Instructor Name: Amanda Hartman  
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Office Phone: 361.825.3730  
Office Hours: Monday/Wednesday 1:00-2:15 PM, Tuesday/Thursday 9:30-10:45 AM, & by appointment.  
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Course Information:  
UCCP 1101.240 8:00-8:50  BH 128  
UCCP 1101.241 9:00-9:50  BH 128  
UCCP 1101.246 12:00-12:50  BH 127

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

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<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Tuesday, September 4</td>
<td>Last day to register/add a class</td>
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<tr>
<td>Friday, November 9</td>
<td>Last day to drop a class</td>
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<td>November 21-23</td>
<td>Reading Day/Thanksgiving Holiday</td>
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<tr>
<td>Wednesday, December 5</td>
<td>Last day of classes</td>
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<tr>
<td>December 7-13</td>
<td>Final Exams</td>
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GRADE BREAKDOWN

Participation and Attendance-10% Everything we do in our class is important to your overall success in LC E; therefore, attendance is critical. Missing class will affect your grade. You are expected to contribute to class discussions and engage with your classmates and instructor. To encourage attendance, I will take attendance each time we meet. You are allowed two absences from my class. For each absence over this number, you will lose points from your P&A average. Documented university or medical absences will not count towards this number. You should arrange for and provide this documentation as soon as possible to account for these types of absences. Do not wait until the end of the semester to attempt to gather this documentation.

Daily Work – 15% Daily work activities are assigned at random points throughout the semester and vary in terms of length and structure. Some examples include: note-taking quizzes, reading reflections, summaries, progress checks, group activities, mini-presentations, take-home activities, etc. These assignments are not accepted late and cannot be made up if a student is absent from class. They are designed to assist you in your preparation for large lecture, promote communication between classmates, and ensure regular attendance in seminar.

History Lecture Supplements – 15% As part of LC E, you will complete lecture supplements in history. These exercises will also count for a portion of your seminar grade because success in the entire triad is dependent on your attendance and active participation in History. In addition, seminar instructors will also distribute and assist you as you work on completing these assignments. Please see the course website and Dr. Wooster’s syllabus for more information.

Reading Quizzes– 15% In order to allow you to take more ownership of your learning this semester, you will be expected to complete quizzes over selected chapters from your assigned History 1301 texts. Quizzes will be announced in advance. They will be administered in seminar and will take place over the course of the entire semester. Reading in advance is crucial to your success on these assignments.
IA 1: Writing to Shape History – 15% For this assignment, you will change history. Using writing, you will create a course proposal for the addition of a new primary source document to the History 1301 reading list. Your writing will be evaluated by learning community faculty, and based on our shared conclusions, we will include your source in the History reading list for Spring 2019. This assignment grade will be your first integrated assignment in the Learning Community. As such, all LC instructors will assist you in completing this document and share the resulting grade. For additional information, please reach out to your LC faculty.

IA 2: FYS Presentation-10% As part of your learning community experience, you will complete oral/visual presentation, in which you will present your research and your conclusions to your peers and learning community professors. You will be responsible for making many composing decisions about content and format in collaboration with your group members. Given that this presentation is based on credible research, you will not be allowed to present unless you have submitted the required research elements for Midterm Portfolio #1. Your goal is to share what you have learned with your peer group in a way that they will find interesting and engaging. This project is a shared assignment between all your LC courses. Please see the course website, your writing & rhetoric instructor’s website and syllabus for more information.

IA 3: FINAL LC E Portfolio Reflection- 20% You will use this reflective writing to discuss how you have mastered the student learning outcomes from HIST 1301, Writing and Rhetoric and First-Year Seminar. The Final Reflection will be due on Friday, December 7th via Blackboard. More information will be provided in the form of class discussion and a template.

CLASS POLICIES & OTHER INFORMATION

Late Work I will NOT accept late daily work assignments in seminar. There will be no make-ups for missed daily grades. For any major assignment, please email all necessary faculty at least 48 hours before the due date to request an extension. You will need to propose a new due date and documentation that proves an extension was granted. However, if you do not meet your own deadline, your assignment will be penalized a letter grade each day the assignment is not turned in. This policy includes weekends.

Email Communication Please consider e-mail as official correspondence. Efforts will be made to address your e-mail within 24 hours.

- No email correspondence on the day before an examination or deadline.
- E-mail communications should be about class business. E-mail is not the place for summaries of lectures, discussions, or readings. You will need to avail yourself to scheduled office hours or make an appointment to discuss these.
- Please use the subject line in a way that indicates the content of the message. Please use professional language and include your full name and a complete inquiry in the body of the message.

Graded Events If you feel that you were graded unfairly & disagree with a grade that you earned, please follow these steps: 1.) Read the rubric or assignment description… did you follow all of the guidelines? 2.) Look on your paper for my specific comments…do these shed any light? 3.) 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.

**Office Hours** Attending office hours is a key to success in higher education. I expect that you utilize office hours for one on one feedback on your writing and to be able to address your learning needs on an individualized basis. Because of FERPA regulations, I cannot discuss grades in the classroom; this must be done during office hours.

**Technology Use** Out of respect for your peers and me, please turn off your cell phones or turn them to silent, and put them away, before class begins. Laptops and other electronic devices will be permitted for particular activities as deemed appropriate by the instructor. Classroom discussion related to Learning Community E content may not be recorded on any device without the prior and explicit written permission of the course instructor. If recording is being requested for disability accommodation as requested by TAMU-CC Disability Services, the instructor's consent will be given in compliance to reasonably accommodate students. Presentations that are made by classmates or guest lecturers cannot be recorded without the prior and explicit written permission of each of the presenters. Students creating unauthorized recordings violate an instructor's (or classmate's or guest's) intellectual property rights.

**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 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. November 9 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/index.html](http://academicaffairs.tamucc.edu/rules_procedures/index.html).

**I-CARE**
TAMU-CC is committed to the safety and wellbeing of our campus community. If you need
support or have a concern about the behavior or safety of a fellow student, you may share your
concerns with I-CARE by submitting an online referral to icare.tamucc.edu. Your report will
help us to provide outreach, support, and early intervention.

**Think About It**
All UCCP 1101 students are required to complete the Think About It training to prepare you for
the unique challenges associated with being a university student. You should have received an
email prompting you to take the course before you arrived on campus. Please complete the
training before October 1st, to avoid a registration hold that will prevent you from registering for
Spring 2019 classes. If you did not receive the email, please talk with me or contact
[thinkaboutit@tamucc.edu](mailto:thinkaboutit@tamucc.edu) for a new access link.

I reserve the right to alter or amend this syllabus at any point in the semester.