UCCP 1102: First-Year Seminar II (Independent)

American Drama
Texas A&M University – Corpus Christi
Department of Undergraduate Studies ~ Spring 2019

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Course Information:
UCCP 1102.004 12:00-12:50 BH 202
UCCP 1102.006 1:00—1:50 BH 202

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 learning community, FYS engages students in a collaborative learning experience. By attending learning community courses with students, FYS faculty facilitate meaningful connections between linked courses. FYS students gain confidence in their individual skills and develop abilities for use in the academic community and beyond. UCCP 1102 emphasizes student success after the first-year.

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

Course Goals and Objectives
- Integrative Learning
- Learning to Learn
- Academic Development
- Higher Education Navigation

Evaluation

PARTICIPATION AND ATTENDANCE – 30%
Attendance is vital. Each class period is devoted to something crucial to your success. Three tardies constitute an absence. Cell-phone use will negatively impact your participation grade.

IN-CLASS ACTIVITIES, WRITINGS, QUIZZES, DISCUSSIONS and HOMEWORK – 25%
These refer to various modes of daily class engagement. They are designed to help you prepare for major assignments, build academic skills, organize your thoughts, express yourself orally and in writing, bolster your critical thinking capacities, strengthen your ability to analyze texts, keep up with the readings, interact with your peers and gauge your learning.

FINAL PROJECT (PRESENTATION or PAPER) – 25%
The Final Project will ask you to select a dramatic text and analyze it according to one of the theories we have covered and applied throughout the semester. You may either present your work to the class in the form of a multimodal presentation—likely with illustrative clips—or if you prefer, you may write a formal analysis paper instead. Details and instructions will be forthcoming.

FINAL PROJECT PROPOSAL – 10% [which may also be used to apply to the FIRST-YEAR RESEARCH CONFERENCE]
This is a 1-2 page plan for your Final Project submitted for feedback roughly midway through the semester. {Much like Symposium in the fall semester, First-Year Research Conference is the culminating event in the spring semester. All first-year students will work on projects that they may elect to present at FYRC. All students are expected to attend at least one session on Thursday, April 25.}
REFLECTIVE WRITING– 10%
Metacognitive exercises such as self-reflection are one of the student learning outcomes for First-Year Seminar. We will produce a final reflection in the form of an essay (due at the end of the semester), a series of journal entries submitted throughout the semester or a combination of the two.

Important Dates
Tuesday, January 22 Last day to register/add a class
March 11-15 Spring Break
Friday, April 5 Last day to drop a class
Wednesday, May 1 Last day of classes
May 3-9 Final Exams

Online Schedule
http://www.tamu.edu/wiki/MelanieMcMahon/Spring2019ClassPlans

Late Work
Major assignments will be accepted late, though at the penalty of a half a letter grade per day. Please contact me in advance to request an extension. There will be no make-ups for missed daily 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.

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. April 5 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 First-Year Learning Communities Coordinator. For complete details, please visit: http://academicaffairs.tamucc.edu/rules_procedures/index.html.
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 toicare.tamucc.edu. Your report will help us to provide outreach, support, and early intervention.