**UCCP 1101: First-Year Seminar I with Learning Community G (LCG)**  
Texas A&M University – Corpus Christi  
Department of Undergraduate Studies ~ Spring 2019

**Instructor Name:** Chimene (Jimena) Burnett  
**Office Location:** FC 138  
**Office Phone:** 825-2150 or 825-3667  
**Office Hours:**

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<tr>
<th>Monday</th>
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<th>Thursday</th>
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<td>by appointment</td>
<td>8:30-9:30 am</td>
<td>3:30-4:30 pm</td>
<td>8:30-9:30 am</td>
<td>8:00-9:00 Coffee Hour</td>
<td>If your school/work/life schedule conflicts with these office hours, please email me so that we can set up a meeting time that works for both of us.</td>
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<td>3:30-4:30 pm</td>
<td>in FC 138</td>
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**Email Address:** jimena.burnett@tamucc.edu  
**Website:** [http://www.tamucc.edu/wiki/ChimeneBurnett/Home](http://www.tamucc.edu/wiki/ChimeneBurnett/Home)  
**Course Information:**

- UCCP 1101.332 TR 10:00-10:50 BH 127  
- UCCP 1101.330 TR 12:00-12:50 BH 127  
- UCCP 1101.331 TR 1:00-1:50 BH 127

**Learning Community G Theme and Goals for Spring 2019**

This semester we are going to focus on the idea of “depth” in music, research, learning, intellectual engagement and community involvement. By the semester’s end, you should be “rolling in the deep” (thanks, Adele!), in the following ways:

- being mindful and engaged students - listening, thinking, researching, questioning, and reading
- appreciating and valuing music, art, and cultural/creative achievements in society and everyday life
- developing a sense of intellectual agency, self advocacy, and empowerment through learning and participating in a community
- Using music, creativity, and reflection to make discoveries about the self and the world

**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
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.

COURSE COMPONENTS

PARTICIPATION AND ATTENDANCE – 30%

You are an important member of Learning Community G. Your ideas, bodily and mental presence, and unique perspective are important to the success and strength of our community. Subsequently, we need you in class every day! There is nothing we will do in this class that is not important to your overall success. To facilitate learning and engagement, I will be taking up something from you (daily writings, quizzes, group tasks) every time we meet. You are allowed two absences with no penalty. We are giving you these absences for both your physical and mental health. So, please use them wisely. Tardiness, inappropriate phone use, lack of engagement, sleeping, and unwillingness to contribute to class discussions are some of the ways you can lose participation points.
SHARED ASSIGNMENTS WITH DR. POOL’S MUSIC 1306 COURSE – 30%

The Research Project is worth 20% of your grade in Seminar. It includes the following components:

- Lyric Analysis (individual 10 pts.)
- Listening Exercise (individual 10 pts.)
- Conference Proposal (group 20 pts.)
- Group Conferences (group 20 pts.)
- Research Chart (group 30 pts.)
- Powerpoint check (group 10 pts.)
- In-Class Presentations and First Year Research Conference (group 100 pts.)

Please note that the 6 small assignments (see the 6 bullet points above) have been designed to engage you with the research methods, critical thinking, and the processes of analysis that are necessary for producing a strong presentation at the end of the semester. In order to be eligible to present with your group, you will need to complete all of these supporting assignments. Please see our Seminar Blackboard > Shared Assignments Folder > Research Project for more detailed instructions and due dates.

3 Concert Reviews, 3 YouTube Assignments, and 1 Comparison Project are worth 10% of your grade in Seminar. Please see Dr. Pool’s Blackboard for full instructions and due dates.

REFLECTIONS – 30%

Two reflections, each worth 15% of your course grade, will be due during the semester. The midterm reflection will be due in Week 8, just before Spring Break. The final reflection will be due in Week 15 of the semester. Please see our Seminar Blackboard > Reflection & Metacognition Folder for more detailed instructions and due dates. Assignments due in Blackboard must be turned in a file format that easily accessible for grading, such as .pdf, .doc, or docx formats. No .pages!

SEMINAR ACTIVITIES – 10%

Most of the work we will do in this course in the LCG will relate to your Understanding and Enjoying Music course. However, we will also be completing a variety of small assignments designed to develop the intellectual, social, and practical skills necessary for students to be successful in a university setting. These assignments include—but are not limited to—quizzes, reading responses, mini-reflections, and discussion forums.

ISLANDER CITIZEN POINTS (A.K.A EXTRA CREDIT) - Varies

Throughout the semester you will have many opportunities to participate in a variety of activities and events, both on and off campus, and throughout our Coastal Bend community. From time to time, I will offer bonus points for attending and writing about these events.

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**
A detailed schedule for this course can be found at: [http://www.tamucc.edu/wiki/ChimeneBurnett/Home](http://www.tamucc.edu/wiki/ChimeneBurnett/Home)

**Late Work**
Any major assignment (such as a reflection) will be accepted late, at a penalty of a half a letter grade per calendar day late. Please contact me in advance if there are extenuating circumstances that will cause you to miss a major due date. 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.** Remember that Learning Community G has several shared assignments that count in BOTH seminar and Music 1306! If you are considering dropping a course in this learning community, come see me first so we can come up with a good plan of action!

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 5th** 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.

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.