UCCP 1102: First-Year Seminar II (Triad M)
Texas A&M University – Corpus Christi
Department of Undergraduate Studies – Spring 2020

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Website: http://www.tamucc.edu/wiki/SeanBritt/Home

Course Information: UCCP 1102.511 MW 11:00-11:50am 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

Major Course Requirements

PARTICIPATION AND ENGAGEMENT – 20%
There is nothing that we will do here that is not important to your success in this learning community. Consistent attendance in Seminar not only contributes to your overall grade, but helps facilitate your understanding of assignments across the learning community. Active participation in class can earn you extra participation credit, but tardiness, absence, lack of communication, and disengagement can all lead to deductions in your participation grade. Take each class meeting seriously and keep in touch with me and you'll do well! A significant part of this grade will come from the topic selection activities for the PechaKucha and Protest Writing Projects.

PROTEST WRITING – 30%
Most of the work we will do in this course will relate to your other courses in the learning community. To reward and encourage success and attendance in the linked ENGL 2316 lecture, this major writing assignment will also count for 30% of your final grade in First-Year Seminar.

SCENE PERFORMANCE/FACILITATION – 10%
An important aspect of demonstrating your learning in this Learning Community is relating your perspectives to your classmates. At regular intervals throughout the semester, you'll be expected to contribute to the overall class experience by either performing some of the class content, or facilitating the class discussion about a particular piece or selection of pieces. These performances and facilitations will be conducted in small groups, the members of which will all share a grade for their collective work.

PECHAKUCHA PROJECT – 30%
The PechaKucha Project is an integrated assignment (it comprises a large part of your grade in History, Literature, and Seminar) that tasks you to present a critical historical overview of a topic of your choice pertaining to US history after 1865. A PechaKucha is short oral/visual presentation style that requires much skill and preparation. We will be working
on this project over the entire semester and more detailed assignment descriptions and due dates will follow. In seminar, the project grade is broken up into several project deliverables over the semester.

**FINAL REFLECTION – 10%**
At the conclusion of the semester, you will be expected to reflect on the work you have done across the Dyad and demonstrate, metacognitively, how these activities meet the Learning Community Student Outcomes, which will be delivered at the beginning of the semester and made available online.

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**Important Dates**

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<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Tuesday, January 28</td>
<td>Last day to register/add a class</td>
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<tr>
<td>March 9-13</td>
<td>Spring Break</td>
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<tr>
<td>Friday, April 10</td>
<td>Last day to drop a class</td>
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<tr>
<td>April 22 &amp; April 23</td>
<td>First-Year Islander Conference</td>
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<tr>
<td>Wednesday, May 6</td>
<td>Last day of classes</td>
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<tr>
<td>May 8, 11-14</td>
<td>Final Exams</td>
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**Online Schedule**

A detailed schedule for this course can be found on [Blackboard](#).

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**Late Work**

Major assignments will be accepted late, only if the student contacts the professor in advance, at a penalty of a letter grade per calendar day late. Please contact me at least 24 hours in advance if there are extenuating circumstances that will cause you to miss a major due date.

**Electronic Devices**

Your responsibility to yourself as a student involves regulating your own behavior so as to maximize the value of your time here; therefore, you can choose to use your electronic devices in Seminar as you see fit, with one exception: if your use of them interferes with any other student's ability to participate fully, I will ask you to discontinue or alter your use of them. If disruptions persist after you have been notified, I reserve the right to take action in accordance with the Student Code of Conduct as it pertains to disruptive behavior.

**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.

**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 Chair of the Department of Undergraduate Studies. For complete details, please visit: [http://academicaffairs.tamucc.edu/rules_procedures/](http://academicaffairs.tamucc.edu/rules_procedures/).
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.