Texas A&M University-Corpus Christi  
Department of Undergraduate Studies Spring 2020  
Learning Community C: Re(right)ing the Past  
UCCP 1102: First-Year Seminar II Sections 170/171/173/175

Instructor Name: Amanda Marquez  
Office: Faculty Center 121  
Office Phone: (361) 825-3651  
Student Hours: Monday, Wednesday, Thursday 10-11 am and Wednesday 1-2 pm and by appointment  
These hours are scheduled for you and I look forward to meeting with you as the semester progresses.

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Course Information:
UCCP 1102.170 TR 11:00-11:50am  
UCCP 1102.171 TR 12:00-12:50pm  
UCCP 1102.173 TR 3:30-4:20pm  
UCCP 1102.175 TR 1:00-1:50pm  

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. The goal of UCCP 1102 is for students to participate in academic discourse and take ownership of their education in preparation for their future coursework and careers.

Learning Community C: A successful experience in this learning community will depend on your individual commitment and work ethic, as well as your ability to be an active participant in the significant learning experiences the integrative curriculum has to offer you in this unique learning community of scholars.

A note from your Learning Community C professors: 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 II are to advance the six intellectual and practical skills defined by the Texas Core Curriculum:
- Critical Thinking Skills  
- Communication Skills  
- Empirical and 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

** 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 the course website and view the class schedule on a regular basis to remain informed of such changes.

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 music 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 letter grade for the course. **GOING TO MISS CLASS? >>** If you miss class, it is your responsibility to check the class plans for that day. If you know you will be missing class, it is best to let your instructor know ahead of time. Please do not ask through email or ask “quickly” before or after the next class what was missed. This is what the class plans and peers are for.

WRITING PROJECT#1 – PRIMARY SOURCE ANALYSIS 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. This project will also count for a portion of your Seminar grade because success in the entire learning community is dependent on your attendance and active participation in History and Writing and Rhetoric. This project will be due on Sunday, February 16th at 11:59 pm and submitted on the HIST 1301 Blackboard.

WRITING PROJECT #2- ANALYSIS OF AN ARGUMENT 15% - As part of your learning community experience, you will use writing in order to analyze a historical primary source document and unpack the arguments presented by historians concerning New England Witchcraft and the Colonial World. This project is a shared assignment between all your learning community courses. 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 will be due on Wednesday, February 26th by 11:59 pm and submitted on the HIST 1301 Blackboard.

WRITING PROJECT #4 - OPINION PIECE 15% - As part of your learning community experience, you will compose a newspaper opinion piece (Op-Ed) where you will share your perspective on the formation of early American identities and how they inform our present day lives. The purpose of the Op-Ed is to sway public opinion and challenge reader’s perceptions using convincing argument and presenting it in a concise, readable way. This project will be due on Sunday, April 26th at 11:59 pm and submitted on the HIST 1301 Blackboard. Additional handouts regarding this project will be provided by your Learning Community C professors at a later date.

LEARNING COMMUNITY C PORTFOLIO 25% - 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 portfolio will be due on Tuesday, May 5th by 2pm on the HIST 1301 Blackboard. 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.

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 that does not exceed SEVEN days (one week) past the original due date. 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 C 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. Dr. Johnson, and your Writing & Rhetoric 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 office 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. **NOTE:** 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, written comments...do these shed any light?
- Next, come see me during office 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 student 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 strongly 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 turn them to silent, laptops, etc., 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. Students creating unauthorized recordings violate an instructor’s (or classmate’s or guest’s) intellectual property rights and rights to privacy.

*** 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.