Meeting Days: Monday/Wednesday  
Meeting Time & Location: 
Sec. 34: noon –1:15 p.m., ILC 204 
Sec. 25: 3-4:15 p.m., ILC 201 
Office: ED 310 
Office Hours*: Monday/Wednesday 1:30-2:30 
Telephone: 426-4616 
Email: SaraFry@boisestate.edu

Course Description: UF 200: CIVIC AND ETHICAL FOUNDATIONS (3-0-3). Supports the Foundational Studies Program by engaging students in discussion of ethics, diversity, and internationalization. Courses include writing assignments and an experiential learning component. Topics may vary each time the course is taught. PREREQ: ENGL 102, UF 100, sophomore status.

Course Learning Objectives: The central purpose of University Foundations 200 is to provide every Boise State undergraduate with a foundation for living and learning in a complex and diverse world. The course will provide opportunities for each student to carefully consider one’s sense of self, as well as one’s direct interactions with others, and one’s role in the larger, global community (the structure of micro-, meso, macro- is central to the course). 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. UF200 is aimed at a number of specific learning outcomes for each student. After successful completion of the course, students will be able to or can expect to approach being able to:

• analyze and articulate one’s own biases, privileges, and limitations, as well as one’s rights and responsibilities, and how these inform one’s preparation for living and learning in a diverse world (ULO 6 – Diversity and Internationalization)
• use an awareness of ethical frameworks to consider alternatives, make decisions, and imagine and evaluate consequences (ULO 5 - Ethics)
• consider and take appropriate actions to engage positively in civic and community life as a citizen of a local and global community (ULO 6 - Diversity and Internationalization)
• communicate ideas needed for living and learning in a diverse and complex world, especially in written form (ULO 1 – Writing)

Required Texts:
Additional required readings and media are on Blackboard.

Overview of Assignments
Additional Details & Evaluation Guidelines are on Blackboard

My Single Story & Code of Ethics Essay: This essay allows you to explore (1) your “single story” and how it might influence your decision making and how others treat you, (2) develop your own personal code of ethics in which you articulate 4-10 core values that you feel fundamentally inform your sense of identity, your actions, and your beliefs or personal world view, and (3) explain how you constructed one of these core values.

*Office hours may be cancelled without notice due to meetings and other obligations. You are also welcome and encouraged to schedule an individual appointment or “virtual office hours” using phone or Google Hangout.
Global Solutions Project: This semester you have the opportunity to tackle a human rights issue with global implications. Working with a small team of 4 to 5 classmates, you will identify a core human rights issue, research the issue and possible solutions & interpret your findings, reflect on what you learned and connect this with a personal implication/responsibility ("I am the solution!"). The project culminates with leading a workshop for your class to teach us about the issue.

Community Engagement Essay: This semester you have the opportunity to complete a minimum of 4 hours of civic engagement/community service with an appropriate organization in the Treasure Valley. There will be opportunities to serve with Dr. Fry and classmates, or you may identify your own organization. At the end of the semester, you will submit an essay that includes (a) a research-based assessment of the issue your engagement helped to address, and (b) your personal reflection about your community engagement experience, including how it challenged, supported, and/or advanced your ethical beliefs.

Quizzes: Throughout the semester you will have in-class quizzes. Two are announced in advance, but others will be given without notice. The quiz questions are designed to: 1) help you review the major tenets of a recent course readings and in-class experiences, and/or 2) help you make connections between assigned readings, in-class experiences, and the course theme of “Making a Difference in Solidarity.” Pre-announced quizzes can be made up within one week of the quiz, but the unannounced quizzes cannot. In order to provide some flexibility for a bad day or a missed class, your lowest grade on one unannounced quiz will be dropped. After this, zeros will be averaged for each unannounced quiz missed. Please note that chronic late arrival, early departures, or frequent absences will have a serious and negative impact on your quiz grades.

Participation/Preparation/Attendance/Self-Assessment: This course is not designed on the “banking” model of education. You are invited and encouraged to be a co-creator of knowledge this semester. This active learning process invites your participation, thoughtful preparation, attendance, and rigorous self-assessment in order to help you achieve to your highest potential. At multiple points in the semester, you will be invited to engage in thoughtful self-assessment of your performance as a way to celebrate success and identify areas for growth.

Grading Scale

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>My Single Story &amp; Code of Ethics Essay</td>
<td>20%</td>
<td>February 15</td>
</tr>
<tr>
<td>Global Solutions Project</td>
<td>30%</td>
<td>April 4</td>
</tr>
<tr>
<td>Community Engagement Essay</td>
<td>20%</td>
<td>Start of Final Exam Time</td>
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<td></td>
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<td>May 2(sec 34)</td>
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<td></td>
<td></td>
<td>May 4(sec 25)</td>
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<tr>
<td>Quizzes</td>
<td>20% (8% for each announced quiz; 4% for average of unannounced)</td>
<td>February 24 (Announced 1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>April 25 (Announced 2)</td>
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<tr>
<td>Participation/Attendance/Preparation/Self-Assessment</td>
<td>10%</td>
<td></td>
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<tr>
<td>Total</td>
<td>100%</td>
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Fry, UF 200, Boise State University
Course Policies

This class will adhere to a commitment to social justice. No one will be discriminated against on the bases 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 and explore what’s driving your response and/or reaction to those ideas and perspectives and approach any discomfort or disagreement with civility.

Attendance: This course depends on discussions, activities, and demonstrations (as opposed to lecture and examinations); therefore, missed sessions are impossible to make up. If your absences pile up, even if excused per Boise State University policy, anticipate difficulty completing the course at an exceptional level of performance. While I would rather have you show up a little late than not at all, excessive and regular tardiness is disruptive and inconsiderate of the class as a whole. If tardiness is excessive, it will also impact your grade. The same is true for early departures. The effectiveness and success of this course -- and your own success in it -- depends heavily on attendance.

Submitting Quality Assignments On-Time:

1. **On-time submission of assignments is a necessity.** Each day after the due date will result in a 25% reduction in the grade for the assignment. Last minute computer malfunctions are not a reason to turn assignments in late. Failure to turn in an assignment at all will result in the final course grade being reduced by one letter grade. If you have an important reason to request an extension, it will be considered on a case by case basis if the request is made at least 48 hours before the due date. Because cyberspace sometimes fails even the most tech-savvy user, cc yourself on an email request in order to have a record that the request was made on time.

2. Unless otherwise specified, assignments should be in size 12 Times New Roman or another professional font with 1” margins and double spaced. Unless other directions are given, assignments are due by 11:59 p.m. on the due date via Blackboard. The 11:59 p.m. due-time allows you the flexibility to ask final clarifying questions in class or during office hours on the day an assignment is due. After this grace period, the loss of 25% of the grade per day goes into effect. No partial deduction of points will be negotiated.

3. In the event that you submit assignments with significant errors, you will be asked to schedule appointments with the Writing Center prior to submitting the next assignment and provide evidence of the visits. If you do not provide evidence, .05 points per error will be deducted from your grade for the assignment.

Disability Accommodations: If you need accommodations based on the impact of a disability, please set up an appointment with Dr. Fry during the first week of the semester to discuss your specific needs and provide official documentation of your disability. If you have not done so already, please contact the Disability Resource Center at 426-1583 in order to meet with a specialist to coordinate reasonable accommodations.

Student Code of Conduct: Students are expected to follow the Boise State Student Code of Conduct (available at: http://osrr.boisestate.edu/scp-codeofconduct/). Academic dishonesty, cheating, or plagiarism in any form is unacceptable. The University functions to promote the cognitive and psychosocial development of students. Therefore, all work you submit must represent your own ideas and understanding. Students have the responsibility to know and observe the requirements of the Student Code of Conduct regarding academic dishonesty (Article 6, Section 1). This code forbids cheating, multiple submissions of academic work, plagiarism, and complicity in academic dishonesty.
Academic dishonesty will not be tolerated in this course and will result in a zero for the particular assignment and a report to the Office of Student Rights and Responsibilities. If you engage in academic dishonesty a second time, you will receive an F in the course and a second report will be sent to the Office of Student Rights and Responsibilities.

**Electronic Device Usage:** There will be specific times when we will use electronic devices to enhance learning in our classroom. Dr. Fry will let you know when utilizing your device is appropriate. If not used for course specific applications, study after study has demonstrated that these devices are distracting to learning. I have no desire to police your behaviors, and ask that you respect our learning community.

**Email Communication with Dr. Fry and Etiquette:** Please submit all emails to Dr. Fry via Blackboard; this ensures your message is tagged and will stand out among the email messages in her inbox. Please demonstrate professional etiquette when you communicate via email. Spell check your messages. It’s a good idea to reread the message before you push the send button. It might take 2-3 days to get a response, so please wait at least 72 hours before you begin sending follow-up “Did you get my message?” emails about whether your original message has arrived.

**In addition, our Blackboard site** is an extension of this syllabus. It has required readings and resources to support your success in this course. Please USE it!

There are many more ways to learn about civics and ethics than we have time for in the semester. To encourage you to go above and beyond the requirements, there may be opportunities to earn **extra credit** by participating in additional learning opportunities that may be offered throughout the semester. Successful participation in one or more of these opportunities can help boost a student’s grade when the grade is marginal. For example, a B+ could become an A-.

Although **Wikipedia** often has helpful information, it is unacceptable as a reference for any assignment in this course because it is not an academic resource. Wikipedia can be a helpful starting point – it provides quick access to information about a topic and possible academic references to help you on your way.

**The Writing Center** is a great free resource for students. When you visit the Writing Center, a consultant will work with you at any stage of your writing process (e.g. generating ideas, revising a draft, etc). Bring a copy of the assignment sheet and a draft of the writing project you’re working on. E-consultations are also available. Call 426-1298 or visit [https://writingcenter.boisestate.edu/](https://writingcenter.boisestate.edu/) and get started!