UF 200: “Ethics in Narrative History”
Spring 2016 ♦ WF ♦ Instructor: Tiffany Hitesman ♦ Office: LA 211A
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I check my e-mails regularly, but I do take the weekends off.

Course Overview:
The central purpose of University Foundations 200 is to provide sophomore-level Boise State undergraduates with a foundation for living and learning in a complex and diverse world. The course will provide opportunities for each student to carefully consider his or her sense of self, direct interactions with others, and role in the larger, global community. This course uses the theme of “liberty and justice for all” as an anchor, examining the meaning and implications of this phrase for self and others in a variety of contexts.

Course Focus: The class will reflect on personal and collective histories in order to navigate shared spaces, both inside and outside the classroom. Theories on the contact zone and borderlands will frame discussions on our evolving identity in a society vested in the phrase “with liberty and justice for all.”

As this is a required course, students come to the classroom with a variety of different skills and from diverse backgrounds. Collectively, you have ambitions to pursue a wide variety of paths in your college careers. As a result, it may seem that this course either tries to teach you things you already know or that it has little to do with your future. In a world where education is career-driven and expensive, these are objections that should be considered. In fact, there is no reason that you couldn’t learn nearly all of what is discussed in this class on your own, over time, and you have all begun to do so in one way or another.

However, this class provides a unique opportunity to think about the way you view and interact with the world in conjunction with a group of your peers. You gain a place for reflection and a space to systematize your values, placing those values in conversation with the views and opinions of others.

University Learning Objectives:
• **ULO 1: Writing** - Write effectively in multiple contexts for a variety of audiences.
• **ULO 5: Ethics** - Analyze ethical issues in personal, professional, and civic life and produce reasoned evaluations of competing value systems and ethical claims.
• **ULO 6: Diversity and Internationalization** - Apply knowledge of cultural differences to matters of local, regional, national, and international importance, including political, economic, and environmental issues.

By the end of this course students should be able to do the following:
• Contribute substantially in class and group discussion (ULO 2);
• Effectively communicate, especially in written form, ideas beneficial for living and learning in a diverse, complex world (ULO 1);
• Demonstrate written communication and critical thinking in the analysis of primary and secondary sources to create effective arguments with documented evidence (ULO 1);
• Use an awareness of ethical frameworks to consider alternatives, make decisions, and imagine and evaluate consequences (ULO 5);
• Show cultural competency by communicating with sensitivity to—and appreciation for—other world views (ULO 5);
• Analyze one's own biases, privileges, and limitations, as well as one’s rights and responsibilities, and articulate how these inform one’s preparation for living in a diverse world (ULO 6);
• Consider appropriate actions to engage positively in civic and community life as a citizen of a local and global community (ULO 6).

**Assigned Readings:** Generally you can expect 10-15 pages of reading per week. After each essay assigned to read, we will work online through the journal to discuss ideas, meaning, and our opinion. I encourage you to read with a pencil in your hand. Mark words you don’t know. Look them up. Mark what is confusing, so we can discuss it in class. Also mark what you can relate too and what you can identify with. This helps us critically engage with the text in ways that complicate understanding. At the end of the semester, you can erase your marks and sell the book back, but during the semester, I expect you to write in it. These journals are worth ten points each and there will be thirteen throughout the semester. The journals are kept in Blackboard, which I will cover the first week. These journals will help you begin to critically think about the class activities and learning.

**Digication:** This course is partially housed online through Digication, available through your my.boisestate apps. If you have any trouble using Blackboard or Digication, please contact 426-HELP, by e-mail at help@boisestate.edu, or in person in The Zone. Don’t be overly concerned when the Digication course site is not working. This happens occasionally and, in almost all instances, is only a temporary situation. The best advice is just to wait and try again later.
I will go over a sample site and we will work throughout the semester to create your final product. NOTE: You must use Firefox or Chrome when using Digication.
**Please note that you need to have regular internet access. If your computer breaks, go to a computer lab or a library.**

**Workshops and classroom environment:** This course is interactive and depends on frequent feedback, discussions, and workshops. In this class you will be working as a community. Therefore, you will be required to share your work with one another on a regular basis and at various stages. These workshops will not only provide you with valuable feedback from your peers, but will also allow you to share your own insight with them. Please provide the writer with honest, helpful criticism. ("This idea is really great," does little to help a peer improve. Same with “This sucked.”) Recognize that people have different opinions, values, and experiences. Interacting with people of different backgrounds is one of the best things about a university education. Remember: Respond respectfully, even if you disagree.
Boise State University is committed to maintaining a working and learning environment that is free of unlawful discrimination and harassment and in which every employee, student, contractor, vendor, customer, and visitor is treated with dignity and respect. The University strives to create an environment that supports, encourages and rewards career and educational advancement on the basis of ability and performance. Accordingly, the University prohibits to the extent permitted by applicable law, discrimination and harassment against an individual on the basis of that person’s race, color, religion, gender, age, sexual orientation, national origin, physical or mental disability, veteran status, genetic information, or any other status protected under applicable federal, state, or local law. We will value diversity in this class, and discrimination or harassment of any kind will not be tolerated. For more information, see the university's Non-Discrimination and Anti-Harassment Policy: http://policy.boisestate.edu/governance-legal/nondiscrimination-antiharassment/

Access Services/Documented Disabilities: If you have a documented disability that might affect your work in this course, please let me know and we'll discuss how to best meet your needs in the context of this course. If you have any questions, please contact the Office of Disability Services at 426-1583.

Academic Honesty: Hopefully you are interested in doing your own work and not stealing someone else’s. But just in case you didn't know, it is wrong. Here is my official stance: Blatant plagiarism (turning in someone else’s work—whether another student’s or something from the internet—as your own) is not appropriate and will result in failure of the assignment or failure of the course; additionally, your work will be passed to the university for additional disciplinary action. While it might seem quicker or easier to use someone else's words, it's not why you're taking classes in college, nor is it fair to the people you are plagiarizing or yourself. This class is about learning to write, and you would not be here if learning to write well wasn’t a bit of struggle. You can always, always ask for help. Questions? Read the Student Code of Conduct: http://osrr.boisestate.edu/scp-codeofconduct/

Attendance: Your attendance is required. You must participate in online forums. I expect full, professional, and positive participation in all class activities. Keep up with the weekly assignments and readings, and participate in the discussions. Be fully prepared for all class discussions. Assignments not turned on by the due dates/times do not receive points. That is, they achieve a zero/F. Naturally, if you cannot work with the schedule for our class, you should consider dropping. Most of all, I expect you to be sincere and honest in your efforts, and I will do the same. Missing more than four class sessions can equal failure. Additionally, you must do more than just show up. Participate. Come prepared to discuss ideas. And unless I encourage you to open your laptops or bust out your smart phones, put them up. You must bring note cards to class every day for attendance. We will also use them in our activities.
ESL Support: The University offers free tutors for ESL students. If you are interested, please see the following website: http://englishsupport.boisestate.edu/for-students/

Professionalism: This is a college level course. Please keep this in mind when you send e-mails and reply to discussions. Do not use text jargon; no lols or idks. Capitalize “I” and that kind of thing. Voice in your writing is a wonderful thing; unprofessionalism is not. When you e-mail faculty, include a specific subject and articulate the issue clearly. Be sure the question asked cannot be answered by referencing the syllabus or assignment sheet.

Grades: Late work will not receive credit. If you have an extenuating circumstance that warrants an extension, you must notify me via e-mail and obtain my approval. Drafts will be given full credit if they meet all of the requirements on the assignment sheet and are turned in on time (page count/formatting/MLA/sources/ect) and that you participated in the workshop. This does not mean it will receive an A in the portfolio. It means you did what was required. The writing will not be evaluated with a letter grade until it is submitted in the final portfolio. Be sure to edit and revise all of your writing before final submission. We will discuss this further later in the course. I will grade all work within one week of submission. Journal grades are posted at the end of the semester.

Journals: 13%
This I Believe: 5%
Team Digication Creation: 5%
Community Project Proposal: 5%
Research: 5%
Team Contract: 5%
Project Presentation: 15%
Peer project feedback: 7%
Team Feedback: 5%
Class Participation: 16%
Class Reflection: 15%
My Academic Journey ePortfolio Submission: 5%

Journals: You will submit a short 200 to 300 word journal each week on Blackboard Fridays by 9:00am (before class begins). They must be concise, specific, and demonstrate your critical thinking about class activities and readings. Sometimes, they will take the shape of a reading response, and you must reference specifics from the text and respond to the ideas in a manner that extends your thinking on the subject. General, nonspecific writing will not achieve points. (“I really like this reading! It was great and I think that maybe other people should read it to help them think about the issues it discussed”).

Community Project: We will work in teams on a nonfiction narrative project that engages the community. You will be able to select your teams, but each team must have no more than four participants. We will discuss the ethics of team-based learning in class. We will discuss the ethics of telling the stories of others.
Reflection: Your final writing assignment will be an extended reflection that gives you the opportunity to demonstrate your critical thinking about the course learning objectives. Essays must be three to five pages, MLA format, and adhere to standard English conventions. They will be submitted in the assignments feature of Digication week 16 Friday by 5pm.

Final Grades: We will use the following standard grading scale:

- An A+ is 99% to 100%
- An A is 91% to 98%
- An A- is 90%
- A B+ is 89%
- A B is 81% to 88%
- A B- is 80% and so forth

(NOTE: All readings must be completed before class. Print them and bring them to class).

Week 1: Intro
Objectives: Understand ethics and identity.
Wed. Class overview:
What you can expect from me. What I expect from you.
This I Believe Essays
Fri. Read: "Framework for Thinking Ethically" [link]
Journal: What do I believe about liberty and justice?

Week 2: Who are you?
Objectives: Define contact zones. Define belief.
Wed. Identity, luck, and ethics.
Workshop “This I believe”
Read: Mary Louise Pratt “Arts of the Contact Zone.”
Pratt, Mary Louise. ‘Contact Zone’.pdf
Fri. Brain Pickings: Martha Nussbaum
http://www.brainpickings.org/2014/03/14/martha-nussbaum-bill-moyers-world-of-ideas/
Journal: Reading responses.

Week 3: Who are we?
Objectives: Understand elements of story. Define culture.
Wed. Class demographics. Ethics in narratives.
Fri. Read: Gloria Anzaldua “How to Tame a Wild Tongue.”
Anzaldua Gloria Borderlands La Frontera Chap 5 HOW TO TAME A WILD TONGUE.pdf
“This I Believe” due. Print and bring to class. MLA format. E-mailed drafts not accepted.
Journal: Reading response.
Week 4: What does culture have to do with it?
Objectives: Reflect on our learning.
Wed. Rights, liberty, and access.
Identify groups. Identify strengths.
Read: “They Psychological Comforts of Storytelling”
Fri. Brainstorm Civic Engagement Ideas.
Read: Beverly Tatum "The Complexity of Identity, Who Am I?"
Journal: Reading responses.

Week 5: What does it mean to be involved?
Objectives: Define Civic Engagement. Create a research plan.
Wed. Discuss Digation
And why should we care? Who is our audience?
Read: “The Three R’s of Narrative Nonfiction.”
http://opinionator.blogs.nytimes.com/2012/12/17/three-rs-of-narrative-nonfiction/?_r=0
Fri. Begin research. Discuss the library. (Meet in the library room 203)
Team Contracts due.
Journal: Post research plan and reflect on your role in your group. Reflect on reading.

Week 6: What do we know?
Objectives: Identify intersections in civic engagement, ethics, and stories.
Wed. Create Group Portfolio
Ethics in interviews.
Fri. Workshop research/ideas.
Reading: How to summarize and paraphrase. Concise writing.
Journal: Reflect on sources.

Week 7: The point in the semester where stuff gets real.
Objectives: Write group proposals. Summarize research.
Wed. Workshop proposals and annotated bibliographies.
Fri. Community Engagement project proposals due.
Annotated bibliographies due.
Journal: Reflect on group cohesion. Discuss trust.

Week 8: Workshops
Objectives: Create Group Civic Engagement Projects.
Wed. Groups will meet with instructor and demonstrate progress on project.
No Class Meeting.
Fri. Groups will meet with instructor and demonstrate progress on project.
No Class Meeting.
Journal: Reflect on progress. What have you learned about stories and ethics while working on your project?
Week 9: Workshops
Objectives: Create Group Civic Engagement Projects.
Wed. We will discuss progress, revision, and challenges in class.
Fri. In class group work. Bring laptops.
Journal: Reflect on role of media in your projects.

Week 10: Going forward. And looking back.
Objectives: Map a plan for class success.
Wed. What do our projects have to do with ethics?
Fri. Journal: What do I need to do to succeed in the course?

Week 11: Spring Break

Week 12: Ethics of Group Work
Objectives: Revise final projects with audience in mind. Reflect on roles in groups.
Wed. Reading: “What does it mean to revise?”
http://writingcenter.unc.edu/handouts/revising-drafts/
Bring laptops and print copies of all written elements of your project.
Fri. Bring laptops and print copies of all written elements of your project.
Journal: Reflect on community and learning about others. Reflect on revision.

Week 13: Presentations
Objective: Present civic engagement presentations to members of class.
Make connections between ethical dimensions of local stories to global issues.
Journal: Reflect on presentations with objectives in mind.
Monday: Projects must be submitted in Digication through assignments.

Week 14: Presentations
Objective: Present civic engagement presentations to members of class.
Make connections between ethical dimensions of local stories to global issues.
Journal: Reflect on presentations with objectives in mind.

Week 15: Reflections
Objectives: Articulate what you believe about ethics and what shapes those beliefs.
Wed. Team Assessment Due.
Re-Read: "Framework for Thinking Ethically"
http://www.scu.edu/ethics/practicing/decision/framework.html
Fri. Workshop final reflective essays.
Revised “This I Believe” due for 20 points extra credit. If revised, bring in Writing Center Slip stapled to it.
Journal: What do I know now that I did not know at the beginning of the course?

Week 16: The End!
Optional conferences for final reflections.
Submit final reflections and projects to e-Portfolio and in Blackboard.