



Fall 2016

Freshman Success Seminar

COURSE SYLLABUS- FALL 2016

Instructor: Angel Martinez

Office Location: One Stop Shop

Office Hours: 8:30-4:30

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University Email Address: Angela.Martinez@tamuc.edu

COURSE INFORMATION

CRN: 80757

Classroom: SS 312

Meeting time: M/W 2-2:50

Materials – Textbooks, Readings, Supplementary Readings

Textbooks Required:

Kleon, Austin. *Steal Like An Artist: 10 Things Nobody Told You About Being Creative*.

New York: Workman, 2012. (ISBN: 978-0761169253)

Accessibility: Available in the bookstore; on Amazon. \$6.74; \$6.40 Kindle

Other Materials Required:

You will be required to come to class with the needed materials to be successful such as; pens, paper, required textbooks and other materials that the instructor may ask you to bring. We will also be using other reading materials throughout the semester therefore you will be required to have access to those as needed.

Course Description

UC 111[or discipline specific title] 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 be able to identify and describe relevant campus resources.
2. Students will be able to view themselves as engaged citizens within an interconnected and diverse world.
3. Students will be able to explain their responsibilities as a student.

4. Students will demonstrate critical thinking skills.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Please note that some of the assignments below are subject to change based on your educational needs.

Assignments:

Quizzes: Detailed below under attendance policy. Quizzes are worth 40% of your final grade, and your lowest two quiz scores will be dropped at the end of the semester.

Campus Events Attendance Reflection Essays: College is about more than going to class—there are many events to attend on campus that will enhance your experience here. Watch your email, flyers on campus, and the menu on the main page of MyLeo for information about events on campus. Look especially for Global Events—you should load your reflection of these events into your ePortfolio toward your application of being a Global Scholar.

For this part of your grade, attend a campus event (athletic, club meeting, academic events, cultural events, speakers, et cetera). Bring an artifact of the event (a program, e-mail a selfie of you at the event, et cetera), then write a two-page paper in which you describe and reflect on the event.

1. Describe or summarize the event. What was the event? What was the purpose? Who attended? What was it like?
2. Reflect on the event. Consider some or all of the following questions: What did you learn at this event? What did you learn about the campus or people related to the campus? How can you implement what you learned to help you be successful in college? How can what you learned help prepare you for an interconnected world?

You must attend **five** events throughout the semester and write about each of them. Do not wait until the end of the semester to attend these events—they will be due throughout the semester.

Final essay:

Option One:

In this class, we read Austin Kleon's book *Steal Like An Artist: 10 Things Nobody Told you About Being Creative*, which details some ideas about how attitude, learning, and the people and things you surround yourself with can affect creativity. This assignment asks you to reflect on the personal value you see in creativity. How can creativity help you prepare to solve the problems of the future? How can creativity help you accomplish your goals in college and beyond?

Kleon's book uses anecdotes and examples to make his points. Be sure to do the same. Also be sure to refer to the book in your essay (quote and cite his essay). You can refer to Kleon's book by agreeing with one of his points, disagreeing with one of his points, building on one of his points, or even using one of his points to start your own argument about the value of education.

Option Two:

Can learning strategies for creativity actually help you be more creative? Choose one of the strategies detailed in Austin Kleon's book *Steal Like An Artist* and explore its possibilities for encouraging creativity. Experiment with one or more of the strategies for a period of time (for example, a week) and reflect on the effectiveness of that strategy.

Kleon's book uses anecdotes and examples to make his points. Be sure to do the same. Also be sure to refer to the book in your essay (quote and cite his essay). You can refer to Kleon's book by agreeing with one of his points, disagreeing with one of his points, building on one of his points, or even using one of his points to start your own argument about the value of education.

Class Participation: Part of being a critical thinker and a reflective learner is being active in your own learning therefore your class participation is a MUST! You will be graded for your class participation, so be engaged.

GRADING

90%-100%= A, 80-89%= B, 70-79%= C, 60-69%= D, 59% & below= F

| Assignment | Percentage of Grade [suggested] |
|--|------------------------------------|
| Quizzes | 40% |
| Campus Events Attendance Reflection Essays | 15% |
| Final Essay | 25% |
| Class Participation | 20% |

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses, you will need to use a current, Flash enabled browser. For PC users, the suggested browser is Internet Explorer 9.0 or 10. For Mac users, the most current update of Firefox is suggested.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - sound card, which is usually integrated into your desktop or laptop computer
 - speakers or headphones.
- Depending on your course, you might also need a:
 - webcam
 - microphone

For courses where interactive tools are used, like VoiceThread or ClassLive Pro, headphones are suggested for use with recording and playback. We recommend a webcam with an integrated microphone, such as the Microsoft LifeCam Cinema. All devices should be installed and configured before class begins.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. Java can be downloaded at: <http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.
- You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:
 - Adobe Reader
 - Adobe Flash Player
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.
- For additional information about system requirements, please see: <https://secure.ecollege.com/tamuc/index.learn?action=technical>

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

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.

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

Email is the best way to communicate with me. Please email me at Angela.Martinez@tamuc.edu and include your cwi AND class that you’re emailing me about. My policy is to respond to email within 24 hours M-F. I will not respond to emails through the weekend.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures

Attendance Policy:

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.

- A student that misses up to 70% of the class (7 absences) will fail the course if the absences are excused. Please see attendance policy for more details.

- For classes that meet twice/week, students may miss up to four times without penalty. After the fifth absence, the student's final grade will drop by one letter. After the seventh absence, the student cannot pass the course.
- For classes that meet three times/ week, students may miss up to six times without penalty. After the seventh absence, the student's final grade will drop by one letter. After the ninth absence, the student cannot pass the course.
- There is no such thing as "partial attendance"—students are either present for the entire course or they are absent.
- The university has no policy for "excused absences" except for university sanctioned events, so please save your absences for illness, court appearances, child care arrangements, and other situations when you must miss class.

A quiz will be given in most class periods to check for attendance and other student learning outcomes. These quizzes cannot be made up (unless you have a documented university- excused absence.) At the end of the semester, your two lowest quiz grades will be dropped.

Academic dishonesty/ Plagiarism:

Instructors at Texas A&M University-Commerce do not tolerate plagiarism and other forms of academic dishonesty. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion. Here is the university policy" <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Grievance Procedure:

Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in-person, by email, by telephone, or by another communication medium, should then schedule an appointment with the Dean of University College, Dr. Tabettha Adkins.

Where applicable, students should also consult University Procedure 13.99.99.R0.05 ("Student Appeal of Instructor Evaluation").

Other course policies:

1. I will not accept late work unless there is a valid excuse that is approved BEFORE the actual due date.
2. Please don't engage in casual conversations during our lecture, discussion and group times or while we're working on other assignments. I reserve the right to act as necessary to maintain a productive class environment, including asking disruptive students to leave, and in extreme circumstances, dropping chronic disruptors from my course. I will not tolerate uncivil behavior

toward other class members during class discussions. Uncivil behavior includes interrupting others while they have the floor, rude responses to the ideas expressed by others, and the use of racial, ethnic, sexual, gender, or religious slurs. If you have an issue, please see me before or after class. I have an open door policy and am confident that we can solve any issue that may arise.

I will not allow any cell phones on during class, which includes texting as well. If you are expecting an emergency call during class time, please let me know before class. There may be some activities that involve cell phone usage for assignments. If you have an issue, please see me before or after class. I have an open door policy and am confident that we can solve any issue that may arise.

UNIVERSITY SPECIFIC PROCEDURES

Students with Disabilities information

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, Gee Library, Room 132 (903) 886-5150 or (903) 886-5835 phone (903) 468-8148 fax Email: Rebecca.Tuerk@tamuc.edu

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.)

COURSE OUTLINE / CALENDAR

This schedule may be adjusted to accommodate for student learning needs.

Bring the assigned reading to class with you to supplement discussion. Printed or digital copies are both acceptable.

| Date | Unit | To do before class | Due In Class |
|--------|---|--|--|
| Week 1 | Introductions, syllabus discussion | | |
| Week 2 | GCAA Assessment for campus QEP (Quality Enhancement Plan) | Read e-mail from Dr. Shonda Gibson about GCAA assessment (Students will automatically receive this e-mail; instructors need to do nothing.) | |
| Week 3 | Academic Success In class: University Support Services 30 second expert activity | Learning Style activity or Cornell Notes reading [In FSS zip file] How to Talk to a Professor power point [in FSS zip file] could be used in class instead of homework assignment | |
| Week 4 | Syllabus review | Syllabi and Planning activity [in FSS zip file] [This activity teaches students to read the syllabus in their other classes.] | First Campus Events Attendance Reflection Essay due |
| Week 5 | College computer literacy | Find and watch and/or read online tutorials about how to use word processing program (like Word); a slide show program (like Power Point); a spread sheet program (like Excel). If you own a computer, find tutorials for the software on your computer. | |
| Week 6 | Title 9 | Watch this video: https://vimeo.com/105143665 [or watch it in class] | Second Campus Events Attendance Reflection Essay due |
| Week 7 | [Either you go over GCAA results with students or use open lab time scheduled by | Read GCAA report from the assessment completed in week 2. Bring to class. | |

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| | QEP committee to send students to discuss GCAA results] | | |
| Week 8 | <p>Registration</p> <p>Invite the Success Coaches to your class by emailing them at successcoaches@tamuc.edu</p> <p>(or switch with wellness)</p> | Activity for Registration [In FSS zip file] | Third Campus Events Attendance Reflection Essay due |
| Week 9 | Wellness (or switch with registration) | <p>View physical and mental health power point [in FSS zip file]</p> <p>Drugs and Alcohol video [in FSS zip file]</p> <p>Look at wellness wheel [in FSS zip file]</p> <p>[note: any or all of these could be moved to class meeting time.]</p> | |
| Week 10 | Financial literacy (or switch with career services) | Read FASFA infographic [in FSS zip file] could be used in class instead of homework assignment | Fourth Campus Events Attendance Reflection Essay due |
| Week 11 | Critical thinking | <p>Watch critical thinking power point [in FSS zip file] could be used in class instead of homework assignment</p> <p>Additional readings as desired [in FSS zip file]</p> | |
| Week 12 | Common reading | Read <i>Steal Like An Artist: 10 Things Nobody Told You About Being Creative.</i> | Fifth Campus Events Attendance Reflection Essay due |
| Week 13 | <p>Time management/ career services (or switch with financial literacy)</p> <p>[Career services will come</p> | Time management PDF and power point {in FSS zip file}- could be used in class instead of homework assignment | |

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| | to your class if you give them ample notice.] | | |
| Week 14 | Work on final assignment-essay on common reading | | |
| Week 15 | Make-up week | | Final Essay due |
| Finals Week | Meet to reflect, share best sections of final essay, etc. | | |