UF 200 CIVIC AND ETHICAL FOUNDATIONS
“With Liberty and Justice for All…”

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Email: meganlevad@boisestate.edu  
Conferences: With pleasure, by appointment

**COURSE DESCRIPTION AND LEARNING OBJECTIVES**

UF200 Civic and Ethical Foundations engages students in discussion of ethics, diversity, and internationalization. Courses include writing assignments and an experiential learning component. PREREQ: ENGL 102, UF 100, sophomore status.

The central purpose of University Foundations 200 is to provide students with a foundation for living and learning in a complex and diverse world. The course will provide opportunities for each student to carefully consider their sense of *self* as well as their direct interactions with *others* and their role in the larger, *global community*. The course uses the theme of “with liberty and justice for all” as an anchor, examining the meaning and implications of this phrase for self and for others in a variety of contexts.

This class will adhere to a commitment that no one will be discriminated against on the basis of race, ethnicity, age, sexual orientation, social class, abilities, or differing viewpoints. Our class should be an open, inclusive, and safe environment for exploring, discussing, and writing about ideas. I don’t require you to embrace or like everything we read and discuss. What I do ask is that you *consider* new ideas and alternative perspectives. When you disagree, you are strongly encouraged to respectfully engage each other in dialogue. People will always disagree. When we ask each other why, we learn from our disagreements, correct misunderstandings, and make our opinions clearer and more nuanced.

UF200 builds on the following three University Learning Outcomes (ULO) as the base assessment for student success in this course: Written Communication (ULO 1), Ethics (ULO 5), and Diversity & Internationalization (ULO 6).

After successful completion of the course, students should be able to:

- Analyze and articulate one’s own biases, privileges, and limitations and how these inform one’s preparation for living and learning in a diverse world (ULO 6);
- Use an awareness of ethical frameworks to consider alternatives, make decisions, and imagine and evaluate consequences (ULO 5);
- Consider and take appropriate actions to engage positively in civic and community life as a citizen of a local and global community (ULO 6);
- Communicate well-reasoned ideas relevant to understanding our diverse and complex world, especially in written form (ULO 1).

More information about each ULO can be found here:  
[http://academics.boisestate.edu/fsp/foundational-studies-program/rubrics/](http://academics.boisestate.edu/fsp/foundational-studies-program/rubrics/)
# Course Requirements and Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>ULOs</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity, Ethics, and Human Rights Exam</td>
<td>Week 4</td>
<td>1, 5, 6</td>
<td>250</td>
</tr>
<tr>
<td>Analyzing Global Solutions Paper</td>
<td>Week 8</td>
<td>1, 5, 6</td>
<td>250</td>
</tr>
<tr>
<td>Community Engagement Presentation</td>
<td>Week 11</td>
<td>1, 5, 6</td>
<td>100</td>
</tr>
<tr>
<td>Community Engagement Web Post</td>
<td>Week 14</td>
<td>1, 5, 6</td>
<td>100</td>
</tr>
<tr>
<td>Personal Reflection</td>
<td>Week 15</td>
<td>1, 5, 6</td>
<td>150</td>
</tr>
<tr>
<td>Participation</td>
<td>ongoing</td>
<td>1, 5, 6</td>
<td>150</td>
</tr>
</tbody>
</table>

TOTAL = 1000

Extra credit may be available if appropriate opportunities present themselves. If you would like to propose an extra credit assignment, schedule a conference with me.

**Grading**

The ULO rubrics referenced above, under “Course Description and Learning Objectives,” should give you a clear sense of what characterizes exemplary, good, developing, or unsatisfactory work. Another way of assessing your work, one with which you may be more familiar, is the A-D scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>A+</td>
<td>97.0–100</td>
</tr>
<tr>
<td>A</td>
<td>94.0–96.9</td>
</tr>
<tr>
<td>B+</td>
<td>90.0–93.9</td>
</tr>
<tr>
<td>B</td>
<td>87.0–89.9</td>
</tr>
<tr>
<td>B-</td>
<td>84.0–86.9</td>
</tr>
<tr>
<td>B-</td>
<td>80.0–83.9</td>
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</tbody>
</table>
original observations using specific details and evidence, and there are no serious grammatical, usage, or spelling errors. B work does not take the risks or surprise the reader with its insight to the extent that A work does, but it nevertheless constitutes a substantial achievement.

<table>
<thead>
<tr>
<th>77.0–79.9 C+</th>
<th>74.0–76.9 C</th>
<th>70.0–73.9 C-</th>
</tr>
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</table>

A C means that your work demonstrates some understanding of the material we've discussed, but is weakened by a number of problems with awkward expression or execution. On the other hand, the paper or presentation may be fairly well-written, but lacking in originality, insight, or urgency. The insights do not reveal themselves with care, the ideas are not backed up by evidence, and the work's underlying argument is therefore superficial, flawed, or simply too obvious. Transitions are awkward, scenes or moments of observation and reflection are rushed, the tone is unconvincing. Grammatical errors, particularly comma splices, sentence fragments, subject-verb disagreements, and verb tense shifts, will put an assignment in the low C to D range.

<table>
<thead>
<tr>
<th>67.0–69.9 D+</th>
<th>64.0–66.9 D</th>
<th>60.0–63.9 D-</th>
</tr>
</thead>
</table>

D-range work lacks self-awareness and a basic understanding of the ethical frameworks and communication strategies we've discussed in class, and in its suggestions for action manages to be simultaneously superficial, confusing, and implausible. The writing will be difficult to follow, and marred by awkward constructions, including the grammatical errors described above. Ultimately, the lack of originality and clarity in this work places an undue burden on the audience.

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<tr>
<th>0–59.9 E, or failing</th>
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I only give this grade if your work demonstrates virtually no effort. If an assignment is plagiarized to any extent, incomplete, or inexcusably late, it will automatically earn an E. If it is marred by so many errors in mechanics, spelling, or diction that it is unreadable, or if it indicates a careless attitude to the course, it may also receive an E. If I do not receive all the course assignments from you by the end of the term, you could receive an E for this course.

Please note that I do not round points up or down.

**STUDENT RESPONSIBILITIES**

Please note: Detailed course information is available on our Blackboard course site available through your MyBoiseState account. The syllabus, schedule, or assignments may be changed to better suit our class’s needs; these changes will be reflected on our Blackboard site.

**Statement on Academic Integrity and Conduct**

Students must abide by the BSU Student Code of Conduct regarding Academic Dishonesty. The Boise State University Student Code of Conduct and policies on Academic Dishonesty are located at the following website. I encourage you to read these carefully. You will be held to these standards in all areas of academic performance.

[http://osrr.boisestate.edu/scp-codeofconduct-article6/](http://osrr.boisestate.edu/scp-codeofconduct-article6/)
Plagiarism is a serious issue. To find out more about how to correctly use source materials in your writing, go to the Writing Center or talk with me.

Academic dishonesty may result in course failure or dismissal from the University.

Blackboard
Blackboard is an important component of this course. That is where you will find the syllabus and readings, take quizzes, submit papers through safe assignment, and check your grades. If you are not familiar with Blackboard, you can find short instructive videos at http://at.boisestate.edu/lmhelp.

Required Texts and Supplies
1) *Ethics for Dummies*, by Christopher Panza and Adam Potthast--a primer on the foundations of ethical philosophy and its application in decision-making;
2) *Cosmopolitanism: Ethics in a World of Strangers*, by Kwame Anthony Appiah--"a moral manifesto for a planet we share with more than six billion strangers;
3) A good dictionary. If you don’t already have one, I recommend Merriam-Webster’s Collegiate;
4) A notebook. A classic composition book will work well, though many of you may prefer something with larger, unruled pages, so that you may more freely use the page.
5) Pens with which you can write legibly. For me this means really boring pens, like Bic Stics. You might find that gel works better for you. If you’re left-handed, you probably want something that doesn’t smear.
6) A computer, printer, paper, and a stapler, or access to one. Computers may be checked out from the Zone at the Interactive Learning Center, or at the BSU Library.

All other texts will be available on Blackboard.

Assignments
Assignments are found in the course content link in Blackboard under the appropriate week. While there is a rough outline in the syllabus, the most up-to-date information will always be on Blackboard.

Unless otherwise specified, all of your assignments must be typed, with the pages stapled together in the upper left corner. They must follow MLA formatting style, with:
1) 1-inch margins;
2) Double-spacing;
3) 12-point Times New Roman font;
4) Your first and last name, section number, the date, and the assignment name on separate, double-spaced lines in the upper left corner of the first page;
5) Your last name and the page number in the upper right corner of each following page;
6) A title, in 12-point Times New Roman, centered above the first line of text on the first page.

If your field uses different formatting and citation guidelines, you may email me to propose adhering to those guidelines in your assignments. For more information on MLA formatting guidelines, see: http://writingcenter.boisestate.edu/mla-handouts/
**Participation**
Because this is a seminar-style class, coming to class prepared to make meaningful contributions to our discussions is a key component of your performance. Simply synthesizing your classmates’ comments or narrowly focusing on a short passage of text will not be considered meaningful contribution to the discussion. You will also need to be prepared to engage with in-class writing prompts and reading quizzes.

This means you will need to come class having read and made notes on the assigned texts, completed any assignments, and with the texts and your notes at hand.

*A note on phones, tablets, laptops, and other electronic devices:* Unless we are specifically using electronic devices to enhance learning in our classroom, I ask that you refrain from bringing yours to class, or that you turn on either airplane or do not disturb mode. If not used for course specific applications, study after study has demonstrated that these devices are distracting to learning. In our discussion-based class, turning your attention to a screen is also disrespectful of the speaker, and a hindrance to your participation.

If you’re interested in a more detailed argument against laptops, tablets, and phones in the classroom, here’s a short article by my former colleague and teaching advisor, Anne Curzan: http://chronicle.com/blogs/linguafranca/2014/08/25/why-im-asking-you-not-to-use-laptops/

**Attendance and Extension Policies**
Students seeking to be excused from class due to jury or military duty, or traditionally recognized university activities (for example: sports, debate, leadership council, etc.) must provide a formal letter from the appropriate authority, preferably prior to the absence. Students seeking to be excused from class due to an illness must, similarly, provide a note from their health care provider. Notes from parents, employers, fellow students, roommates, et al. will not be accepted. If you miss class, it is your responsibility to find out what you missed, and catch up. Excessive tardiness may also be counted as an absence.

Regardless of the excuse, assignments must be turned in early or on time to receive full points. If you think you may need an extension, please email me about it as soon as possible to explain your circumstances so that we can agree on an alternate deadline and point value for the assignment. No extensions will be granted 24 hours or less before assignments are due, and no extensions will be given for presentations, quizzes, or in-class writing exercises.

**Disability Services and Other Assistance**

Disability Services  
Administration Building, Room 114  
(208) 426-1583

Students seeking general disability services and/or accommodations should contact the BSU Disability Resource Center [DRC]. Students seeking special consideration(s) in relation to their coursework and/or attendance must provide proper documentation from the BSU DRC. Upon review of the DRC documentation, individual circumstances will be determined by the lead faculty, student, and DRC. For more information see the website at: http://drc.boisestate.edu/
The Writing Center
Liberal Arts Building room 200
(208) 426-1298

International Student Services
Student Union Building 2nd floor
(208) 426-3652

For more information on campus resources, including Academic Advising, Student Legal Advisory Services, and the Student Success Program, visit: http://care.boisestate.edu/resources/

Final note
This class is, at its core, a community of learners who meet twice a week to discuss ethics, human rights, community engagement, and the impact of structural inequalities on an increasingly globalized world. Our success as individuals, and as a group, rests in our respect of the policies outlined in this syllabus, which is a working document, and may be changed as necessary to fit our class’s particular needs.