Course Prerequisites: Student must be a veteran of the United States armed forces.

Course Description:

Student veterans represent a unique population within higher education. On the one hand, they possess financial benefits and an experience level above that of traditional students. On the other hand, they are not similarly socialized to the academic experience like traditional students. This course is designed to help facilitate student veterans’ transition from military to academic life by covering a diverse range of topics such as: understanding academic culture, enhancing academic skills, and understanding campus resources available. Through in-class discussions, group exercises, and written assignments, this course will prepare student veterans for academic success. Additionally, this course will assist student veterans in their development into civilian professionals, covering topics such as resumes and job interviews.

Significance Learning Outcomes:

1. Ensure students receive a thorough introduction to the university in order to:
   - Mitigate the culture shock
   - Familiarize students with available points of contact on campus
   - Familiarize students with available student veteran resources on campus and city-wide

2. Understand the logistics of earning the bachelor’s degree, including resources, processes and procedures

3. Identify the connections between military careers, college experiences and career obtainment

Required Text:


Readings provided by Instructor in class or on Blackboard

Grading Structure:

50% Class Attendance and Oral Participation
50% Written Assignments

Writing Assignments

There will be 5 essays (worth 10 points each) this semester. Each must be between 1 and 2 pages, 12-point font, double-spaced, normal margins.

- Essay #1: What did you do in the military? (MOS, Units, Deployments, etc.)
- Essay #2: What has been the most difficult part of your military-to-academic transition?
- Essay #3: Finding Sources
- Essay #4: Properly Citing Sources
- Essay #5: Paraphrasing

Class Attendance:
All students are expected to attend EVERY class. The major valid excuses for missing a class are illness and death. In order to maximize attendance, I will take random roll call using sign-in sheets throughout the semester. If you have an excused absence (university-related, illness with M.D. excuse), you must bring me documentation. I may issue extra credit points at random based on attendance at my discretion.

Makeup Exams:
Make-up exams will be allowed only for emergencies and with advanced approval. These exams will be different from the regular exams and may require documented proof of emergency.
- You need to contact me to determine if you can take a make-up exam.

Academic Honesty/Plagiarism

Definition: In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. Plagiarism is a violation academic expectations, but it is sometimes difficult to understand what plagiarism actually is. Often, students commit unintentional plagiarism (not citing sources properly, for example), because they are unaware of the standards that apply. Plagiarism includes:
- Using the work of another as your own,
- Downloading or purchasing ready-made essays off the web and using them as your own,
- Using resource materials without correct documentation,
- Using the organization or language of a source without using quote marks and proper citation.
- Turning in a researched project without citing sources in an appropriate documentation style.

When you are confused about citation of quotes or ideas, please visit the Writing Center or me to get help. Information on MLA documentation rules and APA documentation rules is available at Purdue University’s OWL: http://owl.english.purdue.edu/, and from our local Writing Center at CASA.
**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. **Drop Date for this Semester is November 8th.**

**Classroom/professional behavior**

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor's ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

**Statement of Civility (can be in place of classroom/professional behavior)**

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**Academic Etiquette:**

There are certain rules that apply to my classes. It is difficult to learn in an environment that is not conducive to learning. Such activities include: talking to neighbors during class, reading newspapers, walking in late and going up the central aisle, napping, walking out of class prior to being dismissed. It is disrespectful to me and to the class. **Please silence your cell phones during my class.**

**Incompletes:**

A grade of incomplete will be given only for extreme emergencies and will necessitate appropriate documentation. You must request a grade of “incomplete” and sign a form agreeing to the terms for a grade of I. However, you must have completed 75% of the coursework.
**Disabilities Accommodations**
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 Corpus Christi Hall 116.

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.

**Academic Advising**
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

**Grade Appeals**
As stated in University Procedure 13.02.99.C2.03, *Student Grade Appeals*, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.03, *Student Grade Appeals*. These documents are accessible online at: http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html.

**Statement of Academic Continuity**
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi, this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.
Schedule

Aug 27: Introduction to the Course
- Introductions and Questions (primarily roundtable discussion, informal, facilitated by instructor)

Aug 29: What Professors Love

Handout: What Professors Love

Sep 3: Bridging the Cultural Gap
- What does a professor do?
- What does a staff member do?
- How does a college student act?
  Handout: What Professors Hate

Sep 5: Academic Success
- Degree Plans
- GPA
- Special Guest: Shannon Chambers

Sep 10: Campus Resources
- Veterans Resources (Art Montiel)
- CC Vet Center (Will Hernandez)
- Student Veterans Organization

Sep 12: Campus Resources
- Library Tour

Sep 17: Research
- The research process
- Formatting
- Effective Sources

Sep 19: Research
Essay #1 Sep 19

Sep 24: Research
- Effective Sources
- Citations
Sep 26: Research

Oct 1: Behavioral Wellness
   - Special Guest: Dr. Sarah Skelton

Oct 3: Research
   - Citations
   - Paraphrasing and Summarizing

   Essay #2 Oct 3

Oct 8-10: Research

Oct 8-10: Effective Test Taking
   - Preparation
   - Testing Techniques
   - Handout: Cornell Note Taking

   Essay #3 Oct 10

Oct 15-17: Effective Note Taking
   - Cornell Notes
   - Two Column Notes
   - Alternative techniques

Oct 22-24: Navigating College
   - Who Does What On Campus (Instructor)
   - Registration
   - Admissions
   - Financial Aid
   - Utilizing Resources for Academic Success (Instructor)
     • CASA
     • Writing Center
     • Academic Advising

Oct 29-31: Veterans Resources on Campus/Local/State/National, VA Benefits
   - Housing
   - Health
   - Counseling
- Disability
- GI Bill
- Hazelwood

Essay #4 Oct 31

Nov 5-7  Academic Success Skills

- Critical thinking
- Analytical writing
- Coping with stress

Nov 12-14  Academic Success Skills

Nov 19-21  Career Exploration

Essay #5 Nov 21

Nov 26-28  Thanksgiving!

Dec 3:  Wrap Up

- Effectiveness of the Student Vets FYLC (roundtable discussion, informal, facilitated by instructor)