Texas A&M University-Corpus Christi
Department of Undergraduate Studies Spring 2019
UCCP 1102: First-Year Seminar II Sections 140/141
Learning Community B: Agents of Change, Advocates for the Future

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Course Information:
UCCP 1102.141 11:00-11:50 am BH 201
UCCP 1102.140 1:00-1:50 pm OCNR 255

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.

Learning Community B: A successful experience in this learning community will depend on your individual commitment and work ethic, as well as your ability to be an active participant in the significant learning experiences the integrative curriculum has to offer you in this unique learning community of scholars.

An note from your Learning Community professors: I encourage all students to visit with your learning community professors regularly throughout the semester, either at office hours or by appointment rather than waiting until the end of the semester to ask questions or express concerns. Professors who are familiar with their students are better able to help their students accomplish their personal and academic goals. Sharing your goals, successes, and challenges with your learning community faculty is critical. So, make yourself known for doing good work and for being an engaged, active member of the learning community.

Course Objectives The objectives of First-Year Seminar II are to advance the six intellectual and practical skills defined by the Texas Core Curriculum:
• Critical Thinking Skills
• Teamwork
• Communication Skills
• Social Responsibility
• Empirical and Quantitative Skills
• 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.

Grade Distribution and Major Assignments

** This syllabus is subject to change at the discretion of the instructor to accommodate students’ and/or instructional needs. However, you will be notified of those changes as they occur. Please visit course website and view the class schedule on a regular basis to remain informed of such changes.

LEARNING COMMUNITY PARTICIPATION – 30 %
There is nothing that we will do in class that is not important to your overall success in the learning community; therefore, attendance is imperative. Missing class will affect your grade, as will not being prepared or not participating in a meaningful way. Students are expected to contribute to class discussions and to compose thoughtful short assignments. To encourage attendance, I will take attendance each time we meet. In addition, individual and group exercises will be assigned each class meeting through which I will evaluate your performance and engagement. Simply being present in class will not earn you full
points for the day. I will take into account participation, preparedness, and promptness when assigning daily participation grades. In addition, any disruptive behavior or use of electronic devices (including any use of laptops, cell phones and/or portable music devices) will be noted, resulting in a deduction of daily participation points. I reserve the right to award daily or average points to students who continually surpass classroom expectations. I also reserve the right to deduct daily or average points from students who consistently lack engagement or disregard classroom rules.

**LEARNING COMMUNITY B IN-CLASS EXERCISES - 15%** As part of your learning community experience, you will be asked to complete a series of in-class writing exercises that center around each unit in SOCI 1301. You will engage in discussion and writing related to these in all three learning community courses on the announced dates. **THERE WILL BE NO MAKE-UPS FOR THESE EXERCISES.** Please see your learning community faculty’s syllabi/web pages for more information related to these exercises.

**WRITING PROJECT #1: SOCIOLOGICAL EXAMINATION OF A STUDENT’S WORLD - 15%**
As part of your learning community experience this semester, you will use your writing to compose a short analytical piece based on your thorough analysis of the the SOCI 1301 introductory readings (available via the course Blackboard). This analytical piece requires that you “unpack” the argumentative techniques a writer uses to make his or her audience think, feel, believe, or do something. This writing project is designed to give you practice with reading college-level, sociological texts, working with composing processes, and learning and using rhetorical principles in writing. Additional handouts with regard to this project will be provided by your Learning Community B professors at a later date.

**WRITING PROJECT #2: WRITING FOR THE REAL WORLD - 15%**
As part of your learning community experience, you will compose a newspaper opinion piece (Op-Ed) where you will share your perspective on a public/social issue related to the SOCI 1301 course themes. The purpose of the Op-Ed is to sway public opinion and challenge reader’s perceptions using convincing argument and presenting it in a concise, readable way. Additional handouts with regard to this project will be provided by your Learning Community B professors at a later date.

**LEARNING COMMUNITY B PORTFOLIO - 15%** You will use reflective writing to discuss how you have mastered the learning community outcomes from SOCI 1301, Writing and Rhetoric and First-Year Seminar. The LCB Portfolio will be due at the beginning of SOCI 1301 lecture (at 9:30 am) on Tuesday April 30th. More information will be provided in the form of class discussion and an online assignment description. Please see your individual professors’ web pages for assignment and submission details.

**GROUP RESEARCH PRESENTATIONS - 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 instructors. Research topics will be chosen in early February with the support of your learning community faculty. For this project, you will work with three or four students in our class whose research connects to your own, based on key ideas from Sociology. Together, you will create a formal, academic research presentation. You will need to make 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 all of the required elements for the Research Journal in Writing and Rhetoric.** 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 learning community courses. Please see the course website, Professor Bray’s and Dr. Araiza’s syllabi for more information.

**Other Information**

**LATE WORK.** I will NOT accept late daily work assignments in Seminar because those assignments are, in essence, part of your attendance and participation grade. There will be no make-ups for missed daily grades. For any major integrative learning community assignment, please email your professor’s at least 48 hours before the due date if there are extenuating circumstances that will cause you to miss an assignment deadline. In the email, you will need to propose a new due date that does not exceed SEVEN days (one week) past the original due date. Upon submission of the final product, documentation that proves an extension was granted must be provided. This policy includes weekends. **NO ASSIGNMENTS RELATED TO LEARNING COMMUNITY COURSES WILL BE ACCEPTED OVER EMAIL. NO EXCEPTIONS.**
OFFICE HOURS Attending office hours is a key to success in higher education, especially in writing intensive courses. Dr. Araiza, Professor Bray and I expect that you utilize office hours for one on one feedback on your coursework, and to be able to address your learning needs on an individualized basis. Because of FERPA regulations, we cannot discuss grades in the classroom; this must be done during office hours. We want to give you feedback on your writing and learning process or any of the course content. In order to be fair, please abide by the following guidelines: we can’t spend more than 15 minutes with you during office hours if other students are waiting. Obviously, we are delighted to spend more time with you if our schedules permit. We are happy to answer specific questions re. learning community assignments via email. However, we will not provide any detailed feedback on your writing via email.

EMAIL COMMUNICATION Please consider e-mail as official correspondence. All email correspondence will be sent to your Islander email and via Blackboard. Efforts will be made to address your e-mail within 24 hours. If you do not receive an email within 24 hours, please send a follow-up email.
- 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, however.
- 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. Unprofessional emails will result in non-response.

GRADED EVENTS: If you feel that you were graded unfairly & disagree with a grade that you earned, please follow these steps:
- Read the rubric, assignment description; did you follow all of the guidelines?
- Look on your paper for my specific, hand-written comments...do these shed any light?
- 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.
NOTE: For all learning community writing projects, all students will apply MLA (Modern Language Association) documentation style.

Islander Email Account/ Blackboard: It is VERY IMPORTANT that you activate your Islander Email account and log onto Blackboard, as it will serve as my primary means of correspondence with you. Throughout the semester, I will be sending emails sharing important information relating to the learning community and I want to ensure that you receive this information. For quick questions or minor issues, you may contact me via e-mail. For more complicated concerns or questions, please make use of my office hours or make an appointment to meet with me. I generally will respond to email within 24 hours, except on the weekends. I am always ready and willing to make myself available to help you succeed in this course. I highly encourage you to come to me with your questions and concerns at any point that you need the assistance. I am very good at answering email and many of your questions could probably be answered in that way. For more complicated concerns, I encourage you to drop by my office or make an appointment so we can discuss whatever it is that is causing you to struggle. I advise you to identify and remedy any concerns as early as you can during the semester – the more time we have to address it – the more likely it is we will be able to resolve it in a way that allows you to be successful. If you wait until the end of the semester, there is little I can usually do to help at that point.

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. Please see: http://studentaffairs.tamucc.edu/handbook.html for further information.

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. 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.

**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: