UCCP 1102: First-Year Seminar II (Dyad M)
First-Year Learning Communities Program
Texas A&M University – Corpus Christi
Spring 2020

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Course Information:  UCCP 1102.532    MW 11-11:50    CS 108
                   UCCP 1102.533    MW 12-12:50    CS 108

Linked Course:          HIST 1302         MWF 9:00- 9:50    BH 104

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

SEMINAR COURSE EVALUATION

PARTICIPATION AND ATTENDANCE – 30%
It is vital that you attend each and every class. There is nothing that we will do in here that is not important to your success in this learning community. Every student starts off each class with full credit (100%). 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. However, you are allowed two unexcused absences. Use them well. After the second absence, any extra absences will affect your grade. In case of a family, medical, or personal emergency contact me via email as soon as possible and (when applicable) bring documentation. The best policy is to communicate and keep me informed should anything come up. Keep in mind a vacation, accidental oversleeping, or days when you are not feeling well but do not receive a doctor’s note are not excused absences. If you miss a class, it is your responsibility to look over class plans on the course wiki and/or reach out to me to be prepared for the next class.

READING ACTIVITIES & REFLECTIVE ASSIGNMENTS - 15%
Over the semester you will complete several reading activities 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. You will also be asked to submit several reflective assignments. These are designed for you to practice evaluating your learning process through self-reflection. This is a critical learning objective for this course and a vital skill for student success and lifelong learning. Some examples of reading activities & reflective assignments may include: note-taking quizzes, summaries, surveys, progress checks, group activities, mini-presentations, take-home activities, etc.

**FINAL REFLECTION – 20%** At 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. This will serve as your ‘final exam’ for this seminar course. Specifics will be provided later in the semester.

**PECHAKUCHA (PK) PROJECT – 35%** Most of the work we will do in this course will relate to your history course in the learning community. The Pechakucha project is an integrated assignment (35% of your grade in history 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.

- Topic proposal - 5%
- Outline/Script - 10%
- Presentation - 20%
- Total - 35%

**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. This is a great forum to engage in academic scholarship and present in a professional setting and looks great on a resume. Students who are accepted and successfully present their work at FYIC will not have to re-present in class. All first-year students are required to attend one academic related session and one career related event at the First-Year Islander Conference.

**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

**Online Schedule**
A detailed schedule for this course can be found at: [http://www.tamucc.edu/wiki/LizzyLomax/ClassPlans](http://www.tamucc.edu/wiki/LizzyLomax/ClassPlans)

**Late Work**
I do not accept late daily work assignments in Seminar. 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.

**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. I do not like to stop class to tell students to put down their phones or pay attention, but I do notice and it will be reflected in your daily attendance grade. Laptops will be permitted for particular activities as deemed appropriate by the instructor.

**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. Friday, April 10 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.tamucc.edu/rules_procedures/index.html](http://academicaffairs.tamucc.edu/rules_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. 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.
*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.