CCP 1101: First-Year Seminar I with Learning Community S (LCS)  
Texas A&M University – Corpus Christi  
Department of Undergraduate Studies ~ Spring 2019

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Website: http://www.tamucc.edu/wiki/ChimeneBurnett/Home  
Course Information:  
UCCP 1102.710 MW 1:00-1:50 BH 128  
UCCP 1102.711 MW 2:00-2:50 BH 128

Office Hours:  
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>By appointment</th>
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<tr>
<td>by appointment</td>
<td>8:30-9:30 am</td>
<td>3:30-4:30 pm in FC 138</td>
<td>8:30-9:30 am in FC 138</td>
<td>8:15-9:45 Coffee Hour in Island Hall by Einstein’s</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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Learning Community S Theme and Goals for Spring 2019

In LCS this semester we are going to focus on the following goal: developing habits of mind necessary for inquiry, growth, and learning. To achieve these shared goals, LCS members (students and professors) will participate in the following:

- Building a community of inquirers based on independent thinking and collaboration
- Mindfully and reflectively using evidenced-based information and writing to solve problems, advance inquiry, and improve communication skills
- Transferring and synthesizing knowledge in both personal and academic contexts.
- Embracing academic, social, and personal responsibility

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

Habits of Mind
Habits of mind are ways of approaching learning that are both intellectual and practical. They are crucial for all college-level learners. Beyond knowing particular facts or completing mandatory readings, students who develop these habits of mind approach learning from an active stance. These habits help students succeed in a variety of fields and disciplines. They are cultivated both inside and outside school. These habits include:

- Curiosity – the desire to know more about the world.
- Openness – the willingness to consider new ways of being and thinking in the world.
- Engagement – a sense of investment and involvement in learning.
- Creativity – the ability to use novel approaches for generating, investigating, and representing ideas.
- Persistence – the ability to sustain interest in and attention to short- and long-term projects. Also, the ability to carry on when faced with challenges or setbacks.
- Responsibility – the ability to take ownership of one’s actions and understand the consequences of those actions for oneself and others.
- Flexibility – the ability to adapt to situations, expectations, or demands.
- Metacognition – the ability to reflect on one’s own thinking as well as on the individual and cultural processes and systems used to structure knowledge.

**COURSE COMPONENTS**

**PARTICIPATION AND ATTENDANCE – 30%**
You are an important member of Learning Community S. 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.

**THE INTERSECTIONS PROJECT: THE SHARED ASSIGNMENT ACROSS LCS – 30%**
As part of being in a learning community, students will participate in an integrated assignment (The Intersections Project). Based on the research you perform over the course of the semester you will create three pieces of well-developed writing, which take into consideration the needs of three different audiences you wish to address. By this point in the semester, you will understand that you are identifying how you want to use what you are learning from your research, to advocate, organize, promote some kind of scientific/political change through writing.

This assignment will count as a portion of your grade in Biology, Chemistry, Writing and Rhetoric, and Seminar. Your writing will take the form of a real genre of writing such as a position statement, press release, advocacy report, strategic plan of action, an academic or popular scientific article (this is not an exhaustive list as which genre you choose to use will depend on your research and rhetorical situation).

LCS students may elect to present their research at the TAMU-CC First-Year Research Conference (FYRC), which is a culminating event in the spring semester similar to First-Year Symposium. Those who elect to present at FYRC should know that conference proposals are due on March 22nd. All
students are expected to attend at least one session on Thursday, April 25.

**MIDTERM AND FINAL PORTFOLIO – 30%**
During the semester, you will establish and maintain a digital portfolio, collecting all the course work you are doing. Regularly during the semester, you will compose reflective overviews that will help you to connect the writing, reading, and research you are doing with the learning goals for the learning community. At least two times, at midterm and during finals, you will assemble and submit a "strategic" portfolio to earn a grade.

The strategic portfolios you submit to earn your grades will include ample and appropriate evidence and an extensive reflective overview. With these reflective overviews you will show and tell how the materials you include have expanded your learning during the semester and the extent to which you have achieved the learning goals for the learning community. You will upload your portfolios to your Online Folder that you will create in class. More details will be given as we progress through the course.

**SEMINAR ACTIVITIES- 10%**
We will also be completing a variety of small assignments in class and for homeworks that have been designed to help us meet our learning outcomes and goals for Seminar and LCS.

**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**

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<tr>
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<tr>
<td>Tuesday, January 22</td>
<td>Last day to register/add a class</td>
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<tr>
<td>March 11-15</td>
<td>Spring Break</td>
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<tr>
<td><strong>Friday, April 5</strong></td>
<td><strong>Last day to drop a class</strong></td>
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<td>Wednesday, May 1</td>
<td>Last day of classes</td>
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<td>May 3-9</td>
<td>Final Exams</td>
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**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 possession 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. 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.