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 190/191

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Office Phone: (361) 825-5979
Office Hours: Tuesday-Thursday 11:00-11:50pm 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 1102.190 TR 12:00-12:50pm OCNR 258
UCCP 1102.191 TR 1:00-1:50pm OCNR 258

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 class 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 behaviors or use of electronic devices (including the 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 assign daily or weekly 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 class “quickly” before or after the 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 affects the present. This project is a shared assignment between all 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. 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. This project will be due on Wednesday, February 26th at 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-Eds 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 and First-Year Seminar. The portfolio will be due on Tuesday, May 5th at 2:00 pm and submitted 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 assignent 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.

OFFICE HOURS
Attending office hours is a key to success in higher education, especially in writing intensive courses. Dr. Johnson 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 office 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. 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 office hours to address such issues.
- **Emphasis 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 office 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.tamu.edu/Rules_Procedures](http://academicaffairs.tamu.edu/Rules_Procedures).
Learning Community C Policies
Re(Right)ing the Past

The classes in Learning Community C are symbiotic. As the semester progresses, you will be seeing the connections between the different classes – American History and Seminar – connections that are designed to reinforce learning and foster discussion. As we pursue a greater understanding of American History, we will also ask you to explore your histories, your lives, and your communities, and try to identify how current issues today are connected to historical concepts.

Whether you are in a class of 200 or a class of 20, it is imperative that you are a respectful member of Learning Community C. Therefore, you are asked to abide by the following policies in all classes in this learning community, to ensure everyone has a positive environment in which to learn. Follow basic University policies as outlined in your Student Handbook and Code of Conduct.

Integrated Late Work: Late work will not be accepted on any integrated assignment in this learning community. Assignments are due at the assigned submission dates and times. For major assignments, you may be able to request an extension if you are unable to finish it on time, if you do so at least 48 hours in advance. Consult your instructors’ class syllabi for detailed instructions.

Attendance: Attendance in ALL Learning Community C classes is expected and essential to success. We assume that when you signed up for these courses, that you’ll make the necessary arrangements to attend. If you don’t attend class, your grades will be negatively impacted.

Academic Honesty: Plagiarism and cheating in any form will not be tolerated by the instructors in this learning community. See the individual course syllabi for policies relating to specific course assignments. In addition, see definitions in “Violations of the Student Code of Conduct,” at http://academicaffairs.tamu.edu/article-iii-violations-18-19.pdf. If you are still unsure of what constitutes plagiarism, please make an appointment to discuss it with one of us. For disciplinary procedures pertaining to academic dishonesty, see “Student Academic Misconduct Cases,” http://academicaffairs.tamu.edu/rules-procedures/assets/13.02.99.C0.04_student_academic_misconduct_cases.pdf

Punctuality: Arriving late and leaving early are distracting as is leaving class while instruction is taking place. Make every attempt to come to all the class sessions, to come to class on time, and to stay until the end of the meeting. If you are unavoidably late for class, please come into the room discreetly, quietly, and choose a seat closest to the entrance.

Cell Phones and Electronic Devices: Use electronic devices appropriately, out of respect for your instructors and your peers. There are times and places in polite society when texting or speaking on the telephone is simply not appropriate; neither habit is appropriate in the lecture hall or classroom. Similarly, do not use the internet in the computer classroom or on your laptop for anything other than classwork, as this distracts those around you. If you are engaging in distracting behavior, you will be asked to leave.

Habits of Mind: As part of your earning experience this semester, your learning community faculty will emphasize eight Habits of Mind that are crucial to engaging with materials that can be challenging to an individual’s ideology and assumptions about the human social world. These habits of mind will help you engage with potentially challenging material and enhance your learning experience as you navigate university life.
- Curiosity: the desire to know more about the world.
- Openness: the willingness to consider new ways of being and thinking in the world.
- Engagement: a sense of investment and involvement in learning.
- Creativity: the ability to use novel approaches for generating, investigating, and representing ideas.
- Persistence: the ability to sustain interest in and attention to short- and long-term projects.
- Responsibility: the ability to take ownership of one’s actions and understand the consequences of those actions for oneself and others.
- Flexibility: the ability to adapt to situations, expectations, or demands.
- Metacognition: the ability to reflect on one’s own thinking as well as the individual and cultural processes used to structure knowledge.

Acceptance of Diversity: We are one of the most diverse campuses, in terms of racial identity, in the Texas A&M System. This means that we are all meeting and working with people who are different from ourselves in terms of their identities, whether that’s defined by their race, ethnicity, gender, sexual orientation, and/or religion. Respecting and accepting difference are vital to your success for your professional and personal development in this class, on this campus, and in the global community.

Please read the syllabi for each class for more details on assignments and specific class policies.