Texas A&M University-Corpus Christi
Department of Undergraduate Studies Spring 2019
UCP 1102.190: First-Year Seminar II
UCP 1102.193: First Year Seminar II
Learning Community C

Instructor Name: Bernadette Marie Flores, M.A.
Office: Faculty Center 113
Office Phone: (361) 825-3660
Office Hours: M 2-3:30pm W 1-2pm R 10-11am F 11-1pm (and by appointment)
Email Address: Bernadette.flores@tamucc.edu
Website: https://bflores34.wixsite.com/spring2019dyadcsem

Course Information:
UCP 1102.190 TR 11-11:50am OCNR 222
UCP 1102.193 TR 3:30-4:20pm OCNR 222

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.

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.

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

Grade Distribution and Other Major Assignments

PARTICIPATION AND ATTENDANCE – 30%
There is nothing that we will do in class that is not important to your overall success in Dyad C; therefore, attendance is imperative. Missing class will affect your grade, as not being prepared or not participating in a meaningful way. Attendance counts for 15% and Participation counts for 15%. 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.
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.

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 and the second reflection will be on the last day of class Tuesday, April 30th. Both assignments will be written in class. The midterm reflection is worth 10% and the final reflection is worth 20%. In these reflections, you will be asked to include specific examples and should be used to gauge your growth this semester.

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. Costanzo’s syllabus and Professor Twardowski’s syllabus regarding their late work and missed assignment policies.

EMAIL COMMUNICATION Please consider e-mail as official correspondence. 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. During the weekend, I will not be as available over email as I am during the week. Please plan ahead for any questions or concerns you will have and contact me accordingly.

- 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. You will need to avail yourself to scheduled office hours or make an appointment to discuss these.
- 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:
1.) Read the rubric or assignment description and consider; did you follow all of the guidelines? 2.) Look on your paper for my specific, hand-written comments…do these shed any light? 3.) 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.

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. November 9 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/index.html