UF 200 Civic and Ethical Foundations  
Spring 2016

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Hours: Tue: 12:00PM-2:00PM  Thur: 1:30PM-3:30PM

UF 200 Civic and Ethical Foundations (3-0-3). Supports the Foundations Program by engaging students in discussion of ethics, diversity and internationalization. Course includes writing assignments and an experiential learning component. Topics may vary each time the course is taught. PREREQ: ENLG 102, UF 100, sophomore status.

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 open, inclusive, and safe environment for exploring, discussing, and writing about ideas. You are not required to embrace or like everything we read or discuss but I do want you to consider new ideas and alternative perspectives and explore what is behind your response and/or reaction to those ideas and perspectives. We all have beliefs and values and part of this class is to explore how and from where those beliefs and value arise.

Course Overview: 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 course uses the theme of "healthy minds, healthy bodies, healthy communities" as an anchor, examining the meaning and implications of this phrase for self and for others in a variety of contexts.

Social Justice and Class Atmosphere  
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UF 200 is aimed at a number of specific learning outcomes for each student. After successful completion of this course, students will be able to:

* communicate ideas needed for living and learning in a diverse and complex world, especially in written form (ULO 1)
* use an awareness of ethical frameworks to consider alternatives, make decisions, and imagine and evaluate consequences (ULO 5)
** apply prominent theories/principles to ethical issues; clearly articulate potential objections to one’s own ethical reasoning and to others (ULO 5.3)
* 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 6.3)
* consider and take appropriate actions to engage positively in civic and community life as a citizen of a local and global community (ULO 6.4)

*** As we explore who we are, how we fit in our community and into the larger world we will explore a variety of issues including ethics, justice, power, various -isms, our campus, Boise, our state and our country. Finally we will talk about globalization, universal rights, freedoms and responsibilities.

**Students are expected to**

1. **Attend Class.**
   This is class requires independent thought and effort. Active and respectful participation in classroom discussion is expected and encouraged. When we all share in the learning experience we have a richer opportunity to improve our knowledge and skills. Students are encouraged to share relevant, current materials and experiences regarding these topics with the class. Opportunity to pursue individual interests within this subject area is provided and encouraged in course assignments.
   I do believe we should have discussions so we can learn from each other. You need to read the material and be prepared to discuss points from the text. Your employer expects you to be prepared for work and so do I.
   Students are expected to complete all required coursework by the established due dates. If you have a written University excuse for missing class when assignments are due, you may either turn them in early, or with permission of the instructor, make alternative arrangements.
   Any previously arranged makeup work may differ from the original assignment. You are always responsible for the timely completion of all class requirements (regardless of class attendance.) Attendance is necessary to learning, your employer expects you to be on time and so do I. We will have a variety of in-class assignments that may include worksheets, questions from the chapters, quizzes or other work in addition to the homework assignments on the syllabus. If you miss the class when the in-class work is assigned or completed then you miss the assignment.

2. **Demonstrate professional conduct.**
   Be prompt for class, participate fully, and be prepared with the assignments for the day. Your employer expects you to be a professional and so do I.
   This class starts at **10:30 am** and being late disrupts the class for everyone. Respect your
classmates and teacher by listening when they are talking. Frequent absences, walking in after
class has started, being unprepared for class, lack of class participation, etc. will result in a
lowering of the final grade. Turn off cell-phones or put them on vibrate. I will let you know
when I want you to use phones, iPads, and computers in class.
A successful student is prepared to learn, asks questions, goes beyond the minimum assignment
and has good self-discipline. I expect you to be a successful student as I hope you expect me to
be a successful teacher.

3. Adhere to Assignment Guidelines.
Type all assignments that are turned in, except where otherwise noted. All of your assignments
are to be your own work, not cut and paste and not quoted from other sources. Use your own
words to answer all questions. All assignments are to be individually done by you unless I
specifically tell you otherwise.
All assignments are due at the beginning of class on the date listed on the syllabus unless
otherwise directed by Dr. Spear. Any assignment turned in after class is considered late. No late
work will be accepted. Your employer expects you to turn in your work by established deadlines
and so do I.

All assignments are to be typed, using a 12-point font with standard 1-inch margins unless
otherwise instructed. List your name, class, assignment name, and date.

a. To receive the most points possible include both the question and your answer.
b. Your response should include an example to support your answer/conclusion. The example
must be different from the one provided in the text.
c. Brief answers receive few points so be thorough. Employers want people with excellent
written and oral communication skills. The Boise State Writing Center, 426-1298, is available to
help you refine your writing skills.

4. Follow Boise State Academic Honesty Policy
The goal of Boise State University is to foster an intellectual atmosphere that produces educated,
literate people. Because cheating and plagiarism are at odds with that goal, they shall not be
tolerated in any form. Therefore, all work submitted by a student must represent that student's
own ideas and effort; when the work does not, the student has engaged in academic dishonesty.
Plagiarism occurs when a person passes in another person's work as his/her own or borrows
directly from another person's work without proper documentation. Except in cases of major
offenses, response to academic dishonesty is the responsibility of the instructor of the course in
which the dishonesty occurs. If a student is guilty of academic dishonesty, the student may be
dismissed from the class and may receive a failing grade. Other penalties may include
suspension or expulsion from school.
The Boise State Academic Honesty Policy can be found
here http://www.boisestate.edu/osrr/Forms/07.%20BSU%20Code%20FINAL.pdf

When you get there read Section 18A—Cheating or plagiarism in any form is unacceptable.
This example comes from Dr. Linda M. Petlichkoff, Ph.D., CC, AASP-KINES 530 Writing
Project class. "NOTE ON PLAGIARISM"
Plagiarism is using the ideas or writings of another as one's own. It varies in degree of severity. The most severe is the use of another individual's entire paper word for word. The least severe is the use of another individual's sentence, paragraph, or idea without giving credit to that individual (i.e., without providing a reference). If you take a sentence, paragraph, or phrase directly from another source, you must use quotation marks and cite the page number. If you take the idea and put it into your own words, you must cite the reference. If you formulate an original thought (i.e., your own idea) after reading various sources, there is no need for a citation. I don’t want to read a bunch of quotes!!!!!

If I discover an instance of plagiarism, the student will receive a failing grade for the assignment in the least severe case and a failing grade for the course in the most severe case.

The University functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent her/his own ideas, concepts, and current understanding. Academic dishonesty also includes submitting substantial portions of the same academic course work to more than one course for credit without prior permission of the instructor(s) (Article 6 Section 1 of the Student Code of Conduct)

The following are examples of plagiarism:
A. Copying homework answers from your text or friend to hand in for a grade.
B. Failing to give credit for ideas, statements of facts, or conclusions derived from another author. Failing to use quotation marks when quoting directly from another, whether it is in a paragraph, sentence or part thereof.
C. Submitting a paper purchased from a research or term paper service, downloading a paper and turning it in as your own.
D. Retyping a friend's paper and turning it in as your own.
E. Using a paper or part of a paper you wrote for another class and turning it in for this class without referencing it.
F. "Using the exact language or expressions of a source and not indicating through quotation marks and citations that the language is borrowed.
G. Rewriting a passage from a source by minor substitutions of different words but retaining the same syntax and structure of the original." (Taken from The Curious Writer by Bruce Ballenger)

5. Blackboard and your BSU e-mail account will be used throughout the semester.
  Check the BB site at least once before each class session, allowing time to take any necessary action. Students must have Blackboard access, be registered for the class, and have current email contact information in the Blackboard system. Use your Bronco email account to email me.

6. E-mailing--Use this protocol when e-mailing Dr. Spear or Keshia
  When sending an email, please put the class name and a brief description about the subject of the email in the subject line. Example: UF 200 10:30 - Assignment #1. Start your e-mail with a
  opening greeting, the name of the person you are writing to and end your e-mail with a closing
  greeting, your name and a phone number.

6.a. Responding to e-mail and phone calls. Typically Dr. Spear answers e-mails and returns phone calls within 24 hours. When you call please state your name and at the end leave your phone number twice. She does not make a habit of checking either after work or on the weekend. If you have a question it is best to ask in class or at least a day before the assignment is due. Frantic e-mails, text or phone calls at 3am are a result of poor planning.
7. **Have a backup plan.** People have car troubles, internet issues, printer problems, sick kids and dogs. Plan ahead for what you can do in case of a problem. Employers want to know that you had a problem and how you solved it not that you want them to fix your problems. Think and plan ahead as this will help you in school and beyond. If your printer runs out of ink, email your assignment to me prior to class.

8. **Grading.** Keep all of your assignments. If you have any question about your grade I will need to have the original homework to verify the grade. Make an appointment to discuss any graded homework issues. Recycle your homework after you have received your final grade in May.

<table>
<thead>
<tr>
<th>Grading Scale</th>
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</thead>
<tbody>
<tr>
<td>98.0-100 = A+</td>
</tr>
<tr>
<td>93.0-97.9 = A</td>
</tr>
<tr>
<td>90.0-92.9= A-</td>
</tr>
<tr>
<td>88.0-89.9= B+</td>
</tr>
<tr>
<td>83.0-87.9= B</td>
</tr>
<tr>
<td>80.0-82.9= B-</td>
</tr>
<tr>
<td>78.0-79.9= C+</td>
</tr>
<tr>
<td>73.0-77.9= C</td>
</tr>
<tr>
<td>70.0-72.9= C-</td>
</tr>
<tr>
<td>68.0-69.9= D+</td>
</tr>
<tr>
<td>63.0-67.9= D</td>
</tr>
<tr>
<td>60.0-62.9= D-</td>
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<tr>
<td>59-below= F</td>
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</tbody>
</table>

**Attendance, Disability, Code of Conduct, Electronics**

**A. Disability Accommodations**

Any student who feels s/he may need accommodations based on the impact of a disability should contact me privately to discuss your specific needs. You will also need to contact the Disability Resource Center at 208-426-1583 located in the Administration Building, room 114 to meet with a specialist and coordinate reasonable accommodations for any documented disability. For more information on BSU Disability Resource Center (DRC) see the web site at http://drc.boisestate.edu/

To schedule an appointment, contact the DRC at (208) 426-1583 or send your e-mail request to ElyseTaylor@boisestate.edu.

**B. Attendance Policy** The effectiveness and success of this course -- and your own success in it -- depends heavily on attendance. More than three unexcused absences may lower your final grade by one letter. One of the easiest things you can do in this or any class to strengthen your grade is show up, prepared, awake and ready to engage. Your boss expects you to show up on time and so do I.

**C. Student Code of Conduct**

Students are expected to follow the [Student Code of Conduct](#).

**D. Electronic Device Usage**

If the use of electronic devices causes interruptions and distractions, then we as a class will vote to turn them off. electronic devices (computers, tablets, smart phones, cell phones, pagers, etc.)

**Diversity & Internationalization Learning Outcome-ULO 6**
This learning outcome has 4 components and what exemplary work would look like

1. **Cultural Self-Awareness**-Articulates insights into own cultural expectations and biases (including ethnic, religious, linguistic, socioeconomic, sexual orientation, gender, generational, and so on); demonstrates awareness of how one's own experiences have shaped these expectations, and how to recognize and respond to such biases.

2. **Knowledge of Diverse Cultural Frameworks**-Demonstrates sophisticated understanding of the complexity of elements important to members of other groups in relation to their history, values, politics, communication styles, economy, challenges, or beliefs and traditions; promotes other's engagement with diversity and multiculturalism (ULO 5.3) Ethics Assignment Feb. 2 & 9)

3. **Identification of Issues**-Clearly articulates relationships among complex issues (social, economic, political, religious, etc.) arising from intersections of different group frameworks. (ULO 6.3 Service-Learning Project, Student Team Topic Presentations Feb. 23, March 1, & March 8)

4. **Application of Issues**-Applies cultural self-awareness and knowledge of diverse frameworks to specific problems and situations, clearly articulating alternative approaches and solutions; demonstrates disposition to work toward improving one's own society, informed by diversities both within and beyond. (ULO 6.4 Service-Learning Project and final reflection)

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**UF 200 Spring 2016 Assignment Schedule**

(Changes to schedule will be sent out via BB Announcements at least 24 hours prior to due date so check your Boise State email daily)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Attendance/Participation</td>
<td>60</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Becoming a Learner</td>
<td>5</td>
<td>1/14/16</td>
</tr>
<tr>
<td>Obama Speech Response</td>
<td>3</td>
<td>1/19/16</td>
</tr>
<tr>
<td>Cultural Worksheet</td>
<td>5</td>
<td>1/19/16</td>
</tr>
<tr>
<td>Service Learning Hours</td>
<td>45</td>
<td>4/26/16</td>
</tr>
<tr>
<td>Library Day</td>
<td>5</td>
<td>2/11/16</td>
</tr>
<tr>
<td>Team Charter</td>
<td>5</td>
<td>2/11/16</td>
</tr>
<tr>
<td>Task</td>
<td>Hours</td>
<td>Date(s)</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>-------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Team Work Plan</td>
<td>5</td>
<td>2/11/16</td>
</tr>
<tr>
<td>Topic Presentation</td>
<td>15</td>
<td>2/23/16, 3/01/16, or 3/8/16</td>
</tr>
<tr>
<td>Ethical Framework</td>
<td>10</td>
<td>2/9/16</td>
</tr>
<tr>
<td>Declaration of Human Rights</td>
<td>5</td>
<td>3/15/16</td>
</tr>
<tr>
<td>Anne Frank Tour Write-Up</td>
<td>7</td>
<td>3/17/16</td>
</tr>
<tr>
<td>Peer Evaluation Mid-term</td>
<td>10</td>
<td>3/8/16</td>
</tr>
<tr>
<td>Peer Evaluation Final</td>
<td>10</td>
<td>5/5/16 (by midnight)</td>
</tr>
<tr>
<td>Agency Feedback</td>
<td>10</td>
<td>4/28/16</td>
</tr>
<tr>
<td>Implicit Bias Test</td>
<td>10</td>
<td>4/5/16</td>
</tr>
<tr>
<td>Meeting with Dr. Spear</td>
<td>7</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Final Reflection</td>
<td>3</td>
<td>4/26/16</td>
</tr>
<tr>
<td>Final Presentation</td>
<td>30</td>
<td>5/5/16</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>250</strong></td>
</tr>
</tbody>
</table>