UCCP 1102: First-Year Seminar II (Dyad C – 191/192)
Texas A&M University – Corpus Christi
Department of Undergraduate Studies ~ Spring 2019

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Course Information:
UCCP 1102.191 - Tues/Thurs: 12-12:50pm OCNR 222
UCCP 1102.192 - Tues/Thurs: 12-12:50pm OCNR 222

Course Description
The purpose of this class is to learn what it means to be a student and a member of the Texas A&M University – Corpus Christi community in a 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 also emphasizes student success after the first year.

A successful experience in this course will depend on your individual commitment and work ethic, as well as your ability to be an active participant. I encourage all students to visit with me regularly throughout the semester, rather than waiting until the end of the semester to ask questions or express concerns. As in most courses, students should be proactive about their work and ready to discuss concepts and share examples during class. Furthermore, a professor who is familiar with their students is better able to help them accomplish their personal goals, so make yourself known for doing good work, contributing to class discussion, pursuing your professional interests outside of the classroom, and sharing your goals, successes, and challenges with myself and your peers.

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

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-reflections.
❖ 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.

Grade Distribution and Major Assignments

Reflections – 30% Two times this semester, you will be asked to reflect upon your experience(s) as a university student. The first reflection will be on Thursday, March 7th (10%) and the second reflection will be on the last day of class Thursday, April 25th (20%). Both assignments will be written in class. In these reflections, you will be asked to include specific examples and should be used to gauge your growth this semester.

Attendance and Participation – 30% There is nothing that we will do in class that is not important to your overall success in Triad M; therefore, attendance is imperative. Missing class will affect your grade, as not being prepared or not participating in a meaningful way. Students are expected to contribute to class discussions. To encourage attendance, individual and group
exercises will be assigned during randomized class meetings 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 considering this grade. Aid you toward this end. **Together with the in-class reflections, these components make up the majority of your Seminar grade. All depend on YOU coming to class. Please take that into consideration as we move forward this semester.**

*Integrated Assignment (T-Shirt Project) ~ 40%* This assignment is geared toward gauging your engagement with historical content presented in class and discussions in and outside your academic community that asks you to “DEFINE AMERICA.” Collaboratively and within a small group, you will be asked to produce a Proposal and Outline, weighted 5% each, and a formal Design for Your T-Shirt and a Presentation, which are weighted equally each at 15%. Please see Dr. Martin’s syllabus and other handouts regarding this assignment and our online websites for more information.

**To find a list of IMPORTANT DATES and a DAILY SCHEDULE for this course, visit:**
http://www.tamucc.edu/wiki/CrystalBallard/Spring2019ClassPlans-DyadC

**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. I will drop two of the lowest participation grades at the end of the semester. Please refer to Dr. Martin’s syllabus regarding late work and missed assignment policies.

**Office Hours** Attending office hours is a key to success in higher education, especially in writing intensive courses. Dr. Martin and I expect that you utilize office hours for one on one feedback, 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. Again, the use of our designated office hours are the best times to have important conversations regarding your development over the course of the semester.

**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.

**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 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, so utilize email as a way to communicate with me.
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.

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 before you decide to drop to be sure it is the best thing to do. 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 6th 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/.

I-CARE TAMUCC is committed to the safety and wellbeing for 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.

** 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.