



UNCO 111
COURSE SYLLABUS: Spring 2015

Instructor: Katrina Watkins

Office Location: One-Stop Shop

Office Hours: By Appointment

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbooks: Moore, W. The Other Wes Moore: One Name, Two Fates. (2010. Spiegel & Grau Trade Paperbacks. ISBN: 978-0-385-52820-7.

Binder or Pocket Folder

Course Description:

UC 111 prepares students for optimal success at the university and beyond by motivating them to develop skills, knowledge and behaviors that will create confident, self-sufficient learners.

Student Learning Outcomes:

1. Students will demonstrate critical thinking by asking and answering higher level questions and solving increasingly complex problems.
2. Students will improve their listening, speaking, writing, and reading skills.
3. Students will demonstrate habits of the mind that produce academic improvement across the semester. This will include organization, time management, note-taking, and study skills.
4. Students will acquire the knowledge and apply the necessary skills to successfully navigate university life.
5. Students will take ownership of their learning experiences and develop greater awareness of self and others.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Instructional Methods: Class consists of various styles of presentation and interaction. In UC 111, students will be active participants regardless of the mode of instruction. Students should come to class ready to participate, both in terms of preparation as assigned and with a positive attitude toward class and colleagues.

Assignments:

Attendance: Roll will be taken each class day and students are expected to attend all scheduled class periods. Each section of this course is scheduled for 16 weeks of twice weekly meetings of 50 minutes each. Students should make arrangements to be in class on time and to stay until the class is dismissed. Attendance is part of your grade for UC 111. (100 points)

For students with excused absences, which include participation in a University-sponsored event, illness accompanied by a doctor's note, death in the student's immediate family, a verifiable court appearance or any other similar circumstance in the view of the instructor, written documentation must be turned in to the instructor immediately upon return to class.

Each absence in this course will result in a point reduction on your final attendance grade according to the chart below.

Absences	0	1, 2	3, 4	5, 6	7, 8	9,10	11,12	13,14	15,16	17,18	19,20
Grade	100	94	88	82	76	70	64	58	52	46	40

Absences	21,22	23,24	25, 26	27, 28	29, 30
Grade	34	28	22	16	10

Participation: Students must attend all class sessions and participate to the extent possible in each class activity. The activities in this course are designed to help you improve your communication skills and increase your knowledge set in order to make you a more effective and successful college student. (100 points)

AVID requirements: Students must complete all on-line inventories and portfolios during the second and third class weeks as assigned by the instructor. Failure to complete this requirement will automatically drop course grade one complete letter grade. (100 points)

Journal: Students must complete at least 5 journal activities, each worth 20 points. Details of required journal activities and their due dates are listed in the weekly plan for the course attached to this syllabus. (100 points)

Event papers: One two page event paper, worth 60 points, documenting attendance/participation in three different types of university events (athletic, academic, cultural, etc.). (60 points)

Organization skills: Students must develop and maintain an organizational system (notebook) and utilize student planner (with visual inspection by instructors). Students must demonstrate use of Cornell note taking skills in other courses.

University success skills: Document three (3) visits *University success skills:* Document three (3) visits to University support centers. (60 points)

Exams: Students will have a mid-term and final exam, each worth 100 points, in this course over the materials presented. (200 points)

Grading

Students' course grade will be calculated according to the following scale:

A =	634-720 Points
B =	562-633 Points
C =	504-561 Points
D =	470-503 Points
F =	469 Points or less

NOTES:

Please be aware of the grading scale and the percentages utilized in the grade distribution. For example, a student does not need to earn 90% of the points in the course to earn an "A" ($722/820=88\%$), but a student must earn 70% of the points to receive a "C" in the course. The moral of the story is that students will be rewarded for working a little more diligently in the course, while students who seek to "survive" in the course will actually have to work harder to earn a lower grade. Due to these allowances, I do not curve grades at the end of the semester.

If you strive for a specific grade in the course, be sure to notice how many points you need to accumulate to achieve that grade rather than focusing on the percentage of points you have earned.

TECHNOLOGY REQUIREMENTS

UC 111 is a web-enhanced course. Delivery problems can result if technological requirements are not taken into consideration.

The following information has been provided to assist you in preparing to use technology successfully in this course. [List those technologies needed for your course.]

- Internet access/connection – high speed recommended (not dial-up)
- Headset/Microphone (if required for synchronous sessions in an online course)
- Word Processor (i.e. MS Word or Word Perfect)

Additionally, the following hardware and software are necessary to use eCollege: Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to:

<https://leo.tamuc.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Students will be expected to interact with the instructor(s) in class or via electronic means in an appropriate manner. All instructor contact information is listed on this syllabus and should be used.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Supplemental Instructions: In the course of your work in this class, you will be given additional written instructions that govern the look, content and scope of your projects. These supplemental instructions have the same force as the syllabus for grading purposes.

University Specific Procedures:

ADA Statement

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 have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

[Student Disability Resources & Services](#)

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

All students are expected to exercise self-discipline and respect for the rights of others at all times. Behavioral disruptions that interfere with the business of the classroom or with an individual's ability to learn may be referred to the Dean of Students.

Please be sure that cell phones and other electronic devices are off or silent. If you expect to have to get up, please select an inconspicuous position to minimize disruptions. Courtesy to others is important. That means respecting the opinions of others, and in general, doing your part to make this a positive learning environment for all students. Food and beverages, while acceptable, should be consumed as quietly as possible, and you must clean up after yourself.

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

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Spring 2015 Writing Assignments

Journal entries must be typed, double spaced, 12 point font and a minimum of 2 pages in length. Journal entries must be submitted to the instructor on the assigned due date as instructed. **LATE assignments will NOT be graded!**

Journals

Journal #1: Support (Chapter 1 & 2) – Due Friday, February 6th by 5pm in eCollege

Describe your family background and living situation, including where you grew up and how you were raised. Explain the role your family, community, finances and/or mentor played in the decisions you have made throughout your life. Discuss what your life would look like without your family, financial resources or your mentor(s).

Journal #2: The importance of education (Chapter 3) – Due Friday, February 20th by 5pm in eCollege

Discuss if education was important in your family. Explain using specific examples to support your answer. List and describe any sacrifices that have been made so that you can attend college. Then, discuss the relationship between education & poverty – Is higher education a choice or opportunity for everyone?

Journal #3: Choices (Chapter 4) – Due Friday, March 6th by 5pm in eCollege

Every choice takes you closer to OR further away from your goal. Discuss what this statement means to you. Then, detail a decision that you believe altered your life path. Was it a positive or negative consequence? Also, discuss if you have always held yourself accountable for your own choices & decisions. Why or why not?

Journal #4: Opportunities (Chapters 5 & 6) – Due Friday, April 3rd by 5pm in eCollege

Discuss opportunities you have been given that have positively affected your life. Describe a pivotal moment or situation that changed your life, putting you on a different path. In your opinion, what is the difference between second chances & last chances?

Journal #5: Environment (Chapters 7 & 8) – Due Friday, April 17th by 5pm in eCollege

Discuss the role of a mentor/role model in your life. Describe in detail the difference between excuses and reasons. Are we products of our environment? How important is our environment in shaping our stories & personalities? How can we overcome our environment?

Final essay must be typed, double-spaced, 12 point font and a minimum of four pages in length

Final Essay Topic – Due Tuesday, April 28th in Class

Describe your support system and resources along with choices you have made or opportunities you have taken throughout your life that resulted in you being a freshman at Texas A&M – Commerce this semester. Write about opportunities that you were given or maybe passed up and how that affected you either positively and negatively. Discuss decisions and choices you are making currently to ensure that you will have a successful first semester as a college freshman. List and describe your reasons for attending college, which should include your goals and aspirations for the future.