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

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Office Hours: Tuesday 1-2:30, Wednesday 12:30-2, and Thursday 1-2pm in FC 125, or email me for an appointment at your convenience.

Course Information:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Section</th>
<th>Days</th>
<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>UCCP 1102.894</td>
<td>25X</td>
<td>MW</td>
<td>9:00-9:50</td>
<td>CS 112</td>
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<tr>
<td>UCCP 1102.895</td>
<td>26X</td>
<td>SW</td>
<td>10:00-10:50</td>
<td>CS 112</td>
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<tr>
<td>UCCP 1102.890</td>
<td>21X</td>
<td>TR</td>
<td>11:00-11:50</td>
<td>BH 127</td>
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<tr>
<td>UCCP 1102.891</td>
<td>22X</td>
<td>TR</td>
<td>12:00-12:50</td>
<td>BH 127</td>
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All students should have Biology 2 with Prof. Lehman and Chemistry 2 with Dr. Ganguly.

Course Description

First Year Seminar II is a continued discovery of the skills necessary for your success as a university student in science and technology and as a future professional. Acquisition of these skills is integrated into an exploration of the concepts encountered in your large lecture courses, BIOL 1407 and CHEM 1412. Seminar is a one credit hour discussion course where you develop proficiency to communicate verbally and work collaboratively on complex science topics and relate them to your role as a developing scientist. The focus of this semester is your Islander Impact.

To achieve success as a science professional you will need 3 basic things:
- Expert science knowledge and critical thinking ability.
- Superb communication skills, specific to science discourse.
- The ability to get along with others and work as a team.

You must have not only a strong command of science concepts and the ability to solve complex problems, but you must also be able to communicate both in writing and orally about complex science issues if you wish to be highly successful. Because science is a collaborative effort, you must be able to get along and work with others if you wish to be employable or go on to post graduate programs. The first year program provides students with the framework to achieve these critical goals by combining the science gateway courses of biology and chemistry with the first year writing course and seminar discussion course in an integrated first year experience.

As a second semester university science student, you are expected to have already mastered the basic skills needed to be successful in science at a university level. In this semester you will be challenged to go further in your career as a scientist. You are expected to build your professional resume, become a greater part of the local science community, and further develop your understanding of science by conducting a science investigation in a group of 4-6 individuals. This investigation will require integration of learning from your biology, chemistry, and seminar classes and will culminate in an oral multimedia presentation to be presented in class and at the First Year Islanders Conference, if you are chosen. By designing and conducting a science investigation and communicating your experience to your colleagues, you are learning how science knowledge is created and communicated.
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

Science Learning Community Student Learning Outcomes:
- Effectively find, evaluate, create and communicate information related to science.
- Integrate interdisciplinary knowledge with real world applications and experiences.
- Demonstrate personal and professional growth as a scientist.

Course Materials
Seminar is a discussion course focused on the readings and information gained in your large lecture courses. You will work with the books from your other tetrad/triad courses. It is vitally important that you keep up with assignments and material from all courses. If you do not keep up with out-of-class assignments it will affect your ability to participate in seminar discussions and will lower your participation grade.

You will also need the following for seminar and other learning community courses:
- Regular computer access (available on campus) including the use of Microsoft Word and PowerPoint to submit documents.
- Islander email account and BlackBoard access, and the ability to use both.
- Positive attitude and desire to make your life extraordinary is highly recommended!

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
- Wed/Thurs, April 22-23: First-Year Islander Conference
- Wednesday, May 6: Last day of classes
- May 8, 11-14: Final Exams

Online Schedule
A calendar including deadlines for all major projects and updated class plans will be available at http://tamucc.edu/wiki/BrandiKutil/Home. You are responsible for checking to see what is required to be prepared for the next class and for things you may have missed. This is a dynamic course. Check the class plans frequently as they may change.
Learning Community Seminar Course Evaluation

ATTENDANCE AND PARTICIPATION – 35%

- **Attendance**: 25% Active participation is absolutely vital to this class. To learn the “language” of science you must be present and prepared for class. Your knowledge and opinion is valued and appreciated at every class meeting. Attendance points will be earned during most class meetings and may be based on completion of online assignments, in class writings or presentations, homework to prepare you for in class activities, sign in sheets, etc.
  - You cannot be successful in college unless you develop the habit of never missing any class, so if your punctuality or your attendance becomes a serious problem I will speak with you individually.

- **Participation in Discussions Facilitations, and Teamwork**: 10% This course is designed to be effective when students actively engage and contribute to the success of the class, therefore a participation score of 0 to 100 will be given based on your contribution to the class. However, simply showing up will not earn you full points. Your participation in discussions, team work, etc. will determine your participation grade. Obviously if you have an attendance problem, you can expect this score to be correspondingly low, but factors such as excessive off topic talking, sleeping, inappropriate internet use (shopping, games, chat) and other inappropriate behaviors will lower your participation grade. Being a good citizen of the university and learning community is required!

An “A” is not difficult to earn if you come to class, bring in any requested material, are prepared for presentations/discussion, and actively engage in a positive way.

MAJOR ASSIGNMENTS – 30%

- **Midterm Reflective Asst. (CV and Cover Letter)** – Due on BlackBoard by Friday, March 1st 15%
- **Final Reflective Assignment** – Due on BlackBoard by Friday, April 26th 15%

LEARNING COMMUNITY INTEGRATED SCIENCE EXPERIENCE – 35%

All students enrolled in the Science Learning Communities this Spring will complete a collaborative project referred to as our Integrated Science Experience (ISE). Facilitated primarily through Seminar II, a true academic seminar class, successful completion requires the synthesis of knowledge from all of your courses. As a Science Learning Community project, all students enrolled in the Learning Community sections of Biology and/or Chemistry must complete the project, whether or not enrolled in Seminar.

Your challenge this semester is to choose a scientific issue that is of real and relevant concern in our local environment. Use primary source science literature to understand the various aspects of importance and identify a way of gathering field-based observational data to investigate the issue in your community. Then, design and conduct an observational research project utilizing an appropriate statistical analysis (Chi-Squared, ANOVA, linear regression/correlation, etc.) to test a scientific hypothesis regarding the impact of that issue in your local environment.

You will work as a research team with 4-6 classmates to design and conduct a science investigation- from idea formulation to publication/presentation. Together, you must decide on a scientific topic/question related to biology, chemistry, or ecology to drive your experiment. Your task is to choose something interesting either on campus or nearby, develop a research question and safely investigate your question as a scientific team. This is not a lab assignment so you must choose something that is non-hazardous. Careful experimental design should allow you to gain sufficient sample size to answer your research question during an observation period of less than one month; absolutely **no tests involving humans or physically interacting with or influencing your experimental subjects in any way**! The data gathered must be strictly observational, and experimental design must be approved by your professors and consistent with the guidelines set forth by the Office of Research Compliance [http://research.tamucc.edu/compliance/index.html](http://research.tamucc.edu/compliance/index.html) and appropriate university committees (IRB, IACUC, IBC). **In your investigation, you must use statistics to test a suitable hypothesis regarding your scientific question.**
Throughout the semester, you will complete various assignments in Seminar (see below) to help guide you through the development of your ISE project. At the end of the semester, you will present your research for a grade which will be included in each of your learning community courses.

TENTATIVE Due Dates for Integrated Science Experience Assignments

- Friday, February 7 -- LC Team Contract
- Week of February 24 -- Annotated Bibliography
- Week of March 16 -- Results of Pilot study due in Proposal Draft
- Wednesday, March 25 -- Application for the FYI Conference due to Dr. K
- Week of March 30 -- Formal ISE Proposal in PowerPoint
- Mon-Tues, April 21-22 -- Final Presentations

Late Work: Some major assignments will be accepted late, but points will be deducted unless you email me in advance of the due date. There will be no make-ups for missed daily grades.

If you do not have composition or if you drop other tetrad classes during the semester, you must still complete all assignments, or contact me via email and in person for alternate assignments.

Expectations: In this class we are learning how to be successful both in college and in life as science professionals. For this reason my philosophy is to treat you as the professional that you are aspiring to be. Let this thought guide you any time that you are not sure how you should conduct yourself in seminar:

"How would I be expected to conduct myself if I were already working as a professional scientist and if my paycheck depended on professional behavior."

To further guide you here are a few suggestions:
- Your participation is appreciated and expected, but make sure that you have the floor before speaking!
- Only one person should speak at any given time.
- Silence all electronic devices during a meeting.
- You do not need your laptop in my class. If it prevents you from actively participating in class then don't even open it. If you can use it maturely to add to the discussion, then please do so.
- Absolutely do not check e-mail, text messages, social media, play games, surf the web, or receive non-emergency communications of any kind via any electronic device.
- You must have a valid e-mail address registered online with SAIL. This is the way I and the rest of the university will contact you!
- The preferred method of contacting me is via email. If you ask me something in class, please ALWAYS follow-up the discussion with a reminder email.
- When you e-mail me make sure you fill out the subject line with a description that identifies who you are and what the subject of the e-mail is. This is to ensure that I do not inadvertently delete your e-mail as spam or a virus.
- Your writing in e-mail should be very concise and to the point, but should also be professional.
- E-mail is not the same as instant messaging or text messaging and should have appropriate grammar, punctuation, and capitalization throughout.

Electronic Communication Policy
The best way to contact me is email. I am available electronically Monday through Friday 8-5 pm when I am not in class or other meetings. I strive to respond as soon as possible, but please don’t expect me to always be available immediately, especially outside of business hours. Please tell me what section you are in for a faster response. I am available for phone calls during office hours only, but students physically in my office take precedence. I do not accept friend requests on Facebook or other social networking sites while you are taking classes from me but feel free to friend me later!
Academic Advising
The College of Science and Engineering requires that students meet with an academic advisor as soon as they are ready to declare a major or career emphasis. The academic advisor will set up a degree plan and assign the student a faculty mentor. The College's Academic Advising Center is located in Center for Instruction, Room 350, (361) 825-5777.

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.

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. 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.