“Lights, Camera, Action!”

UCCP 1101: First-Year Seminar I (Tetrad FC)
First-Year Learning Communities Program
Texas A&M University – Corpus Christi
Fall 2019

Instructor Name: Chimene (Jimena) Burnett
Office Location: FC 138
Office Phone: 825-2150
Office Hours: M 2-3:00 | R 10-12:00 | F 10-12:00 | or by appointment
Email Address: jimena.burnett@tamucc.edu
Website: http://www.tamucc.edu/wiki/ChimeneBurnett/Home

Course Information:
- UCCP 1101.352 MW 10-10:50 OCNR 222
- UCCP 1101.353 MW 12-12:50 OCNR 255
- UCCP 1101.350 MW 1-1:50 OCNR 255

Learning Community/Tetrad FC (LCFC) Theme and Goals for Fall 2019: “Lights, Camera, Action!”

This semester in our Learning Community we will be actively working to answer the following thematic questions:

- What are your “roles” in the world? If we think of the world as a stage (thank you, Shakespeare!), what parts do you play?
- How do you enact or embody these roles?
- How does the learning and experiences you are gaining in our LC and in college, in general, complicate and expand the roles that you perform? What additional roles will you take on as you progress towards graduation?

As we move through the process of answering these questions, LCFC members will be meeting the following action-oriented student learning outcomes:

- Using multiple ways of “reading the world” to make connections to and between course materials, the self, others, and the world at-large
- Adopting problem-solving mentalities to facilitate learning and participation in an academic community and the world at-large
- Taking responsibility for one’s own learning, intellectual growth and academic development
- Acting as discerning, intellectual agents who both consume and produce/create information, art, texts, and other cultural artifacts

Seminar 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.

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%

You are an important member of Learning Community FC. Your ideas, bodily and mental presence, and unique perspective are important to the success and strength of our community. Subsequently, we need you in class every day! There is nothing we will do in this class that is not important to your overall success. To facilitate learning and engagement, I will be taking up something from you (daily writings, quizzes, group tasks) every time we meet. You are allowed two absences with no penalty. We are giving you these absences for both your physical and mental health. So, please use them wisely. Tardiness, inappropriate phone use, lack of engagement, sleeping, and unwillingness to contribute to class discussions are some of the ways you can lose participation points.

REFLECTIVE OVERVIEWS & PORTFOLIOS (Integrated/Shared Assignment with Math and Writing & Rhetoric) – 30%

In order to understand and assess your own growth, development and learning over time, it is vital that you develop the habit of metacognition. To foster the development of this habit of reflection, we have crafted two important portfolio-style assignments, each worth 15% of your course grade. The midterm portfolio will be due on TBD (Week 7/8), while the final portfolio will be due on TBD (Week 14/15 or Final Exam week). See the online portfolio descriptions for more information.

STUDENT LEARNING OUTCOME ACTIVITIES & ASSIGNMENTS – 30%

Most of the work we will do in this course will relate to your other courses in the learning community. However, throughout the semester you will be presented with a variety of activities, smaller assignments, and quizzes that have been designed to help you gain the skills and knowledge you need to be successful in college and life. Here is the critical question you should ask about these activities: how can I use and transfer the learning and skills I am gaining from this situation/assignment/activity to new situations in the future?

FIRST-YEAR SYMPOSIUM – 10% (Shared Assignment with Writing & Rhetoric and Film & Culture)
All first-year students participate in First-Year Symposium (FYS) at the end of the Fall 2019 semester on November 21st & 22nd. It is a celebrated opportunity for students to share their academic work with the campus community. More information will be provided in the form of class discussion and an online assignment description.
Important Dates
Tuesday, September 3  Last day to register/add a class
Friday, November 8  Last day to drop a class
November 21-22  First Year Symposium
November 28  Reading Day
November 29  Thanksgiving Holiday
Wednesday, December 4  Last day of classes
December 6-12  Final Exams

Online Schedule
A detailed schedule for this course can be found at: http://www.tamucc.edu/wiki/ChimeneBurnett/Home

Late Work
Important components of your participation in this Learning Community FC is learning how to communicate effectively with peers and professors, managing your time, and taking responsibility for your learning and success. If you are having difficulty meeting a due date or deadline, please take the initiative to address this problem with me so that we can work out a solution. In general, the smaller, in-class assignments can NOT be made up.

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.

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. December 5th 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.

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. 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.

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.