First-Year Seminar II: Islander Critics
First-Year Learning Communities Program
Texas A&M University – Corpus Christi

Course Syllabus
Instructor: Chelsie Hawkinson
Office: FC 120
Email: chelsie.hawkinson@tamucc.edu
Phone: (361) 825-3603
Office Hour: M 3:00pm-4:00pm or by appointment!
Breakfast Hour: F 8:00am-9:00am

Courses:
- UCCP 1102.650  MW  11:00-11:50 pm  BH 128
- UCCP 1102.651  MW  12:00-12:50 pm  BH 128

Triad PG: Islander Critics

Islander Critics are critics of film and they are critics of psychological science. They are students who have embraced the art and science of asking questions and seeking their answers. They evaluate ideas and look for meaning beyond the obvious and surface level understanding.

Learning Community Team

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Email</th>
<th>Phone</th>
<th>Office</th>
<th>Office Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Gurney</td>
<td><a href="mailto:david.gurney@tamucc.edu">david.gurney@tamucc.edu</a></td>
<td>825-5991</td>
<td>BH 331</td>
<td>MW 8-9a, R 12-2p</td>
</tr>
<tr>
<td>Anthony Zoccolillo</td>
<td><a href="mailto:anthony.zoccolillo@tamucc.edu">anthony.zoccolillo@tamucc.edu</a></td>
<td>825-2390</td>
<td>BH 318</td>
<td>MW 8-850a, TR 930a-1030a</td>
</tr>
<tr>
<td>Chelsie Hawkinson</td>
<td><a href="mailto:chelsie.hawkinson@tamucc.edu">chelsie.hawkinson@tamucc.edu</a></td>
<td>825-3603</td>
<td>FC 120</td>
<td>M 3p-4p</td>
</tr>
<tr>
<td>Alandria Cantu</td>
<td><a href="mailto:acantu41@islander.tamucc.edu">acantu41@islander.tamucc.edu</a></td>
<td></td>
<td>CASA</td>
<td>TR 11p-1p, F 1p-2p</td>
</tr>
</tbody>
</table>
Learning Community Engagement Events

<table>
<thead>
<tr>
<th>Event</th>
<th>Time &amp; Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>LC Faculty Hosted Film Screenings</td>
<td>R 3:30-6:30 in BH 207</td>
</tr>
<tr>
<td>LC Breakfast Hour</td>
<td>F 8:00am-9:00am in BH 207</td>
</tr>
<tr>
<td>LC Peer Mentor Film Screenings</td>
<td>F 11:00am-1:00pm in OCNR 255</td>
</tr>
</tbody>
</table>

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 campus-wide learning community, FYS engages students in a collaborative learning experience. By facilitating learning community experiences with students inside and outside of the classroom, FYS faculty facilitate meaningful connections throughout the first-year student experience. FYS students gain confidence in their individual skills and develop abilities for use in the academic community and beyond. Whereas, 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

Course Materials

Seminar is a discussion course that will focus on the assigned readings and your experiences as a First-Year Islander. Readings will be supplied to you as handouts or online postings for
discussion in Seminar. It is vitally important that you keep up with readings that are assigned at all times.

You will also need the following for seminar and other learning community courses:

- Regular computer access with Microsoft Outlook (included in your tuition).
- Islander email and Blackboard. Be sure to check both regularly.
- Ability to save your computer-generated work and transfer it between school and home and among university computers (Laptop, USB Flash Drive, or cloud access).
- Positive attitude :)

Course Evaluation -

Attendance and Participation - 30%
Be there or be square. No really. If you’re not there, you’ll fail. If you are there and you are not engaged, you will miss out! Participation and attendance will be measured by your physical body taking up space in the classroom and by the quality of your interactions with others and the content being studied.

Film Introduction Email (submitted in a discussion forum on Blackboard) - 5%
Submission Window = Monday, January 14, 2019 - Friday, January 18, 2019
In a professional email addressed to your learning community faculty and peers, use film(s) to describe and compare your educational journey at TAMU-CC (or elsewhere) thus far. Using specific scenes or a film generally, describe how each scene or film in general represents the source of your intrinsic motivation to achieve your goals this semester and until graduation. Similarly, select a film to represent the struggles you have faced since your educational journey began and describe the connections. Finally, select a film or scene that represents a promise you can make to your second semester learning community about the type of student you will be this semester. Pay special attention to formatting expectations. Your grade for the assignment will be dependent on how faculty would react to the formatting you submit. Substantially respond to two of your *new* peers about their introduction.

Integrated Film and Psychology Analysis - 30%

<table>
<thead>
<tr>
<th>Phase One: Film and Culture Journal</th>
<th>Friday, January 25 to F&amp;C BB</th>
</tr>
</thead>
<tbody>
<tr>
<td>For the first phase, you will select a scene from Inside Out, The Big Lebowski, or Moonrise Kingdom to complete your first Film &amp; Culture Journal. Due Friday, January 25.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phase Two: Film and Psychology Article Annotation</th>
<th>Tuesday, January 29 by 10pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Monday, January 28 in First-Year Seminar, you will be introduced to theory associated</td>
<td></td>
</tr>
</tbody>
</table>
with the integration of film and psychology. Your responsibility will be to annotate the source to inform your final presentation.

**Phase Three: Study Design | February 1 to Seminar (FYS BB by 10pm)**
Design a quantitative study to evaluate the scene you selected for your F&C Journal One.

**Phase Four: Data Results Report | February 22 (FYS BB by 10pm) **
Conduct study, evaluate and understand findings in the form of a report.

**Phrase Five: Presentation of Background and Findings | Friday, March 1 (BB by 10pm) **
Combining film and psychology integration theories, summaries of the data you collected, and conclusions about the meaning of your data, you will develop a presentation.

**Phrase Six: First-Year Research Conference Proposal | Tuesday, March 19 (FYS BB by 10pm)**
Individually, you will generate and submit a proposal to your First-Year Seminar Blackboard to present your research at the First-Year Research Conference on Thursday, April 25. Serious applicants will submit applications to the First-Year Research Conference Committee for review. (See FYS professor for details).

**Team Component

**Stress Management Memorandum and Case File - 20%**
During a two week exposé on stress, you will explore your approach to stress management. You will assess your stress, evaluate new and old approaches to dealing with stress, learn new ways to handle stress, and make a stress plan for the future. The culmination of this project will be due in the form of a memorandum and case file. Assuming your future workplace does not place a high emphasis on stress management, the memorandum should be written to a future employer and make a claim about how and why stress management should be incorporated into the workplace. In addition, you will collect a case file with appropriate documents you complete throughout the two week exposé. Research article annotations due to BB on Friday, April 5. Memorandum and case file submissions due by Friday, April 19.

**Islanders Engagement Menu [Semester Long Project] - 10%**
You are expected to attend or reflect on events and experiences throughout the spring semester. Events and experience options will be presented in class. You will be responsible for discussing what you selected as your experience on the last day of class. Stay posted for options to earn these points.

**Final Reflection - 5%**
A final reflection will describe how you integrated your understanding of what it means to be a learner in college and beyond.
Late Work/Extensions:
I will not accept late in-class assignments– these assignments are directly related to your attendance and participation in class. Unless you receive prior instructor approval, major assignments received after their date will be marked down 10% for each day late. If there is an event that prevents you from meeting a deadline for an assignment, you can request an extension to turn in the work late without penalty. The approval of an extension is entirely at my discretion and will depend on the reason(s) for your absence or necessity for an extension as well as your attendance and progress in the course up to that point in the semester. All extensions must be confirmed by email at least 24 hours before the due date. Due dates are already posted – please note them in your calendar and plan ahead.

Course Communication
All course communication is sent through your university email account (Islander account), and all course materials and announcements are posted to Blackboard. If you need assistance with these, contact the Student Computer Helpdesk at 361-825-5618. The best way to contact me is through email. You can expect to hear back from me within 24 hours during business hours on Monday through Friday. I do not check my email as frequently on the weekend, so expect more delayed responses if you email late Friday or on the weekend.

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.

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.

Class Policies

Tardiness
You are expected to be on time. Part of your course grade reflects your attendance and participation in class, and, therefore, it is imperative that you are prepared to attend class to be successful in this course. If you are more than ten minutes late, you will be counted absent.

Rights, Responsibilities and Civil Discourse:
In this course, we will engage in active learning including frequent group activities and interactions. To meet these many significant learning objectives, it will be necessary to establish some ground rules for class discussions so that
no one individual dominates the discussion and so that the diverse opinions of others can be respected. You and your classmates will make suggestions that will ultimately be compiled into a set of rules responsibilities and guidelines for civil discourse in this class. Students are expected to read and follow the University Code of Conduct in the Student Handbook.

**Class Decorum**
During class, you are expected to behave respectfully and contribute to a positive learning environment. This means that you should refrain from using technology inappropriately in class. Also, during class discussion, you are expected to be respectful of others’ opinions and open to a diversity of ideas. Please stay tuned for an interesting cell phone experiment opportunity in class.

**Important University Policies**

**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.

**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.