities to discover relevance or learning through real-world applications</td>
</tr>
<tr>
<td>Metacognition – the ability to reflect on one’s own thinking as well as on the individual and cultural processes to structure knowledge</td>
<td>Publicly demonstrate competence</td>
</tr>
</tbody>
</table>
EVALUATION – 100% TOTAL

Attendance & Participation – 40%
The majority of our time together in class will relate to your other courses in the Learning Community and to the TAMU-CC community at large. It is essential not only to attend Seminar, but to engage fully in the class. The quality of our collective experience exponentially improves with each active member, and I highly encourage you to become involved in the course. As an incentive/reward, I assign a large overall grade percentage to attendance and participation. I will allow two “unexcused” absences (freebies, if you will). Use them well. After the second absence, any extra absences will affect your grade. (See “Policies” section below for information about officially excused absences.) Participation scores are determined by completion of seminar-specific in-class assignments AND active engagement in individual, group, and class discussions. In-class assignments will challenge you to integrate learning across courses, and may include but are not limited to completing daily writings, quizzes, group tasks, etc. Active engagement involves coming to class prepared, participating and contributing to discussions, and being a good citizen in class. Factors such as excessive off-topic talking, sleeping, inappropriate internet use (social media, texting, email, games, chat) and other negative behaviors will lower your participation grade.

Integrated Assignment: Mid-Term Assessment – 20%
During the first half of the semester, students will be working individually on an integrated assignment that highlights content from all Learning Community courses, as well as real-world and career connections in nursing and health sciences. Students will conduct discovery research, write an annotated bibliography, and deliver an informative oral presentation of their findings. A written research proposal will also be included, but is the only assignment that may be written individually or in groups as instructed by Professor Crocker. Other work may be included in the Integrated Assignment, but advanced notice will be given by the instructor. The overall grade for the Integrated Assignment will count for credit in BIOL 2402 and COMM 1311, and many of the assignments overlap with paired courses.

Integrated Assignment: Final Assessment – 10%
During the second half of the semester, students will work in groups on an integrated assignment that highlights content from all Learning Community courses, as well as real-world and career connections in nursing and health sciences. Students will either expand the research conducted in the beginning of the semester, or develop a new topic of their choosing related to the afore-mentioned field of study. The students will work primarily in COMM 1311 to create and deliver a persuasive oral presentation as a group. The overall grade for the Final Assessment will be determined by the COMM 1311 instructor and shared for credit in UCCP 1102 (worth 10%, as noted above) and in BIOL 2402.

Mock Interview – 10%
All students will participate in a Mock Interview on April 17, 2018 during their regularly scheduled UCCP 1102 class time. Health professionals, faculty from the College of Nursing and Health Sciences, and Career Services representatives will facilitate small group interviews in a “round robin” fashion. Much of the session time will be devoted not only to listening to student responses to career-specific interview questions, but to offer guidance and coach students on how to improve their performances for future interviews.

Portfolio & Reflection – 20%
The Portfolio & Reflection will be due May 2, 2018. The Portfolio will include a written resume and cover letter. The Reflection will be a self-assessment of the Mock Interview along with an essay about the students’ career/professional development and goals. It will also include a short essay on a community service experience conducted through TAMU-CC. Other assignments may be included in the Portfolio & Reflection, but advanced notice will be given by the instructor. Detailed descriptions of expectations will be found on Blackboard.

BLACKBOARD & EMAIL
Blackboard will be used throughout the semester to communicate information about the course expectations, collect assignments, and post grades. Students are expected to check Blackboard and their TAMU-CC email daily.

IMPORTANT DATES
1/23 (T): Last day to register or add a class
3/12-3/16: Spring Break
4/6 (F): Last day to drop a class
4/26 (R): First-Year Research Conference
5/2 (W): Last day of classes
5/4-5/10: Final Examinations
POLICIES

Late Work
As a rule, no late work will be accepted. As an exception to the rule, please contact me 48 hours in advance if there are extenuating circumstances that will cause you to miss a major due date. There will be no make-ups for missed in-class activity 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.

TAMU-CC Absence Policy
The following has been copied from the General Academic Policies and Regulations webpage (http://catalog.tamucc.edu/content.php?catoid=6&navoid=177):

- If students are absent from class on approved University business (e.g., intercollegiate athletics competition/travel, field trips, student research conferences, Board of Regents meetings), faculty members should count this as an excused absence and should not penalize the student for it. Students should be allowed to make up any required course work in advance or after their return to campus. Students are responsible for informing their instructors about the trip in advance so that the faculty members can make plans accordingly. If any doubt exists as to whether the activity in question is considered official University business, contact the Provost’s Office.

- In accordance with Texas Education Code 51.911, Texas A&M University-Corpus Christi will excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused for observance of a religious holy day may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

- Texas Education Code, Section 51.911 defines a religious holy day as a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code. If a student and an instructor disagree that the absence is for the observance of a religious holy day, or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the Provost. The student and instructor shall abide by the decision of the Provost.

- If a student’s academic course work includes patient care, the University may exclude from these policies and procedures any student absence for religious holy days that may interfere with patient care.

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.

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 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 your academic advisor, the Financial Aid Office, and me before you decide to drop this course. 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 6th 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/.