LEARNING COMMUNITY AM THEME AND GOALS FOR SPRING 2020

We are going to focus on the idea of depth in music, research, learning, intellectual engagement, and community involvement. By the semester’s end, you should be “rolling in the deep” (thanks, Adele!) in the following ways:

• being mindful and engaged students through active learning: listening, critical thinking, researching, and analyzing and solving problems;
• appreciating and valuing music, art, and intellectual achievements in society and everyday life;
• developing a sense of intellectual agency, self-advocacy, personal responsibility, and empowerment through learning and participating in a community;
• and using music, creativity, and reflection to make discoveries about the self and the world.

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

**COURSE COMPONENTS**

**PARTICIPATION AND ATTENDANCE – 30%**

You are an important member of Learning Community AM. 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.

**SHARED ASSIGNMENTS WITH DR. POOL’S MUSI 1306 COURSE – 30%**

**THE COMPARISON PROJECT**

The **Comparison Project** is worth 20% of your grade in Seminar. It includes the following components:

- Listening Exercise (individual 20 pts.)
- FYI Proposal (group 20 pts.) *see below*
- Group Conferences & PowerPoint Check (group 30 pts.)
- Research Chart (individual 30 pts.)
- In-Class Presentations (group 100 pts.)

Please note that the four small assignments (see the first four bullet points above) have been designed to engage you with the research methods, critical thinking, and the processes of analysis that are necessary for producing a strong presentation at the end of the semester. In order to be eligible to present with your group, you will need to complete all of these supporting assignments. More detailed instructions and due dates are forthcoming in on the Course Website and our Seminar Blackboard > Shared Assignments Folder > Research Project.

* **FIRST-YEAR ISLANDER CONFERENCE: WEDNESDAY, APRIL 22 & THURSDAY, APRIL 23**

All first-year students prepare a proposal to present at the First-Year Islander Conference which will take place at the end of the Spring 2020 semester. The proposal is only meant to be submitted to the First-Year Seminar teacher. Motivated students will submit their proposal to the conference committee to be considered for acceptance. Most learning communities offer students significant extra credit if they are accepted and successfully present their work. All first-year students are required to attend one academic related session and one career related event at the First-Year Islander Conference.

**CONCERT REVIEW AND YOUTUBE ASSIGNMENTS**

The **Concert Reviews** and **YouTube Assignments** are worth 10% of your grade in Seminar. Please see Dr. Pool’s Blackboard for full instructions and due dates.

**REFLECTIONS – 30%**

Two reflections, each worth 15% of your course grade, will be due during the semester. The midterm reflection will be due during **Week 7 on March 6th**. The final reflection will be due during **Finals Week on May 11**. More detailed instructions and due dates are forthcoming on the Course Website and our Seminar Blackboard > Reflection Folder. Assignments due in Blackboard must be turned a file format that easily accessible for grading, such as .pdf, .doc, or .docx formats. No .pages, please.
**Seminar Activities – 10%**

Most of the work we will do in this course will relate to your Understanding and Enjoying Music course. However, we will also be completing a variety of small assignments designed to develop the intellectual, social, and practical skills necessary for students to be successful in a university setting. These assignments include—but are not limited to—quizzes, reading responses, mini-reflections, and discussion forums.

**Islander Citizen Points (A.K.A. Extra Credit) - Varies**

Throughout the semester you will have many opportunities to participate in a variety of activities and events, both on and off campus, and throughout our Coastal Bend community. From time to time, I will offer bonus points for attending and writing about these events.

**Important Dates**

- **Tuesday, January 28** – Last day to register/add a class
- **March 9-13** – Spring Break
- **Friday, April 10** – Last day to drop a class
- **Wednesday, April 22 & Thursday, April 23** – First-Year Islander Conference
- **Wednesday, May 6** – Last day of classes
- **May 8, 11-14** – Final Exams

**Class Policies and Additional Information**

**Online Schedule**

Weekly class plans for this class can be found at [https://maryhoodluttrell.com](https://maryhoodluttrell.com). Class plans will be updated by end-of-day Sunday every week.

**Late Work**
Important components of your participation in this Learning Community G 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 cannot 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. *Phones should be placed in backpacks or purses - out of sight and out of reach.*

**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.

**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.* Remember that Learning Community G has several shared assignments that count in BOTH seminar and Music 1306! If you are considering dropping a course in this learning community, come see me first so we can come up with a good plan of action!
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. **April 10th** 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](http://academicaffairs.tamucc.edu/rules_procedures/index.html).

**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 are experiencing emotional distress or mental health issues, please visit the Counseling Center located in the Driftwood Building during walk-in hours or call (361)825-2703. Counselors are available by phone 24/7 to assist students who are in crisis. Services are free and confidential. For access to self-help resources and anonymous mental health screenings, visit the Counseling Center website at [https://counseling.tamucc.edu](https://counseling.tamucc.edu). In an emergency, call 911 or University Police at (361)825-4444.

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.