Course Syllabus

Instructor: Chelsie Hawkinson  
Email: chelsie.hawkinson@tamucc.edu  
Office: Faculty Center 120  
Phone: 361-825-3603  
Office hours: Monday 2:00 – 4:00pm in FC 120  
Breakfast Hour: Friday 8:00 – 8:50am in BH 205

Courses:
- UCCP 1101.341/342  
  MW 10:00-10:50 pm  
  OCNR 255
- UCCP 1101.343  
  MW 12:00-12:50 pm  
  OCNR 255
- UCCP 1101.340  
  MW 1:00-1:50 pm  
  OCNR 255

Learning Community Theme

Islanders Rewired is the theme for our learning community. Our plan 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

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<tr>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
<th>Office</th>
<th>Department</th>
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<tbody>
<tr>
<td>Anthony Zoccolillo</td>
<td><a href="mailto:anthony.zoccolillo@tamucc.edu">anthony.zoccolillo@tamucc.edu</a></td>
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<td>Psychology</td>
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<td>Alandria Cantu</td>
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<td>CASA</td>
<td></td>
<td>Peer Mentor</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. 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 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.
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.

**Islander Identity Project (10%)**
Whatever your academic goals may be, it is critical to be aware of the opportunities your university and to figure out how you fit into it all. This project will encourage you to get out and earn points for participating in different campus events. Details will be provided in class.

**Integrative Assignments:**

**Maslow’s Hierarchy of Needs: Personal Assessment (10%)**
Your first assignment of the semester will to 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 Sunday, September 2.

**Maslow’s Hierarchy of Needs: Journal Article Annotation (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 Psychology Blackboard by 10pm on Friday, September 7.

**Maslow’s Hierarchy of Needs: Data Collection (10%)**
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 Sunday, September 9 to Friday, September 14. Reflections will be uploaded to your Seminar Blackboard by the end of each day. All data should be brought to Seminar on Monday, September 17.

**Maslow’s Hierarchy of Needs: Observation Report (5%)**
After conducting your data collection project, you will be responsible for communicating the process of research and your findings in film format. Your film will be due to your Seminar Blackboard on Sunday, September 30 by 10pm.

**Midterm: Stress Assessment and Management (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 your Seminar Blackboard on Sunday, October 14 by 10 pm.

**Memory & Learning Analysis: Memory and Learning Myth Busting (5%)**
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 to your Psychology Blackboard on Friday, November 17 by 10pm.

**First-Year Symposium (5%)**
At the end of the semester, the First-Year Program holds the First-Year Symposium to showcase student work. You will attend and participate on Friday, November 30.

**Final Reflections: Making Connections (10%)**
For your final, you will reflect on all the work you completed throughout the spring semester in your learning community. Your final reflection will be due to your Seminar Blackboard on Sunday, December 2 by 10 pm.
Important Dates

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<th>Event</th>
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<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><strong>Last day to drop a class</strong></td>
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<td>November 21-23</td>
<td>Reading Day/Thanksgiving Holiday</td>
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<td>Wednesday, December 5</td>
<td>Last day of classes</td>
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<td>December 7-13</td>
<td>Final Exams</td>
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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.

**Course Communication**
All course communication is sent through your university email account (Islander account), and all course materials and announcements are posted to Blackboard. If you need assistance with these, contact the Student Computer Helpdesk at 361-825-5618. 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.

**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:

**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.

Classroom Policies

**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 will receive 70% of the attendance grade. If you are more than 25 minutes late, you will be counted absent.

**Rights, Responsibilities and Civil Discourse:**
In this course, we will engage in active learning including frequent group activities and interactions. To meet these many significant learning objectives, it will be necessary to establish some ground rules for class discussions so that no one individual dominates the discussion and so that the diverse opinions of others can be respected. You and your classmates will make suggestions that will ultimately be compiled into a set of rules responsibilities and guidelines for civil discourse in this class. Students are expected to read and follow the University Code of Conduct in the Student Handbook.
**Class Decorum**
During class, you are expected to behave respectfully and contribute to a positive learning environment. This means that you should refrain from using technology inappropriately in class. Also, during class discussion, you are expected to be respectful of others’ opinions and open to a diversity of ideas. Please stay tuned for an interesting cell phone experiment opportunity in class.

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**Important University Policies**

**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.

**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 for a new access link.