UF300
University Foundations: The Power of Thinking in the 21st Century
Fall 2012

Transitional Foundations

3 Semester Credits
Fall 2012

Course Description

UF 300 (3-0-3) (F/S)

UF 300 TRANSITIONAL FOUNDATIONS (3-0-3) Designed to meet the needs of students who have Academic Associate Degrees or who enter Boise State core certified but do not have UF 100 and UF 200 credits. Ties previous student learning to the Foundations Program and engages students in discussion of ethics, diversity, and internationalization. PREREQ: Core Certification or an Academic Associate Degree

Faculty Members:

Dr. Sandra Nadelson & Dr. Louis Nadelson

Office Hours: Call for Appointment

The instructors reserve the right to change the syllabus and schedule if warranted and unexpected situations arise.
Course Overview

The focus of this course is on the 21st Century skills needed to be successful in today’s workforce. Key skills and abilities needed include critical thinking, collaboration, creativity, communication, technical, global view, ethics, and leaderships. Students in this course are expected to examine their own skills and abilities; then develop a plan regarding how they will assure they are ready to be successful in the ever evolving workforce.

Class expectations

Course Participation:

- Course faculty members believe teamwork to be a critical skill for people developing careers in the 21st Century. Learning together helps to foster this teamwork. The skills of collaboration and cooperation must be learned and practiced.
- Attendance and participation in groups is essential for success in the course.
- We will only accept and reply to e-mail that contains the following URL format: username@u.boisestate.edu or username@boisestate.edu. To learn more about using your student e-mail account, refer to the following site: http://helpdesk.boisestate.edu/email/broncomail/.

Policies and Statements

Statement on Academic Integrity and Conduct

Students are expected to perform according to the standards of academic honesty and integrity as outlined in Boise State University policies. Academic dishonesty in any form may result in failure in the course or dismissal from the program and/or the University.” Students must abide by the BSU Student Code of Conduct regarding Academic Dishonesty (refer to the Boise State University Student Handbook). The Boise State University Student Code of Conduct and policies on Academic Dishonesty are located at the following websites. We encourage you to read these carefully. Students will be held to these standards in all areas of academic performance.

Plagiarism is a serious issue that will not be allowed. Students are responsible for knowing how to cite (reference) material. To find out more about what is acceptable go to the Writing Center or talk with your faculty member.

http://www.boisestate.edu/osrr/

Net Etiquette:
Discussion via Blackboard is closed to anyone not enrolled in this course. All communication between students and faculty should remain professional and courteous. This is true of both Blackboard and email communications. Language and grammar matters so be careful on how you phrase your communication. Simplicity and directness are helpful in getting your message across (directness does not mean rudeness or angry responses to either students or faculty). It is possible to receive a failing grade ('F') for the Class Participation portion of the course if rude and unseemly communications via Blackboard and email become an issue and are not corrected. The following is a link on Net Etiquette: http://www.albion.com/netiquette/corerules.html

ADA Information & Boise State University Office of Disability Services:
Any student needing information on American Disabilities Act (ADA) services at the university should contact the Boise State University Disability Resource Center at 208 426-1583 or Elysetaylor@boisestate.edu. You can also access information on the BSU web page: http://disabilityresourcecenter.boisestate.edu/

Boise State University Online Privacy Notice:
Students should read the information at the below website regarding e-mail, personal disclosures, data retained about students, acceptable use, online behavior, academic honesty, and publication and distribution of student work. http://itc.boisestate.edu/BbSupport/BbDocs/general/PrivacyNotice.htm

Copyright Statement:
Some of the materials in this course may be copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Fair Use Act.

Required Texts and Course Materials

Required Readings/Texts:

Students need to read the information about 21st century skills provided at this website:  


**Suggested Readings:**

Suggested readings are offered with each of the projects. If a student finds an interesting article or website, please share it with other students via the discussion board.

**Definitions:**

21st Century Skills: Mastery of 21st century skills is essential for success in this rapidly changing global economy. These include core subjects and themes (see below) along with learning and innovation skills; information, media and technology skills; and life and career skills.

Core subjects are English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, and government and civics

Other related interdisciplinary themes include global awareness, civic literacy, financial, economic, business, and entrepreneurial literacy, health literacy, and environmental literacy.

Critical Thinking: “Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action...” From: The Critical Thinking Community” website.

**Other Materials:**

Students are expected to have internet and library access and be able to download articles from the BSU library.
**Basis of Learning Assumptions:**

Students are responsible for their own learning. The faculty members will help guide people within the course towards learning resources and can assist fully engaged individuals develop the skills and abilities needed to be successful in the course and life.

**Learning Activities (include but are not limited to):**

1. **21st Century Skills Project:** Each student will interview someone who has a similar career as they have chosen, such as an engineer, nurse, teacher, poet, etc. Taking what they learned from those interviews and more, each will create a pictorial display using a format provided about 21st Century career skills and presentation to the class. A template for this project is provided: [http://weknowmemes.com/2012/02/what-i-really-do-meme/](http://weknowmemes.com/2012/02/what-i-really-do-meme/)

   In addition, a PowerPoint explaining why the pictures were chosen for the pictorial display were chosen and what this means to the professional in this career. In addition, the student will briefly describe the three most important 21st Century skills need to perform this role well.

   The PowerPoint and the “What I really do” part of this assignment will be uploaded to the electronic portfolio and shared with the class via Blackboard.

2. **Global Disparity/Issues Paper:** A group paper related to a specific global disparity/inequity/issue will be completed during this semester. Each group can choose their own issue, but it must relate to the themes in the book called “The Last Flight of the Scarlet Macaw.” The paper needs to include a brief over of the chosen issue and include how students/people can help solve this problem. For the paper, students might choose child poverty. They should include why this is a problem and the scope of the issue. They might present information about the Volunteer Organization called “The Heart of Change” (see: [http://www.heartforchange.org/](http://www.heartforchange.org/)). Another group could choose water safety. In the paper, brief information about why water safety is a problem and who needs to be concerned. The group might describe a volunteer organization that such as VISTA or Greenforce (see [http://bestvolunteer.org/top-5-volunteer-abroad-organizations/](http://bestvolunteer.org/top-5-volunteer-abroad-organizations/)).

3. **Ethics:** This includes activities which have moral assessment, learning, and reflections related making meaning of one’s life. Two short written reflections will be turned in and placed on the student’s electronic portfolio as part of this project.

4. **Electronic Portfolio:** The focus of this assignment is to put all the work together in an organized manner to show his/her ability to perform 21st Century skills. The information can then be used in the development of an electronic resume. Various “artifacts” will be gathered together in Google Sites. These need to include A. text, B., video, and C. photos.

5. **Class Activities:** A variety of activities will be done in the classroom. Students need to prepare for each class so they are prepared to participate in the activities. Preparation will include reading the text, watching videos, and doing online activities. As students must attend class to participate in activities, attendance is important to getting credit/points.
6. **Library Learning:** Three sessions will be held at the library. These will focus on skills and abilities students need to be successful in their education and career. Work will be assigned to help reinforce the learning provided by the librarians.

**Learning Outcomes:**

The course outcomes are derived from the University Learning Outcomes

### University Learning Outcome to Assessments Defined:

<table>
<thead>
<tr>
<th>ULO</th>
<th>Course Outcome</th>
<th>21st Century Skill</th>
<th>Class Activity/Assignment</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Write effectively in multiple contexts, for a variety of audiences.</td>
<td>No Formal Outcome</td>
<td>Communication</td>
<td>Written group paper about Global Diversity/Issues &amp; 21st Century Skills project Template can be found at: <a href="http://weknowmemes.com/2012/02/what-i-really-do-meme/">http://weknowmemes.com/2012/02/what-i-really-do-meme/</a></td>
<td>Global issues paper will be graded using a rubric.</td>
</tr>
<tr>
<td>2. Communicate effectively in speech, both as speaker and listener.</td>
<td>No Formal Outcome</td>
<td>Communication &amp; Technology</td>
<td>Global Issues group presentation and class activities</td>
<td>Global issues paper will be graded using a rubric.</td>
</tr>
<tr>
<td>3. Engage in effective critical inquiry by defining problems, gathering and evaluating evidence, and determining the adequacy of argumentative discourse.</td>
<td>Use critical thought processes and sound reasoning to articulate key aspects of a problem.</td>
<td>Critical Thinking</td>
<td>Written paper on global issue, 21st century skills project, and class activities</td>
<td>Paper will be graded using a rubric. Brochure will be graded using a rubric.</td>
</tr>
<tr>
<td>4. Think creatively about complex problems in</td>
<td>Use creative thinking to propose</td>
<td>Creativity</td>
<td>Global issue and class activities.</td>
<td>Paper will be graded using a rubric.</td>
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<td>ULO</td>
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<td>21st Century Skill</td>
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<td>Assessment</td>
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<td>order to produce, evaluate, and implement innovative possible solutions, often as one member of a team.</td>
<td>possible resolution s to a complex issue.</td>
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<tr>
<td>5. Analyze ethical issues in personal, professional, and civic life and produce reasoned evaluations of competing value systems and ethical claims.</td>
<td>Identify and describe ethical dilemmas and articulate questions to related to the social, economic, political and/or religious issues relevant to the dilemma.</td>
<td>Life Skills</td>
<td>Students will complete the quiz at this website: <a href="http://www.bbc.co.uk/science/humanbody/mind/surveys/morals/">http://www.bbc.co.uk/science/humanbody/mind/surveys/morals/</a> After completing the quiz, they will write a one page reflection on the results towards the beginning and the end of the semester.</td>
<td>Project will be graded using standardized evaluation. Online quizzes are associated with this ULO.</td>
</tr>
<tr>
<td>6. Apply knowledge of cultural differences to matters of local, regional, national, and international importance, including</td>
<td>Identify and describe cultural differences relevant to a local, regional or beyond issue.</td>
<td>Core Subjects with 21st Century Themes</td>
<td>Group activity related to the campus read and associated with the library seminars.</td>
<td>Library work will be graded.</td>
</tr>
<tr>
<td>ULO</td>
<td>Course Outcome</td>
<td>21st Century Skill</td>
<td>Class Activity/Assignment</td>
<td>Assessment</td>
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<td>political, economic, and environmental issues.</td>
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**Main Activities**

- **Ethical Values Assessment and Reflection:** Students working online to identify their own values and then reflect on how the test results match with their perception of themselves. This project relates to the individual.
- **Final Ethical Reflections:** Towards the end of the course, students will write reflections on how their values may have changed over the semester. This project relates to the individual.
- **Professional Career Pictorial Display with reflection:** Students will develop a pictorial display about their career choice. They will use critical thinking processes to describe how people’s careers can be viewed differently by others. This project relates to the individual and community. This will be presented to an elementary school.
- **Global Issues Analysis:** Working in groups students will choose a global issue that relates to the campus read and analyze the topic using ethical considerations, global diversity, career impact, and personal relevance. This project relates to the individual, local community, and larger community/world.
- **Electronic resume:** Students will develop an electronic resume which will show their 21st century skills. This assignment should include a video of the student developer.

**Teaching Philosophy:**

The 300 level course objectives will be addressed through readings, internet resources, and student discussions. Imbedded in this course are skills that relate to working in the 21st Century. To do this, students need more than basic skills. Each must higher level cognitive skills (analysis, synthesis, and evaluation) and affective skills (valuing, organization, and characterization) with role exploration, for proficient and expert development of critical thinking and communication skills. The course instructor is a facilitator of learning rather than the one who merely doles out information. So then, due to the nature of online courses and higher level of student achievement, much responsibility is placed on students to keep up with readings, assignments, and ask for needed clarification.
**Student Responsibilities:**

**Participation:**
Seminar participation criteria; oral and written reports; rubrics pertaining to analysis level of cognitive behavior and valuing or organization level of affective behavior; reflective and analytic writing; and initiation of portfolio.

**Homework:**
All assignments, such as Blackboard postings, need to be completed by due dates. If the student is unable to complete the work prior to the deadline this needs to be communicated to the instructor prior to the due date. Points may be lost when work is late.

**Other Responsibilities:**
Students are expected to check the Blackboard course website at least three times per week and read email, announcements, etc. that are posted.

**Projects:**
Several projects are assigned (see above). More information is posted regarding these on Blackboard.

**Tests/Exams/Quizzes:**
One “course requirement” quiz must be passed with 100% before the end of the first week of the course. Students may take the quiz as many times as needed in order to pass it with a 100%. Failure to complete the quiz by the end of the second week will result in failure of the course.

**Grading Method and Scale**

<table>
<thead>
<tr>
<th>Points Course Grade</th>
<th>Course Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Moral assessment with reflection (first part)</td>
</tr>
<tr>
<td>10</td>
<td>Final Values/Ethical Reflections (second part)</td>
</tr>
<tr>
<td>15</td>
<td>21st Century Skills Project</td>
</tr>
<tr>
<td>10</td>
<td>Group Global Issues Analysis</td>
</tr>
<tr>
<td>5</td>
<td>Library activities</td>
</tr>
<tr>
<td>5</td>
<td>Online learning modules</td>
</tr>
<tr>
<td>15</td>
<td>Electronic Portfolio</td>
</tr>
<tr>
<td>30</td>
<td>Class Participation and Activities</td>
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</table>

Total Points = 100
Five points of extra credit can be obtained by attending the 7pm Tuesday October 2nd presentation by Sharon Matola. She is the main character in the book, “The Last Flight of the Scarlet Macaw.”

The following grading scale is utilized by at Boise State University.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
</tr>
<tr>
<td>B</td>
<td>83-87</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>78-79</td>
</tr>
<tr>
<td>C</td>
<td>75-77</td>
</tr>
<tr>
<td>C-</td>
<td>70-74</td>
</tr>
<tr>
<td>D+</td>
<td>68-69</td>
</tr>
<tr>
<td>D</td>
<td>63-67</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60</td>
</tr>
</tbody>
</table>

Resource:

Labs:
This course does not have a lab component.

Study Groups/Halls:
Students are encouraged to find “study buddies” and share resources, thoughts, project plans, etc. with the course mates.

Other Resources:
Students are encouraged to read local and national news sources (e.g. newspapers and internet sites) in order to identify “hot issues” in career preparedness.

Turning in Assignments
All papers and assignments should be turned in via the electronic portfolio, Blackboard and/or via email to the instructor at sandranadelson@boisestate.edu

Paper Rework/Improving Your Grade
If you do not get the score on the written assignments that you wanted, you can improve your score. Within a week after the paper is returned to you, you can make the needed changes and return it for ½ the missed points. So, if you got an 80% on a paper and did all the needed changes/corrections within a week’s time, you could increase your score to a 90%. No late corrections will be accepted.

Hints for Success:
• If you don’t use your BSU email account daily, make sure you forward your BSU email to an account that you do check each day.
• Learn how to use Blackboard and Google sites if you don’t already. Tutorials are available to help you learn how to use them.
• Communicate with the professor if you have any problems or questions about an assignment BEFORE it is due.
• Plan, Organize, and Prioritize.
• Don’t procrastinate. Researchers have found that students tend to underestimate how long it will take to get assignments accomplished. So, allow extra time in case you miscalculated.
• Always keep a backup copy of your assignments. The professor is NOT responsible for assignments lost in cyber space or elsewhere.

**Essential Policy Information:**
Assignments are due no later than the posted date listed on each assignment. No specific time of day is posted to allow flexibility for your schedule. All assignments must be submitted through the assignment program on Blackboard. **Your assignments must be in a Word document or in rich text format.** Late work received after the due date and time will be given a reduced score. If an unforeseen problem arises, notify the instructor before the assignment is due.

**Policy for Extra Credit:**
Students may develop a plan for extra credit projects and submit that plan to the instructor for approval. Extra credit assignments may not make up more than 10% of the course points.