Communication with your instructor
Please call me *Chris or Professor Klover (clover). *The only way to contact me outside of class is to send me an email, which I check throughout the day. Please put UF200 in the subject line as I teach other classes. Email is how I will contact the entire class about announcements, assignment updates, and issues of general concern. It is also how I will contact you individually about grades, absences, and assignment questions; therefore, it is very important to check your email daily and/or have it forwarded to an email account you do check daily.

If you want to meet with me, I am happy to make an appointment. *The best time to meet with me is after class on Tuesday, when I will usually be available until 2:30 PM. The best way to ensure your success in this class is to talk to me in person and let me get to know you. If I know what your goals are for this class, I am better able to help you succeed.

COURSE DESCRIPTION AND LEARNING OBJECTIVES
CREATING A SAFER WORLD FOR EVERYONE

COURSE TOPIC: Using the topic of safety and security as the right of every person, we will study the ethical and civic issues that result in the disabling of safety and security for different populations. We will research and discuss what it means to be safe and secure in our world, our country and our neighborhoods; we will find out who is unable to feel safe, and think about whom amongst us is responsible for creating a safer, more secure world. *By the end of this class, students will be able to identify the ethical dilemmas and civic issues that directly affect several diverse populations at both the national and global level. Another perspective for understanding the goals of this course is mentioned under University Learning Outcomes.

UF200 Civic and Ethical Foundations will engage 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.

UF200 builds on three University Learning Outcomes (ULO) that are the basis for assessing student success in this course: *Written Communication (ULO 1), *Ethics (ULO 5), and *Diversity & Internationalization (ULO 6). 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/).

In terms of the University Learning Outcomes, after successful completion of the course, students should be able to:

- Write effectively in multiple contexts for a variety of audiences (ULO 1)
- Analyze ethical issues in personal, professional, and civic life and produce reasoned evaluations of competing value systems and ethical claims (ULO 5)
- Apply knowledge of cultural differences to matters of local, regional, national, and international importance, including political, economic, and environmental issues.

In more detailed terms of Course Learning Outcomes, after successful completion of the course, students should be able to:

**Written Communication:**
- Use appropriate voice, tone and level of formality to include consideration of audience and style of writing (blog, research paper, journal, reflective essay, etc...)
- Integrate, synthesize and appropriately document credible sources.
- Be able to revise written work such that student’s writing demonstrates improvement through the process of drafting, reflecting, revising and editing in response to feedback.

**Ethics:**
- Be able to distinguish ethical dilemmas from the facts of particular cases utilizing relevant ethical concepts from the course.
- Successfully identify relevant facts and ethical questions in a given case and identify which ethical frameworks might be applicable.
- In a given case, determine relevant set of facts for multiple (at least two) ethical frameworks and analyze the potential objections to your ethical reasoning.

**Diversity & Internationalization:**
- Demonstrate an understanding of your own cultural and social identity and able to articulate the impact of this on your perspectives about relevant issues to the course.
- Clearly identify relevant cultural factors which impact the importance of complex issues to at least two groups beside their own.
COURSE POLICIES AND EXPLANATIONS

Student Code of Conduct
Students are expected to follow the Student Code of Conduct. Taking credit for another person’s work, or even work you have completed for another class is grounds for termination or in the case of a class, flunking. Cheating or plagiarism in any form is unacceptable. 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) 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.

<table>
<thead>
<tr>
<th>Statement on Academic Integrity and Conduct</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. <a href="http://osrr.boisestate.edu/scp-codeofconduct-article6/">http://osrr.boisestate.edu/scp-codeofconduct-article6/</a> Plagiarism is a serious issue that will not be allowed. To find out more about what is acceptable go to the Writing Center or talk with Dr. Caldwell-O’Keefe.</td>
</tr>
</tbody>
</table>

STUDENT RESPONSIBILITIES
Please note: This syllabus is a skeleton of course responsibilities. Detailed course information is available on our Blackboard course site available through your MyBoiseState account. Note: If you are not familiar with Blackboard, you can find short instructive videos at [http://at.boisestate.edu/lmshelp](http://at.boisestate.edu/lmshelp).

Disability Services and Assistance:
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/](http://drc.boisestate.edu/)

Blackboard
Blackboard is an important component of this course. It is your responsibility to check the Weekly folders for current readings/work. Blackboard is where you will find the syllabus and readings, answer weekly questions, submit papers through safe assignment and check
your grades. Not familiar with Blackboard? You can find short instructive videos at at.boisestate.edu/help.

Assignments
Major assignments are found in the course content link in Blackboard called Assignments. *Other assignments such as weekly readings, videos, short answer quizzes and other work will be listed in the content link in Blackboard called Weekly Folders. It is your responsibility to check Blackboard for upcoming assignments, quizzes, readings and announcements.

All of your assignments are to be your own work, not copy and pasted from other sources. Assignments are to be completed by each student individually unless I specifically tell you otherwise. 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 at the top of the page.

On a weekly basis, we will be using Google Docs for team-based class discussion participation.

Every student will be required to submit documents to an e-portfolio as designated on certain assignments.

Community Engagement Learning Experiences
Participation in a Community Engagement experience is a requirement of this class. *Each student will be involved in a minimum of 2-3 hours of community engagement. You will have the opportunity to participate with one of two community partners, Family Advocates or the Women’s & Children’s Association or you may craft your own civic engagement experience through OrgSync.com, part of the Service Learning options offered by Boise State University. These can involve building awareness of a population’s lack of safety, facilitating a fund drive for either partner or another population either on or off campus per the instructions in your Assignment folder.

In addition, we will be visiting the Human Rights Education Center at the Anne Frank Memorial and participate in a training for “Bringing In the Bystander” (Tuesday only).

Required Texts
*All reading material and video material will be available as a download in the appropriate Weekly Folder in Blackboard. You do not need to purchase a textbook, however, you are responsible for all of the reading and video material, as well as having access to a dictionary and a thesaurus.

Outside Help for Students
The Writing Center
Liberal Arts Building room 200
(208) 426-1298

Foreign Student Services
Student Union Building 2nd floor
(208) 426-3652
Class Participation and Attendance Policy
This 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.

*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. I 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.

Excused Attendances: Students seeking to be excused from class due to jury or military duty and 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. An illness

Class Atmosphere
This class will adhere to a commitment to social justice. 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 and explore what’s driving your response and/or reaction to those ideas and perspective. When you disagree, you are strongly encouraged respectfully engage each other in dialogue. People will always disagree; when we find out why, we can learn from our disagreements. *The best way* to ask for information about someone’s belief is not to question them, but to say, “Tell me more about your belief/idea/values.”

Class and Team Norms
During class, students will often be working in teams as well as participating in class discussions. During the first week together we will establish class norms for participating in and leading discussions. There will be times that students will be working in pairs as well as individually.

Phones and other electronic devices
Until we reach the introduction of the group project, you may not need to bring a laptop or IPad in order to participate in class activities. If you bring a device and are checking Facebook or email or on-line shopping or visiting YouTube sites or other unrelated activities, this may result in losing some of your weekly points. Regarding cell phone use, these devices can be distracting to learning. I have no desire to police your behaviors, and ask that you respect our learning community.
Description of Class

- Introduction to topics
- Group roles and Effective Group Communication exercise
- Describing safety issues
- Defining the ethical issue and applying ethical frameworks
- Finding facts and using ethical decision making models
- Exploring different viewpoints and cultural perspectives (political, religious, traditions, communication)
- Naming the stakeholders and describing where their interests lie
- Resources and laws that affect populations
- Local and global comparisons of similarities/differences in topic populations
- Readings and videos with a quiz covering that material prior to the class
- Class discussions led by students
- Participation in discussions graded in class and from group answers submitted in Blackboard
- Case studies discussions in groups
- Class activities and group activities
- Library training visit
- Human Rights Education Center and Anne Frank Memorial visit
- Introduction to assignments (Community Engagement, reflective writing papers, research paper)
- Short answer end-of-week reflections
- Possibly outside speakers
- Groups create “personal plan of action” for different topic populations
- Create a “mind map” of the 5 ethical frameworks
- Celebrate Diversity poster creations/PowerPoint creations
- Student Bingo Icebreaker
- Bringing in the Bystander Training (Tuesday only)

Grading Policies and Assessments
All assignments are due in Blackboard by midnight the day they are due unless otherwise stated. Late assignments will lose 10%, 15% and 20% of the grade up to 72 hours (3 days) after their due date. Work will not be accepted after that time. If life happens and you anticipate turning in an assignment late, contact me in advance of the deadline. Circumstances such as illness will be taken into consideration. *Please note that you need 700 points, a C grade to pass this class.

Assignments, Points Possible and Due Dates

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Points Possible</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>900 – 1000</td>
<td>A</td>
<td>900</td>
</tr>
<tr>
<td>800 – 899</td>
<td>B</td>
<td>800</td>
</tr>
<tr>
<td>700 – 799</td>
<td>C</td>
<td>700</td>
</tr>
<tr>
<td>600 – 699</td>
<td>D</td>
<td>600</td>
</tr>
<tr>
<td>Assignment</td>
<td>Points</td>
<td>Due Date</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>--------</td>
<td>--------------</td>
</tr>
<tr>
<td>*Blackboard Weekly Reading/Videos and Quiz for 14 weeks</td>
<td>210</td>
<td>Before class</td>
</tr>
<tr>
<td>(Answers due prior to first class of the week for 15 pts)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Lead Discussion</em> (Once per semester, 3 students 25 pts each, covering 13 weeks)</td>
<td>25</td>
<td>TBD</td>
</tr>
<tr>
<td>In-class discussion participation (written/Bb and verbal) (8 pts/week)</td>
<td>120</td>
<td>Weekly</td>
</tr>
<tr>
<td>End of week in-class Activity and Short Answer Reflection (5 pts per week)</td>
<td>75</td>
<td>End of week</td>
</tr>
<tr>
<td>Personal Ethical Decision Making Reflection Paper</td>
<td>50</td>
<td>Sun 2/1/15</td>
</tr>
<tr>
<td>Memo with 3 Options for Community Engagement</td>
<td></td>
<td>Sun 2/8/15</td>
</tr>
<tr>
<td>Personal Cultural Reflection Paper</td>
<td>50</td>
<td>Sun 2/15/15</td>
</tr>
<tr>
<td>Memo with Topic Proposal for Research Paper</td>
<td>20</td>
<td>Mon 2/16/15</td>
</tr>
<tr>
<td>Human Rights Education Center and Anne Frank Memorial Reflection Paper</td>
<td>50</td>
<td>Sun 3/22/15</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>75</td>
<td>Sun 3/15/15</td>
</tr>
<tr>
<td>Ethical Reasoning &amp; Global Solutions Paper Submit to e-Portfolio</td>
<td>200</td>
<td>Sun 4/12/15</td>
</tr>
<tr>
<td>Community Engagement&amp; Reflection Paper Submit to e-Portfolio</td>
<td>125</td>
<td>Sun 4/19/15</td>
</tr>
<tr>
<td><strong>Extra Credit: Lead Class Discussions week 14 &amp;/or 15</strong></td>
<td>25</td>
<td>Week 14/15</td>
</tr>
<tr>
<td><strong>Total Points Available</strong></td>
<td>1000</td>
<td></td>
</tr>
</tbody>
</table>

Please note that changes may be made to this syllabus throughout the semester. I will inform students of any changes I may make.

*Did you notice these red symbols throughout this syllabus? Congratulations! If you paid attention, wherever you find one of these * next to a sentence, you have found the answers to the quiz on the first day of class!