Instructor Name: Bernadette Marie Flores, M.A.
Office: Faculty Center 134A
Office Phone: (361) 825-3277
Student Visiting Hours: M 2-3pm    T 12-1pm & 2-3pm    R 12-1pm & 2-3pm (and by appointment)
Email Address: Bernadette.flores@tamucc.edu
Website: https://bflores34.wixsite.com/fall2019-lcb-sem

Course Information:
- UCCP 1101.160                          TR              8:30-9:15pm                       BH 201
- UCCP 1101.162                          TR              11-11:50pm                        BH 201

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.

A successful experience in this course will depend on your individual commitment and work ethic, as well as your ability to be an active participant. I encourage all students to visit with me regularly throughout the semester, rather than waiting until the end of the semester to ask questions or express concerns. As in most courses, students should be proactive about their work and ready to discuss concepts and share examples during class. Furthermore, a professor who is familiar with their students is better able to help them accomplish their personal goals, so make yourself known for doing good work, contributing to class discussion, pursuing your professional interests outside of the classroom, and sharing your goals, successes, and challenges with myself and your peers.

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
Grade Distribution and Other Major Assignments

**This syllabus is subject to change at the discretion of the instructor to accommodate students' and/or instructional needs. However, you will be notified of those changes as they occur. Please visit the course website and view the class schedule on a regular basis to remain informed of such changes.**

<table>
<thead>
<tr>
<th>Grade Distribution (see below for descriptions)</th>
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<tr>
<td>Your grade for this course will consist of the following:</td>
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<tr>
<td>- Participation &amp; Attendance (25%)</td>
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<td>- Sociology Reading Quizzes (15%)</td>
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<td>- Genre #1: Digital Biography (15%)</td>
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<td>- Genre #2: Opinion Piece (15%)</td>
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<tr>
<td>- Learning Community B Midterm &amp; Final Portfolio (15%)</td>
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<tr>
<td>- Genre #3: First Year Symposium Presentations (15%)</td>
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PARTICIPATION AND ATTENDANCE - 25%
There is nothing that we will do in class that is not important to your overall success in the learning community; therefore, attendance is imperative. Missing class will affect your grade, as will not being prepared or not participating in a meaningful way. Students are expected to contribute to class discussions and to compose thoughtful short assignments. To encourage attendance, I will take attendance each time we meet. In addition, individual and group exercises will be assigned each class meeting through which I will evaluate your performance and engagement. Simply being present in class will not earn you full points for the day. I will take into account participation, preparedness, and promptness when assigning daily participation grades. In addition, any disruptive behavior or use of electronic devices (including any use of laptops, cell phones and/or portable music devices) will be noted, resulting in a deduction of daily participation points. I reserve the right to award daily or average points to students who continually surpass classroom expectations. I also reserve the right to deduct daily or average points from students who consistently lack engagement or disregard classroom rules.

SOCIOLOGY READINGS QUIZZES- 15% As part of your learning community experience, you will be asked to complete a series of in-class quizzes that center around each unit in SOCI 1301. You will engage in discussion and writing related to these readings in all three learning community courses on the announced dates. Your quizzes will be multiple choice; you will have eight quizzes, only your top 6 scores will count. Please see the course webpage for more information related to these quizzes.

GENRE #1: DIGITAL BIOGRAPHY - 15%
As part of your learning community experience this semester, you will use your writing to compose a biographical piece based on your thorough understanding and analysis of the SOCI 1301 introductory readings (available via the course Blackboard). This piece requires that you “unpack” your own biography and its intersection with history, and the content from the Sociology readings. This writing project is designed to give you practice with reading college-level, sociological texts, working with composing processes, and learning and using rhetorical principles in writing. This writing project will be due 11:59 pm on Sunday, September 29th. Additional handouts and submission instructions with regard to this project will be provided by your Learning Community B professors at a later date.
GENRE #2: OPINION PIECE – 15%
As part of your learning community experience, you will compose a newspaper opinion piece (Op-Ed) where you will share your perspective on a public/social issue related to the learning community course themes. The purpose of the Op-Ed is to sway public opinion and challenge reader’s perceptions using convincing argument and presenting it in a concise, readable way. This project will be due on Sunday, November 3rd at 11:59 pm. Additional handouts and with regard to this project will be provided by your Learning Community B professors at a later date.

LEARNING COMMUNITY B MIDTERM/FINAL PORTFOLIO- 15%
You will use reflective writing to discuss how you have mastered the learning community outcomes from the learning community courses that you are enrolled. The LCB Midterm Portfolio is going to be due on Wednesday, October 16th by 11:59 pm. The Final Portfolio will be due Tuesday, December 3rd at the beginning of Sociology class. More information will be provided in the form of class discussion, handout and an online assignment description. Please see your individual professors’ web pages for assignment and submission details.

GENRE #3 - FIRST YEAR SYMPOSIUM PRESENTATIONS- 15%
As part of your learning community experience, you will complete oral/visual presentation, in which you will present your project conclusions to your peers and learning community instructors. Individual topics will be chosen in early October with the support of your learning community faculty. For this project, you will work with three to four students in our class whose projects connects to your own, based on key ideas from your learning community courses. Together, you will create a formal, academic presentation. You will need to make many composing decisions about content and format in collaboration with your group members. Given that this presentation is based on credible sources, you will not be allowed to present unless you have submitted all of the required elements for the Midterm Portfolio. Your goal is to share what you have learned with your peer group in a way that they will find interesting and engaging.

All learning community students will participate in First-Year Symposium (FYS) at the end of the Fall 2019 semester. FYS is an opportunity for students to share their academic work with the campus community. FYS is scheduled to take place on Thursday, November 21st. Please note: If you did not complete the Midterm Portfolio you will not be eligible to present at FYS. Please see your Writing and Rhetoric instructor’s course website and syllabus for further detail. As the semester progresses, more information will be provided in the form of class discussion and an online assignment description. This project is a shared assignment between all your learning community courses. Please see the course website, and your learning community faculty syllabi for more information.

Other Information

LATE WORK
I will NOT accept late daily work assignments in Seminar because those assignments are, in essence, part of your attendance and participation grade. There will be no make-ups for missed daily grades. For any major integrative learning community assignment, please email your professor’s at least 48 hours before the due date if there are extenuating circumstances that will cause you to miss an assignment deadline. In the email, you will need to propose a new submission due date. Upon submission of the final product, documentation that proves an extension was granted must be provided. This policy includes weekends. No Assignments Related to Learning Community Courses will be accepted over email. No Exceptions.

STUDENT VISITING HOURS
Attending student hours is a key to success in higher education, especially in writing intensive courses. These hours are for you- use them! Your learning community professors and I expect that you utilize these hours for one on one feedback on your coursework, and to be able to
address your learning needs on an individualized basis. Because of FERPA regulations, we cannot discuss grades in the classroom; this must be done during these hours. We want to give you feedback on your writing and learning process or any of the course content. In order to be fair, please abide by the following guidelines: we can't spend more than 15 minutes with you during student hours if other students are waiting. Obviously, we are delighted to spend more time with you if our schedules permit. We are happy to answer specific questions re. learning community assignments via email. However, we will not provide any detailed feedback on your writing via email, a student hour is more appropriate for that.

**EMAIL COMMUNICATION** Please consider e-mail as official correspondence. Efforts will be made to address your e-mail within 24 hours. If you do not receive an email within 24 hours, please send a follow-up email. During the weekend, I will not be as available over email as I am during the week. Please plan ahead for any questions or concerns you will have and contact me accordingly.

- No email correspondence on the day before an examination or deadline.
- E-mail communications should be about class business. E-mail is not the place for summaries of lectures, discussions, or readings, however. You will need to avail yourself to scheduled office hours or make an appointment to discuss these.
- Please use the subject line in a way that indicates the content of the message. Please use professional language and include your full name and a complete inquiry in the body of the message. **Unprofessional emails will result in non-response.**

**GRADED EVENTS:** If you feel that you were graded unfairly & disagree with a grade that you earned, please follow these steps:
1.) Read the rubric or assignment description and consider; did you follow all of the guidelines?
2.) Look on your paper for my specific, hand-written comments...do these shed any light?
3.) Next, come see me during office hours or schedule an appointment to see me to discuss your concerns.
If you are disappointed in your performance, and believe that the assignment you turned in is not representative of your best work, please come and see me as well. I am open to discussing ways to help you improve the grade you earned. You must observe a 24-hour waiting period and meet with me personally to discuss these options.

**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. 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. November 8 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