Triad I: Islanders Rewired
Spring 2018

Course Syllabus

Instructor: Loren Watts
Email: Loren.Watts@tamucc.edu
Office: Faculty Center 113
Phone: 361-825-5979
Office hours: MW 10:00-10:50 (FC 113)
F 8:30-9:30 (Breakfast Hour) and 9:30-10:50 (FC 113)

Courses:
- UCCP 1102.370 MW 9:00-9:50 am BH 201
- UCCP 1102.372 MW 1:00-1:50 pm CS 112
- UCCP 1102.382 MW 2:00-2:50 pm CS 112
- UCCP 1102.390 MW 12:00-12:50 pm IH 157

Learning Community Theme

Islanders Rewired is the theme for our learning community. Our goal is to teach you how to apply the skills you learn in each of your courses to your daily lives. These skills include personal assessment, strategies to expedite memory and learning, stress management, how to effectively reach your audience, and much more!

Learning Community Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
<th>Office</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chelsie Hawkinson</td>
<td><a href="mailto:chelsie.hawkinson@tamucc.edu">chelsie.hawkinson@tamucc.edu</a></td>
<td>825-3603</td>
<td>FC 120</td>
<td>Seminar</td>
</tr>
<tr>
<td>Anthony Zoccolillo</td>
<td><a href="mailto:anthony.zoccolillo@tamucc.edu">anthony.zoccolillo@tamucc.edu</a></td>
<td>825-2390</td>
<td>BH 318</td>
<td>Psychology</td>
</tr>
<tr>
<td>Peter Jurmu</td>
<td><a href="mailto:peter.jurmu@tamucc.edu">peter.jurmu@tamucc.edu</a></td>
<td>825-3667</td>
<td>FC 138</td>
<td>Seminar</td>
</tr>
<tr>
<td>Loren Watts</td>
<td><a href="mailto:loren.watts@tamucc.edu">loren.watts@tamucc.edu</a></td>
<td>825-5979</td>
<td>FC 113</td>
<td>Seminar</td>
</tr>
<tr>
<td>Andrea Montalvo-Hamid</td>
<td><a href="mailto:andrea.montalvo@tamucc.edu">andrea.montalvo@tamucc.edu</a></td>
<td>825-2657</td>
<td>FC 136</td>
<td>Composition</td>
</tr>
<tr>
<td>Laura Day</td>
<td><a href="mailto:laura.day@tamucc.edu">laura.day@tamucc.edu</a></td>
<td></td>
<td></td>
<td>Communication</td>
</tr>
<tr>
<td>Paige Gonzalez</td>
<td><a href="mailto:Paige.endsley@tamucc.edu">Paige.endsley@tamucc.edu</a></td>
<td></td>
<td>CASA</td>
<td>SI Leader</td>
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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. 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 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 current 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.

Course Materials

Seminar is a discussion course that will focus on the assigned readings and your experiences as a First-Year Islander. Readings will be supplied to you as handouts or online postings for discussion in Seminar. It is vitally important that you keep up with readings that are assigned at all times.
You will also need the following for seminar and other learning community courses:

- Regular computer access with Microsoft Office (available on campus).
- Islander email and Blackboard. Be sure to check both regularly.
- Ability to save your computer generated work and transfer it between school and home and among university computers (Laptop, USB Flash Drive, or cloud access).
- Positive attitude 😊

Course Evaluation

Attendance and Participation: (30%)  
Attendance is the only way to benefit from my class. Most of your grade is based on your participation in critical activities and discussions. To learn to connect the concepts you learn this semester to your personal life, you must be present and prepared for class. Your knowledge and opinion is valued and appreciated at every class meeting. Attendance will be taken daily throughout the semester at the beginning, middle, or end of class, or via Blackboard.

Personal Assessment: Maslow’s Hierarchy of Needs (5%)**  
Your first assignment of the semester will write a personal assessment placing yourself on Maslow’s Hierarchy of Needs pyramid. Your assessment will be due to your Seminar Blackboard by 10pm on Friday, January 19.

Reference Annotation: Maslow’s Hierarchy of Needs (5%)**  
Based on the need you are assigned; you will read and annotate the corresponding article BEFORE you conduct your own personal observations. This will be due to your Seminar Blackboard by 10pm on Friday, January 26.

Observation Data Collection: Maslow’s Hierarchy of Needs (5%)**  
You will collect data during a five-day self-observation. The data will include reflections about what you notice from the change in behavior. This five-day period will be from Monday, January 27 through Friday, February 2. One-page reflections will be uploaded to your Seminar Blackboard by the end of each day. All data should be brought in hardcopy format to Seminar on Monday, February 5.

Observation Round Table: Maslow’s Hierarchy of Needs (10%)**  
After conducting your data collection project, you will write a skeletal report outline using your assigned journal article(s) and your data. You and a group of peers will discuss your reports in a panel known as a round table. Your report outline will be due to your Seminar Blackboard on Sunday, February 11 by 10pm.

First-Year Research Conference Proposal: Maslow’s Hierarchy of Needs (5%)**  
Your observation round table team will write a proposal to present your discussion at First-Year Research Conference. Your team will decide if you want to turn your proposal in for conference consideration. If your team successfully presents your observation report, each participating team member will earn 2 points on their final grade in Seminar and Psychology. Proposals will be due to your Seminar Blackboard on Friday, March 2 by 10 pm.

First-Year Research Conference Attendance (5%)**  
If you team does not choose to present or is not accepted to the First-Year Research Conference, you will be responsible for attending an hour of conference sessions and submitting an evaluation of the conference session.

Myth Busting: Memory and Learning (10%)**  
You will write an analysis of your study habits using knowledge gained in your psychology lecture to explore how your own memory and learning works. This analysis is academic and will require secondary sources. Your final product will be due on Friday, April 14 by 10 pm.

Stress Management Activities (10%)**  
For your midterm, you will explore your approach to stress management. You will assess your stress, evaluate your approaches to dealing with stress, learn new ways to handle stress, and make a stress plan for the future. The culmination of this project will be due to you Seminar Blackboard on Friday, March 2 by 10 pm.

Story Corps: Mental Health (5%)**  
You will conduct an interview with somebody from a different generation than you to discuss perceptions of mental health. This interview will be published to Story Corps. More details will be discussed in class.

Final Reflection: Making Connections (10%)**  
For your final, you will reflect on all of the work you completed throughout the spring semester in your learning community. Your final reflection will be due to your Seminar Blackboard on Sunday, April 29 by 10 pm.

**Indicates an Integrative Assignment
Grading Policies

Late Work/Extensions:
I will not accept late in-class assignments; these assignments are directly related to your attendance and participation in class. Unless you receive prior instructor approval, major assignments received after their date will be marked down 10% for each day late. If there is an event that prevents you from meeting a deadline for an 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 48 hours before the due date. Due dates are already posted—please note them in your calendar and plan ahead.

Grade Appeals
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 Director of University Core Curriculum Programs. For complete details, please visit: [http://academicaffairs.tamucc.edu/rules_procedures](http://academicaffairs.tamucc.edu/rules_procedures).

Dropping the Class
If you are considering dropping this course, please discuss it with me to be sure it is the best course of action. Should you decide to drop the course, you must initiate the process by going to the Student Services Center and filling out a course drop form. Simply stopping attendance and participation will NOT automatically result in your being dropped from the class. Friday, April 6, 2018, is the last day to drop a class with an automatic grade of “W” this term.
Classroom Policies

Cell Phones and Other Technology
I hold the right to count you absent (with or without notification) if your technology use is distracting to other students or to me.

Tardiness
You are expected to be on time. Part of your course grade reflects your attendance and participation in class, and, therefore, it is imperative that you are prepared to attend class to be successful in this course. If you are more than ten minutes late, you may be counted absent.

Communication:
The best way to contact me is through email. You can expect to hear back from me within 24 hours during business hours on Monday through Friday. I do not check my email as frequently on the weekend, so expect more delayed responses if you email late Friday or on the weekend. I will not respond to any email after 6pm until the next business day. All course materials and announcements are posted to Blackboard, so please check there before emailing with questions.

Rights, Responsibilities and Civil Discourse:
In this course, we will engage in active learning including frequent group activities and interactions. Students are expected to read and follow the University Code of Conduct in the Student Handbook.

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.

Students with Disabilities and Veterans
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 Corpus Christi Hall 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.