UCCP 1102: First-Year Seminar II  
Texas A&M University – Corpus Christi  
Department of Undergraduate Studies, Spring 2019

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(Please email me if you need to reach me for any reason!)

Office Hours:  Monday and Wednesday 12:15-1:45 and Thursday 1-3 in FC 125, or email me for an appointment at your convenience.

Course Information:  
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<th>Course</th>
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<tr>
<td>UCCP 1102.871</td>
<td>2X</td>
<td>MW</td>
<td>9:00-9:50</td>
<td>BH 128</td>
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<tr>
<td>UCCP 1102.870</td>
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<td>MW</td>
<td>10:00-10:50</td>
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<tr>
<td>UCCP 1102.890</td>
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<td>UCCP 1102.891</td>
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<td>12:00-12:50</td>
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All students should have Biology 2 with Dr. Moretzsohn and Chemistry 2 with Prof. Lopez. Students in sections 870 and 871 should also be taking ENGL 1302 with Prof. Gentry.

Course Description

First Year Seminar II is a continued discovery of the skills necessary for your success as a university student in science and technology and as a future professional. Acquisition of these skills is integrated into an exploration of the concepts encountered in your large lecture courses, BIOL 1407, CHEM 1312, and in the ENGL 1302 composition course. Seminar is a one credit hour discussion course where you develop proficiency to communicate verbally and work collaboratively on complex science topics and relate them to your role as a developing scientist. The focus of this semester is your Islander Impact.

To achieve success as a science professional you will need 3 basic things:
- Expert science knowledge and critical thinking ability.
- Superb communication skills, specific to science discourse.
- The ability to get along with others and work as a team.

You must have not only a strong command of science concepts and the ability to solve complex problems, but you must also be able to communicate both in writing and orally about complex science issues if you wish to be highly successful. Because science is a collaborative effort, you must be able to get along and work with others if you wish to be employable or go on to post graduate programs. The first year program provides students with the framework to achieve these critical goals by combining the science gateway courses of biology and chemistry with the first year writing course and seminar discussion course in an integrated first year experience.

As a second semester university science student, you are expected to have already mastered the basic skills needed to be successful in science at a university level. In this semester you will be challenged to go further in your career as a scientist. You are expected to build your professional resume, become a greater part of the local science community, and further develop your understanding of science by conducting a science investigation in a group of 4-6 individuals. This investigation will be the focus of combined work in seminar and composition (if you are taking composition) that will culminate in an oral multimedia presentation to be presented in class and at the First Year Student Research Conference, if you are chosen. By designing and conducting a science investigation and communicating your experience to your colleagues, you are learning how science knowledge is created and communicated.
Course Description
First-Year Seminar is a two-semester course sequence required of all full-time first-year students. As the central component of a learning community, Seminar helps students achieve success, academically and socially, as they make the transition to the university. Seminar provides students with opportunities for meaningful interactions with faculty and peers about substantive matters as well as timely, constructive feedback about their learning. Students are immersed in an active learning environment with a purposefully integrated and contextualized curriculum, fostering the development of transferable skills and engaging them in the academic community. The goal of UCCP 1102 is for students to participate in academic discourse and take ownership of their education in preparation for their future coursework and careers.

Course Objectives
The objectives of First-Year Seminar II are to advance the six intellectual and practical skills defined by the Texas Core Curriculum:

- Critical Thinking Skills
- Communication Skills
- Empirical and Quantitative Skills
- Teamwork
- Social Responsibility
- Personal Responsibility

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.
- Discover relevance of learning in the learning community through real-world applications.

Science Learning Community Student Learning Outcomes:
- Integrate interdisciplinary knowledge with real world applications.
- Effectively read, comprehend, and evaluate information related to science.
- Collaborate effectively by understanding, identifying, and participating in team processes.
- Communicate effectively in diverse contexts.
- Demonstrate personal and professional growth.

Course Materials
Seminar is a discussion course focused on the readings and information gained in your large lecture courses. You will work with the books from your other tetrad/triad courses. It is vitally important that you keep up with readings that are assigned in all courses. If you do not keep up with readings it will affect your ability to participate in seminar discussions and will lower your participation grade. You will also need the following for seminar and other learning community courses:

- Regular computer access (available on campus) including the use of Microsoft Word and PowerPoint to submit documents.
- Islander email account and BlackBoard access, and the ability to use both.
- Positive attitude and desire to make your life extraordinary is highly recommended!

Important Dates
Tuesday, January 22  Last day to register or add a class
March 11-15  Spring Break
Friday, April 5  Last day to drop a class
Thursday, April 25  First-Year Research Conference
Wednesday, May 1  Last day of classes
May 3-9  Final Examinations

Online Schedule  A calendar including deadlines for all major projects and updated class plans will be available at http://tamucc.edu/wiki/BrandiKutil/Home. You are responsible for checking to see what is required to be prepared for the next class and for things you may have missed. This is a dynamic course. Check the class plans frequently as they may change.
Learning Community Seminar Course Evaluation

ATTENDANCE AND PARTICIPATION – 35%

- **Attendance: 25%** Active participation is absolutely vital to this class. To learn the “language” of science you must be present and prepared for class. Your knowledge and opinion is valued and appreciated at every class meeting. Attendance points will be earned during most class meetings and may be based on completion of online assignments, in class writings or presentations, homework to prepare you for in class activities, sign in sheets, etc.
  - You cannot be successful in college unless you develop the habit of never missing any class, so if your punctuality or your attendance becomes a serious problem I will speak with you individually.

- **Participation in Discussions Facilitations, and Teamwork: 10%** This course is designed to be effective when students actively engage and contribute to the success of the class, therefore a participation score of 0 to 100 will be given based on your contribution to the class. However, simply showing up will not earn you full points. Your participation in discussions, team work, etc. will determine your participation grade. Obviously if you have an attendance problem, you can expect this score to be correspondingly low, but factors such as excessive off topic talking, sleeping, inappropriate internet use (Facebook, email, games, chat) and other inappropriate behaviors will lower your participation grade. Being a good citizen of the university and learning community is required!

An “A” is not difficult to earn if you come to class, bring in any requested material, are prepared for presentations/discussion, and actively engage in a positive way.

MAJOR ASSIGNMENTS– 30%

- **Midterm Reflective Asst. (CV and Cover Letter) – Due on BlackBoard by Friday, March 1st 15%**
- **Final Reflective Assignment – Due on BlackBoard by Friday, April 26th 15%**

LEARNING COMMUNITY INTEGRATED RESEARCH EXPERIENCE – 35%

All students enrolled in the Science Learning Communities this spring will complete a collaborative research project. Facilitated primarily through Seminar II, a true academic seminar class, successful completion requires the synthesis of knowledge from all of your courses. As this is a Science Learning Community project, all students enrolled in the Learning Community sections of Biology and/or Chemistry must complete the project, whether or not enrolled in Seminar.

Your challenge this semester is to design and conduct an observational research project utilizing Chi-Squared. You may opt to use the Chi-Square test that most of you learned in Biology 1406 or you may use other statistical tests that you may be familiar with, such as T-test, ANOVA, linear regression, or others.

You will work as a research team with 4-6 classmates to design and conduct a science investigation- from idea formulation to publication/presentation. Together, you must decide on a research question related to biology or ecology to drive your experiment. Your task is to choose something interesting either on campus or nearby, develop a research question and safely investigate your question as a scientific team. This is not a lab assignment so you must choose something that is non-hazardous and strictly observational. Your research question must be tested through observation only. **No experiments involving humans (even as the observed subjects) or physically interacting with or influencing your research subjects in any way!** After determining a suitable research question, you will formulate a hypothesis and design an experiment to gather sufficient data to test your hypothesis. In your investigation, you must use statistics to test a hypothesis.

Throughout the semester, you will complete various assignments in Seminar (see below) to help guide you through the development of your research project. **At the end of the semester, you will present your research for a grade which will be included in each of your learning community courses.**
TENTATIVE Due Dates for Learning Community Research Experience Assignments

- Friday, February 1 -- Research Team Contract
- Week of Feb 4 – Research Plan PowerPoint due during class
- Week of Feb 18 -- Annotated Bibliography
- Week of March 4 – Results of Pilot study due in Proposal Draft
- Wednesday, March 20 – Application for the Research Conference due to ME
- Week of April 1 – Formal Research Proposal in PowerPoint
- Wed-Thurs, April 17/18 – Final Presentations

Late Work: Some major assignments will be accepted late, but points will be deducted unless you email me in advance of the due date. There will be no make-ups for missed daily grades.

If you do not have composition or if you drop other tetrad classes during the semester, you must still complete all assignments, or contact me via email and in person for alternate assignments.

Expectations: In this class we are learning how to be successful both in college and in life as science professionals. For this reason my philosophy is to treat you as the professional that you are aspiring to be. Let this thought guide you any time that you are not sure how you should conduct yourself in seminar:

"How would I be expected to conduct myself if I were already working as a professional scientist and if my paycheck depended on professional behavior."

To further guide you here are a few suggestions:
  - Your participation is appreciated and expected, but make sure that you have the floor before speaking!
  - Only one person should speak at any given time.
  - Silence all electronic devices during a meeting.
  - You do not need your laptop in my class. If it prevents you from actively participating in class then don’t even open it. If you can use it maturely to add to the discussion, then please do so.
  - Absolutely do not check e-mail, text messages, social media, play games, surf the web, or receive non-emergency communications of any kind via any electronic device.
  - You must have a valid e-mail address registered online with SAIL. This is the way I and the rest of the university will contact you!
  - The preferred method of contacting me is via email. If you ask me something in class, please ALWAYS follow-up the discussion with a reminder email.
  - When you e-mail me make sure you fill out the subject line with a description that identifies who you are and what the subject of the e-mail is. This is to ensure that I do not inadvertently delete your e-mail as spam or a virus.
  - Your writing in e-mail should be very concise and to the point, but should also be professional.
  - E-mail is not the same as instant messaging or text messaging and should have appropriate grammar, punctuation, and capitalization throughout.

Electronic Communication Policy
The best way to contact me is email. I am available electronically Monday through Friday 8-5 pm when I am not in class or other meetings. I strive to respond as soon as possible, but please don’t expect me to always be available immediately, especially outside of business hours. Please tell me what section you are in for a faster response. I am available for phone calls during office hours only, but students physically in my office take precedence. I do not accept friend requests on Facebook or other social networking sites while you are taking classes from me but feel free to friend me later!

Academic Advising
The College of Science and Engineering requires that students meet with an academic advisor as soon as they are ready to declare a major or career emphasis. The academic advisor will set up a degree plan, assign the student a faculty mentor. The College's Academic Advising Center is located in Center for Instruction, Room 350, (361) 825-5777.
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 me 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: