UCCP 1101: First-Year Seminar I Triad K
First-Year Learning Communities Program
Texas A&M University-Corpus Christi
Fall 2019

Instructor Name: Amanda Hartman
Office Location: FC 128
Office Phone: 825-3730
Office Hours: TR 8:00-9:50 & 11:00-12:10
Email Address: amanda.hartman@tamucc.edu
Website: https://ahhartman03.wixsite.com/website-1

Course Information:
- UCCP 1101.451 10:00-10:50 OCNR 222
- UCCP 1101.452 3:30-4:20 BH 127

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

Important Dates
Tuesday, September 3
Friday, November 8
November 21-22
November 28-29
Wednesday, December 4
December 6-12
- Last day to register/add a class
- Last day to drop a class
- First-Year Symposium
- Thanksgiving Holidays
- Last day of classes
- Final Exams

GRADE BREAKDOWN

Engagement and Participation- 15% Much of the work completed for Seminar involves in-class discussion, group participation, and drafting of assignments. There will often be no “physical submission” for these activities. This portion of your grade is meant to reflect your engagement in these processes which, while of significant importance, might otherwise go unassessed. Every student starts off each class with a full 10/10 credit for the day. Showing up late, failure to collaborate, consistently showing up unprepared to contribute to class discussion, and being on a cell phone or laptop instead of engaging with your colleagues are some of the behaviors that can
cause you to lose your daily participation points. Naturally, being absent causes you to earn a grade of zero for the day. This grade cannot be made up.

**Daily Work – 30%** Daily work activities are assigned at random points throughout the semester and vary in terms of length and structure. Some examples include: note-taking quizzes, summaries, progress checks, group activities, mini-presentations, take-home activities, etc. These assignments are not accepted late and cannot be made up if a student is absent from class. They are designed to assist you in your preparation for the large lecture, promote communication between classmates, and ensure regular attendance in Seminar.

**Readings Activities – 15%** Assignments created that align specifically with your readings for the LC. One of the key areas of importance all LC faculty have identified is the ability to read and think critically about these readings. These assignments are designed to encourage you to engage with your various readings on multiple levels and allow room for conversations about our major historical themes within the classroom.

**(Integrated) Pecha Kucha Presentation – 20%** A shared assignment prepared and evaluated by Professors Covey, Perez, and myself. This is an individual presentation based on shared discovery in Communications and History. Your work will be drafted in all of your courses and your graded presentation will occur in Communications. The last round of presentations will occur at the annual First Year Symposium in November. This will allow you to present your project alongside all the other freshmen from our program.

**(Integrated) LC K Reflections – 20%**. At the middle and the end of the semester, you will be asked to complete a reflection discussing your progress within the LC. This assignment will challenge you to engage in metacognitive thought about the choices you have made as a scholar and the products of those choices. The Midterm Reflection will serve as a practice session for this process, while the Final Reflection (integrated) will serve as the “final” submission for the semester.

---

**CLASSROOM POLICIES**

**Attendance** – Everything we do in our class is important to your overall success in LC K; therefore, attendance is critical. You are allotted 2 absences regardless of reasoning. Use them carefully. Any missed class counts as an absence unless excused by TAMUCC policies. *Any additional absences will negatively impact your grade.* You are responsible for contacting a classmate to obtain any missed materials or class notes. I also strongly encourage you to review the class plans for any absence to keep up with the rest of the group.

**Late Work** – I will NOT accept late daily work assignments in Seminar. There will be no make-ups for missed daily grades. Missed presentations cannot be made up. For any non-integrated major assignment, please email me *at least 48 hours before the due date* to request an extension. You will need to propose a new due date and documentation that proves an extension was granted. However, if you do not meet your own deadline, you will receive a zero on the assignment. This policy includes weekends.

**Email Communication** Please consider e-mail as official correspondence. Efforts will be made to address your e-mail within 24 hours.

- 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. 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.
**Office Hours** Attending office hours is a key to success in higher education. I expect that you utilize office 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, I cannot discuss grades via email; this must be done during office hours. I am happy to answer specific questions re. Assignment Descriptions via email; however, I will not provide any detailed feedback on your writing via email.

**Technology Use** Out of respect for your peers and me, please turn off your cell phones or turn them to silent, and put them away, before class begins. Laptops and other electronic devices will be permitted for particular activities as deemed appropriate by the instructor. Classroom discussion related to Learning Community K content may not be recorded on any device without the prior and explicit written permission of the course instructor. If a 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. Students creating unauthorized recordings violate an instructor’s (or classmate’s or guest’s) intellectual property rights.

**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 possessions 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. November 8th 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.tamus.edu/rulas_procedures/Index.html](http://academicaffairs.tamus.edu/rulas_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 online and mobile-friendly self-help resources including TAO and At-Risk for College Students, visit the Counseling Center website at https://counseling.tamuuc.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.

I reserve the right to change this document at any point in the semester. Students will be notified about such changes if/when they are made.