First-Year Seminar II: Intrinsic Islanders
First-Year Learning Communities Program
Texas A&M University – Corpus Christi

Course Syllabus

Instructor: Paige Gonzalez
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Phone: n/a
Office Hour: M 11:00-11:50 W 3:00-3:50 or by appointment

Courses:
UCCP 1102.003 MW 1:00-1:50 pm BH 127

Learning Community Theme: Intrinsic Islanders

Intrinsic Islanders are students who have located their internal motivation and are independent learners. Throughout the semester in your Independent Seminar course, you will be challenged to locate the sources of your intrinsic motivation.

Course Description

Learn what it means to be a student and member of the Texas A&M University - Corpus Christi community in the two-semester sequence of First-Year Seminar (FYS). FYS explores different facets of college knowledge for academic and social success. As the integrative engine of a campus-wide learning community, FYS engages students in a collaborative learning experience. By facilitating learning community experiences with students inside and outside of the classroom, FYS faculty facilitate meaningful connections throughout the first-year student experience. FYS students gain confidence in their individual skills and develop abilities for use in the academic community and beyond. Whereas, UCCP 1102 emphasizes student success after the first-year.

Student Learning Outcomes

Synthesize connections between courses by engaging in integrative experiences and assignments.
Evaluate learning processes in courses through self-reflection.
Demonstrate academic development from participation by completing integrative assignments and presenting in a public forum.
Locate and utilize campus resources connected to courses and university life.

Course Goals and Objectives

Integrative Learning
Learning to Learn
Academic Development
Higher Education Navigation

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 - 25%
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.

Film Introduction Email (submitted in a discussion forum on Blackboard) - 5%
Submission Window = Monday, January 14, 2019 - Friday, January 18, 2019
In a professional email addressed to your learning community faculty and peers, use film(s) to describe and compare your educational journey at TAMU-CC (or elsewhere) thus far. Using specific scenes or a film generally, describe how each scene or film in general represents the source of your intrinsic motivation to achieve your goals this semester and until graduation. Similarly, select a film to represent the struggles you have faced since your educational journey began and describe the connections. Finally, select a film or scene that represents a promise you can make to your second semester learning community about the type of student you will be this semester. Pay special attention to formatting expectations. Your grade for the assignment will be dependent on how faculty would react to the formatting you submit. Substantially respond to two of your *new* peers about their introduction.

Career Skills Learning Experience Portfolio - 30%
Phase One | Due February 12 (BB by 10pm) **
The first phase of this project is a research component that examines your intended profession and the expected skills to be an effective employee. To learn this information, students will conduct primary and secondary research. Students will generate a report and create a rank order list of skills they most wish to cultivate.
Phase Two | Due February 19 (BB by 10pm)
Students will arrange into teams based on the skill they most want to spend time developing throughout the semester. In phase two, teams will be responsible for designing a project proposal and pursuing a learning experience that will cultivate the growth of their sought out skill.
Phase Three: Film Development | March 26, 2019 (BB by 10pm)
Teams will develop a presentation that includes descriptions of the learning process and outcomes that were a result of phases one and two. (5-7 minute film)

Phase Four: Film Showcase | March 27, 2019 (In Class)
Students will present their research. The students who are selected to present their work at First-Year Research Conference will be given an opportunity to be evaluated twice.

Phase Five: FYRC Application | March 10 (BB by 10pm)**
FYRC Application and attendance. On First-Year Research Conference day, students from all learning communities will present the research they conducted throughout the semester to a captive audience. First-year student presenters will automatically receive these points. All students expected to attend.

**Individual Component

Stress Management Memorandum and Case File - 20%
During a two week exposé on stress, you will explore your approach to stress management. You will assess your stress, evaluate new and old 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 in the form of a memorandum and case file. Assuming your future workplace does not place a high emphasis on stress management, the memorandum should be written to a future employer and make a claim about how and why stress management should be incorporated into the workplace. In addition, you will collect a case file with appropriate documents you complete throughout the two week exposé. Research article annotations due to BB on Friday, April 5. Memorandum and case file submissions due by Friday, April 19.

Islanders Engagement Menu [Semester Long Project] - 10%
You are expected to attend or reflect on events and experiences throughout the spring semester. Events and experience options will be presented in class. You will be responsible for discussing what you selected as your experience on the last day of class. Stay posted for options to earn these points.

Time Management System [Semester Long Project] - 5%
Throughout the spring semester, you will be expected to select a time management strategy. You will be responsible for sharing the utilization of your strategy randomly throughout the semester. In addition, each week, you will complete a brief reflection of your week.

Final Reflection - 10%
A final reflection will describe how you integrated your understanding of what it means to be a learner in college and beyond.

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: http://academicaffairs.tamucc.edu/rules_procedures/index.html.

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 5 is the last day to drop a class with an automatic grade of “W” this term.

Class 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 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.

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.