Instructor Name: Amanda Marquez
Office: Faculty Center 121
Office Phone: (361) 825-3651
Student Hours: Monday, Wednesday and Friday 11-12 pm, Tuesday and Thursday 3-4 pm and by appointment
Email Address: amanda.marquez@tamucc.edu Website: http://critical.tamucc.edu/wiki/AmandaMarquez/Home

Course Information:
UCCP 1101.243 MW 12:00-12:50 pm OCNR 222
UCCP 1101.242 MW 1:00-1:50 pm OCNR 222

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.

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 their students 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 your learning community faculty is critical.

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

- Critical Thinking Skills
- Communication Skills
- 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.
- Demonstrate competence of knowledge related to the learning community discipline(s) in a public forum.

Grade Distribution, Major Assignments and Course Requirements

PARTICIPATION AND ATTENDANCE – 30% There is nothing that we will do in course 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 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. You are allotted three excused absences throughout the duration of the semester. Absences that exceed this number will negatively impact your grade.
HISTORY LECTURE QUIZ AND LECTURE SUPPLEMENTS – 10%  As part of your learning community experience, you will take a quiz and complete lecture supplements in History during large lecture. These exercises will also count for a portion of your Seminar grade because success in the entire triad is dependent on your attendance and active participation in History 1301.

CONNECTING THE PAST AND THE PRESENT 15%  - As part of your learning community experience, you will use writing in order to analyze a historical primary source document that you contend is relevant to understanding how our nation’s history effects the present.  This project is a shared assignment between all your learning community courses.  Please see your individual professors’ web pages for assignment and submission details.  This project will also count for a portion of your Seminar grade because success in the entire triad is dependent on your attendance and active participation in History and Writing and Rhetoric.  This project is a shared assignment between all your learning community courses.  Please see your individual instructors’ web pages for assignment and submission details.

FINAL LEARNING COMMUNITY E REFLECTION 10%  - You will use this reflective writing to discuss how you have mastered the student learning outcomes from HIST 1301, Writing and Rhetoric and First-Year Seminar.  The Final Reflection will be due on Monday, December 9th.  More information will be provided in the form of class discussion and an online assignment description.  Please see your individual professors’ web pages for assignment and submission details.  Please see the course website and Dr. Wooster’s syllabus for more information.

GROUP PRESENTATIONS 10%  - As part of your learning community experience, you will complete oral/visual presentation, in which you will present your conclusions to your peers and learning community professors.  Inquiry for these presentations will be conducted over the course of the term with support from your learning community professors.  You will collaborate with other students in our class whose projects connects to your own, based on key ideas from history.  Together, you will create a formal, academic presentation.  You will be responsible for making 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 the required project elements.** Your goal is to share what you have learned with your peer group in a way that they will find interesting and engaging.  This project is a shared assignment between all your learning community courses.  Please see the course website, your writing & rhetoric instructor’s website and syllabus for more information.

HISTORY READING QUIZZES– 15%  In order to allow you to take more ownership of your learning this semester, you will be expected to complete quizzes over selected chapters from one of your assigned HIST 1301 text.  **Documenting.** Quizzes will be matching/multiple choice and announced in advance and will be administered in Seminar and will take place throughout the course of the semester. Quiz schedule will be made available via Blackboard and the course website: [http://critical.tamucc.edu/wiki/AmandaMarquez/Home](http://critical.tamucc.edu/wiki/AmandaMarquez/Home)

FIRST YEAR SYMPOSIUM- 10%  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 Friday, November 22nd.  Please see your Writing & Rhetoric instructor 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.

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**Course Policies**

**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 assignment, please email the appropriate learning community faculty 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 due date/time. 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 E COURSES WILL BE ACCEPTED OVER EMAIL, NO EXCEPTIONS.**

**STUDENT HOURS**  Attending STUDENT hours is a key to success in higher education, especially in writing intensive courses.  **THESE HOURS ARE FOR YOU.**  Dr. Wooster, and your Writing instructor and I expect that you utilize these hours for one on one feedback on your writing, 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 student hours. We want to give you feedback on your writing. In order to be fair, please abide by the following guidelines: we can’t spend more than 15 minutes with you during these 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. Writing assignments via email. However, we will not provide any detailed feedback on your writing via email.

**GRADED EVENTS:**  If you have questions or concerns about a grade that you earned, please follow these steps:

- Read the rubric, assignment description; did you follow all of the guidelines?
- Look on your assignment for my specific, hand-written comments...do these shed any light?
Next, come see me during student hours or schedule an appointment to see me to discuss your concerns. You must be prepared to demonstrate that you have reviewed the assignment thoroughly and have specific questions prepared. 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.

EMAIL COMMUNICATION Please consider e-mail as official correspondence. All email correspondence will be sent to your Islander email and via Blackboard. 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.
- 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. Come to see me during student hours to address such issues.
- **Emails are not text messages.** 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.**

**Islander Email Account/ Blackboard:** It is **VERY IMPORTANT** that you activate your Islander Email account and log onto Blackboard, as it will serve as my primary means of correspondence with you. Throughout the semester, I will be sending emails sharing important information relating to the learning community and I want to ensure that you receive this information. For quick questions or minor issues, you may contact me via e-mail. For more complicated concerns or questions, please make use of my office hours or make an appointment to meet with me. I am always ready and willing to make myself available to help you succeed in this course. I highly encourage you to come to me with your questions and concerns at any point that you need the assistance. I advise you to identify and remedy any concerns as early as you can during the semester – the more time we have to address it – the more likely it is we will be able to resolve it in a way that allows you to be successful. If you wait until the end of the semester, there is little I can usually do to help at that point.

**Laptops, Cell Phones & Other Technology:** Please turn off your cell phones (or iPods, laptops, etc.), or turn them to silent, and put them away, before class begins, out of respect for your peers and me. Laptops and other electronic devices will be permitted for particular activities as deemed appropriate by the instructor. Classroom discussion related to Learning Community Content may not be recorded on any device without the prior and explicit written permission of the course instructor. If recording is being requested for disability accommodation as requested by TAMU-CC Disability Services, the instructor’s consent will be given in compliance to reasonably accommodate students. Presentations that are made by classmates or guest lecturers cannot be recorded without the prior and explicit written permission of each of the presenters. Under no circumstances can a visitor to a class be recorded, even with permission. Students creating unauthorized recordings violate an instructor’s (or classmate’s or guest’s) intellectual property rights.

**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. 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.

**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](http://academicaffairs.tamucc.edu/Rules_Procedures). **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 course website and view the class schedule on a regular basis to be informed of such changes.**