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. FYS students gain confidence in their individual skills and develop abilities for use in the academic community and beyond.

### 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

### SEMINAR COURSE EVALUATION

**PARTICIPATION AND ATTENDANCE – 30%**
It is vital that you attend each and every class. There is nothing that we will do in here that is not important to your success. To encourage attendance, I will be marking your attendance or taking up something from you (daily writings, quizzes, group tasks) every time we meet. However, you are allowed two absences. Use them wisely. After the second absence, any extra absences will negatively impact your grade. At the end of the semester, you will be responsible for providing evidence and making an argument for your score in your Digital Portfolio.

**EMPIRICAL QUESTIONS OF THE WEEK - 20%**
Over the course of the semester, you will explore different questions central to your experience as a first-year Islander. For each of these questions, you will gather, read, and analyze literature about the topic. In some cases, you will solicit data to help answer the questions. These questions/data will be used to highlight examples of what you are learning in your transition to the university. For each, you will be responsible for
updating your digital portfolio to provide evidence of your discovered answers. More specific instructions will be provided in class.

1. What are the reasons a person selects to attend a particular college/university?
2. What are the most common and useful support services and strategies available to students?
3. What stress reduction techniques are most common among successful students?
4. What methods of studying have been shown to be most successful in college classes?

ISLANDER COMMUNITY POINTS - 10%
Throughout the semester, there will be multiple opportunities for you to engage in and with the campus community. More information will be provided in Seminar regarding campus events and your responsibility to gain points.

FIRST-YEAR SYMPOSIUM – 10%
All first-year students participate in First-Year Symposium at the end of the Fall 2019 semester. It is a celebrated opportunity for students to share their academic work with the campus community. You will be expected to prepare and present a project on Thursday, November 21 or Friday, November 22. More information will be provided in class.

DIGITAL PORTFOLIO CHECKPOINTS - 30%
Two times this semester, you will be asked to show evidence of your learning by creating and updating an online portfolio. Your Digital Portfolio is an ongoing project and will be drafted throughout the entire fall semester. Each checkpoint will be worth 15% of your overall grade. Your portfolio will include examples of learning and should demonstrate your growth as a learner this semester. Digital Portfolio Checkpoints will take place on Friday, October 18 and Thursday, December 5.

Important Dates

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<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Last day to register/add a class</td>
<td>Tuesday, September 3</td>
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<tr>
<td>Last day to drop a class</td>
<td>Friday, November 8</td>
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<td>First-Year Symposium</td>
<td>November 21-22</td>
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<td>Reading Day</td>
<td>Wednesday, November 27</td>
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<td>Thanksgiving Holidays</td>
<td>November 28-29</td>
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<td>Last day of classes</td>
<td>Wednesday, December 4</td>
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<td>Reading Day</td>
<td>Thursday, December 5</td>
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<td>Final Exams</td>
<td>December 6-12</td>
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Online Schedule
A detailed schedule for this course can be found at:
http://chawkinson.pbworks.com/w/page/11755325/TAMU-CC

Late Work
Any major assignment (such as a portfolio) will be accepted late, at a penalty of 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. For laptop use in linked courses, please see me to complete a small assignment to gain permission.

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.

**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. **Friday, 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 First-Year Learning Communities Coordinator. For complete details, please visit: [http://academicaffairs.tamucc.edu/rules_procedures/index.html](http://academicaffairs.tamucc.edu/rules_procedures/index.html).

**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.

**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](http://icare.tamucc.edu). Your report will help us to provide outreach, support, and early intervention.

**Student Mental Health & Well-Being Statement**
As a student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily life. If you or someone you know is experiencing emotional distress or mental health issues, please visit the Counseling Center located in the Driftwood Building or call (361)825-2703. Counselors are available by phone 24/7. Services are free and confidential. For more information and to access on-line and mobile friendly self-help resources including TAO and At Risk for College Students, visit the Counseling Center website at [https://counseling.tamucc.edu](https://counseling.tamucc.edu).

TAMUCC faculty are fully committed to supporting students and upholding an environment free of sexual violence and gender based discrimination. If a student chooses to confide in faculty or staff regarding issues of sexual violence, dating violence, domestic violence or stalking, it should be understood that faculty and staff may be obligated to report this information to University Police or the Title IX office. Students can seek confidential assistance from the Counseling Center and/or the Health Center.