UF 300 Transitional Foundations Syllabus
Personal Responsibility in a Global Community: Create, Innovate, Problem-Solve
3 semester Credits

Corinna Provant-Robishaw, Instructor
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by appointment
Email: corinnaprovant-robishaw@boisestate.edu
Fall 2014 Mon/Wed 4:30pm – 5:45pm ILC Building 301

COURSE OVERVIEW

Course Description:
This course ties previous student learning to the Boise State Foundations Program and enhances written and oral communication skills while engaging students in the discussion of ethics, diversity and internationalization. The course has an experiential learning component. A focus of this course is on developing the skills needed to be successful in today’s workforce including critical thinking, creativity, collaboration, communication, using technology, thinking globally, ethics and leadership. Students in this course are expected to examine their own skills and abilities; then develop a plan regarding how they will assure that they are ready to be successful in an ever-evolving society and workforce. PREREQ: Core Certification or an Academic Associate Degree.

Teaching Philosophy:
At this point in your academic career you are given this opportunity to pause and consider the issues and implications of being a “citizen.” That is, a member of the various groups we create and interact with on an everyday basis. These groups are interpersonal AND public and in a very real sense, especially in our contemporary world, on the global front. This course is designed to give you opportunities to contemplate your sense of self as a creative, ethical being, to consider your inevitable launching of this person into a profession, and to develop yourself as an active and engaged member of your local and global community.

COURSE OBJECTIVES

Our course goals focus on critical inquiry, innovation, teamwork, ethics and diversity. These goals are aligned with the University Learning Outcomes (ULOs) for UF300. These outcomes guide the development of the courses that students take throughout the undergraduate degree. Please review the Boise State University Learning Outcomes http://academics.boisestate.edu/fsp/university-learning-outcomes/

Assignments and their rubrics are tied to intellectual skills. The goals of this course are for you to develop
the ability to:
1. understand the evolving 21st century skills with an emphasis on creativity
2. assess and articulate how 21st century skills apply to your personal goals
3. demonstrate digital fluency
4. analyze ethical issues related to various situations
5. evaluate complex problems and determine how to implement creative solutions
6. integrate creative problem solving and critical inquiry into every task

Through successful completion of this course, students will accomplish the following:
- Construct new meanings and perspectives about oneself and the world by exchanging and evaluating ideas through writing and speech
- Utilize ethical frameworks and diverse perspectives to reach creative, effective solutions about complex global issues, individually and as a member of a team
- Consider and take appropriate actions to engage positively in civic and community life as a citizen of a local and global community

COURSE REQUIRED TEXT AND COURSES MATERIALS


*Note: Other required and suggested readings and videos associated with each project will be posted on our class Blackboard site and/or the BSU Library. Students need to read and understand the information about 21st century skills provided at this website:
Foundation Skills

COURSE ACTIVITIES

Learning Activities (include but are not limited to):

21st Century Skills Multimedia Project – “Final Pitch” Trailer: Each student will create a technologically innovative presentation concerning the professional field of work he or she intends to enter after graduation. The presentation must be narrated which necessitates the use of a microphone and include several of the most important 21st century skills needed to succeed in today’s competitive job environment. A PowerPoint or other presentation tool should be used to explain what it means to be a professional in this career including the job requirements, general outlook in today’s market, and other facts relevant to your career. The presentation will be uploaded to the electronic portfolio and several examples shared with the class via Blackboard.

Civic Engagement Project: An individual engagement project related to a global theme will be completed during this semester. How can you become involved in your community at the local level? We will discuss multiple ways to civically engage in your community throughout the semester. This will involve 2-3 hours of in-person time commitment of volunteering, attending a community meeting, rally, or event on the issue(s). This should be an event that you would not normally have attended. It should challenge you. This
project entails 2 parts:

1. You will submit three participant/observation ideas to the instructor for approval and then choose one civic engagement activity. (Note: This activity can be the beginning of your research for your Global Issues Group Presentation – if your topic relates).

2. You will submit instructor provided questions/prompts to be answered upon completion of your civic engagement activity. You will submit a 700-900 word essay along with a multimedia presentation documenting the event and that demonstrates your understanding and the impact of civic engagement as it relates on the local level and the global level. This can relate to the “Half the Sky” book if you’d like.

**Global Issues Group Presentation:** A group presentation 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 a global issue. You are not required, but may use themes from the text, “Half the Sky”. The presentation will use oral communication which will necessitate the use of a microphone and webcam, and needs to include a brief overview of the chosen issue and include how students/people can help solve the problem. For example: Students might choose a specific topic related to the oppression of women such as prostitution, human rights, or the sex trade industry. Include why this is a problem and the scope of the issue. You will also include information about national organizations related to the topic. Students will use a web cam and microphone to record their presentation, and post it on YouTube for other group members to view.

**Ethics Reflection Paper – This I Believe:** This includes activities which entail moral assessment, learning, and reflections related to making meaning of one’s life. We will be discussing and formulating our own ethical stance based on our findings in class, and expressing them in a paper which reflects on the topic.

**Electronic Portfolio:** Use of Digication is utilized to put all this semester’s and a student’s past work together in an organized manner to show his/her ability to perform the University Learning Outcomes (ULO’s) and 21st Century skills. Various “artifacts” from our class will be uploaded and stored in your ePortfolio throughout the semester. These will include sources such as word documents, videos, photos, PowerPoints, etc. to show a wide variety of technological familiarity and competence.

**Library Learning:** These sessions will cover the importance of academic research and becoming familiar with the library resources. 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.

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**COURSE EXPECTATIONS AND STUDENT RESPONSIBILITIES**

**Participation:** Course faculty believes *teamwork* to be a critical skill for developing a career in the 21st Century. Learning together helps to foster this teamwork. The skills of collaboration and cooperation must be learned and practiced. You are expected to participate in all activities including the discussions. You will be required to show up regularly and actively participate during our scheduled class time as your participation in this class is graded. If you do miss an activity, you must stay current and knowledgeable in the class. With few exceptions, activities cannot be made up. Individual and group participation will be assessed by the instructor and peers.

**Homework:** All assignments, such as Blackboard postings, need to be completed by due dates. Late work will be accepted up to 72 hours after the due date and will receive a 20% reduction (two-letter grade) of
the earned grade. Assignments are uploaded in Bb; thus, late will be any item with a Bb time stamp after 11:59pm on Sunday due dates. Work received more than 72 hours after they are due will not be accepted and will receive a zero. Late quizzes will not be accepted. Assignments not named with the correct naming convention will be marked down.

**Note on Uploading Assignments/Documents to Blackboard (Bb):** For your assignments in this course, you will upload your completed files to Bb as directed on the course site. Most assignments include a grading rubric that indicates how components of each assignment are weighted. Whenever submitting class-related work as an upload to Bb, please make sure your file name includes the following: (a) UF300, (b) 1-2 word assignment description, and (3) your first and last name. Why? Because when 40 students submit a Microsoft Word file titled “term paper”, the chances of assigning the wrong grade to the wrong student increase. Example: UF300_SMARTGoals_JoeSmith.doc

Unless otherwise indicated, all uploaded documents must be Microsoft Word file (.doc or .docx) extension.

**Other Responsibilities:** Students are expected to check the Blackboard course website on a weekly basis for extra course materials as well as read email, announcements, etc. that are posted. Students are expected to have internet and library access and be able to download articles from the BSU library. I will post announcements in Blackboard and send emails to your Boise State email address. It will be your responsibility to check that regularly. Only e-mail that contains the following URL format will be accepted: username@u.boisestate.edu. To learn more about using your student e-mail account, refer to the following site: [http://oit.boisestate.edu/email/email-services/broncomail/](http://oit.boisestate.edu/email/email-services/broncomail/). Check e-mail and Blackboard regularly.

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

**Tests/Exams/Quizzes:** A syllabus quiz must be passed with 100% before the end of the first week of the course. Other quizzes as directed in Bb. Late quizzes will not be accepted.

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<th>Points Needed</th>
<th>Grade Designation</th>
<th>Final Grade</th>
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<tr>
<td>970-1000</td>
<td>Distinguished</td>
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<tr>
<td>930-969</td>
<td>Distinguished</td>
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<td>900-929</td>
<td>Distinguished</td>
<td>A -</td>
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<td>870-899</td>
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<td>B +</td>
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<td>830-869</td>
<td>Superior</td>
<td>B</td>
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<tr>
<td>800-829</td>
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<td>700-729</td>
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<td>670-699</td>
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<td>630-669</td>
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<td>D</td>
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<tr>
<td>600-629</td>
<td>Below Average</td>
<td>D -</td>
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<tr>
<td>0-599</td>
<td>Failure</td>
<td>F</td>
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An overall grade of 70% (700 points) or better is required to pass the course. There will be extra credit opportunities provided throughout the course. All grades, including final grades, are not rounded up. A final grade of 74.9% will **NOT** be rounded up to 75%.
### COURSE METHOD AND SCALE

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Points Course Grade</th>
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<tbody>
<tr>
<td>Syllabus Quiz</td>
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<tr>
<td>My Story Concept Map</td>
<td>20</td>
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<tr>
<td>ePortfolio opened and “Almost Final” draft of “About Me”</td>
<td>10</td>
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<tr>
<td>Critical Thinking Quiz</td>
<td>10</td>
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<tr>
<td>Half the Sky Quiz Part I</td>
<td>20</td>
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<tr>
<td>In class Library Work –</td>
<td>25</td>
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<tr>
<td>Library Individual Assignment</td>
<td>25</td>
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<tr>
<td>21st Century Skills Multimedia Project – “Final Pitch”</td>
<td>100</td>
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<tr>
<td>Half the Sky Quiz Part II</td>
<td>20</td>
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<tr>
<td>ePortfolio Instructors First Look</td>
<td>10</td>
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<tr>
<td>Ethical Reflection Paper – This I Believe</td>
<td>50</td>
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<tr>
<td>Civic Engagement Project</td>
<td>125</td>
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<tr>
<td>Global Issues Presentation</td>
<td>100</td>
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<tr>
<td>ePortfolio Final</td>
<td>100</td>
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<tr>
<td>Global Issues Presentation Group Peer Evaluations</td>
<td>50</td>
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<tr>
<td>Class Participation/Discussions (13 weeks-25 points weekly for in class participation/Discussion Boards/Team Reflections)</td>
<td>325</td>
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<tr>
<td>Course Evaluation</td>
<td>5 (extra credit)</td>
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<tr>
<td><strong>Total Points</strong></td>
<td>1000</td>
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### COURSE EXPECTATIONS-COMPUTER SKILLS

The student must understand basic computer usage, including use of the keyboard, mouse, CD player, printer and modem. To participate successfully, the student will need to:

Use the computer operating system (Windows/Mac OS) to do the following:

1. Create folders/directories
2. Find, copy, move, rename, and delete files
3. Run and switch between multiple programs

Use a word-processing program to do the following:

1. Create, format, edit, spell check, save, print, and retrieve a document
2. Cut, copy, and paste information within and between documents

Configure and use a Web browser to do the following:

1. Access the Internet via dial-up modem, DSL, cable modem, or a network interface
2. Open, print and/or save Web pages to a local disk drive
3. Open and save Adobe Acrobat files (PDF files)
4. Use a search engine’s basic features to find information on the Web
5. Navigate through Blackboard, a course-management system
Use an e-mail program to do the following:
1. Send, receive, store and retrieve messages
2. Send, receive, and open file attachments

COURSE EXPECTATIONS-TECHNOLOGIES REQUIRED
To view certain materials in this course site, you will need to download and install Flash Player and Real Player if you do not have them already. You will also need a program capable of viewing PDF documents, such as Adobe Reader. These programs are free, and can be downloaded by clicking on their names here. Finally, you will need Microsoft Office or another program capable of working with MS Word documents. You probably have Microsoft Office, but if not, Boise State students are eligible to download and use full versions of Microsoft Office software for free.

In addition, you must have access to a computer equipped with a webcam and a microphone in order to complete your portion of the oral group presentation. If you don’t have a personal computer with such equipment, you may use the computers at the BSU Zone sites on campus, or check out laptops from the BSU Library that are so equipped. Alternately, you may wish to purchase the webcam and microphone for this assignment. They are readily available and cost around $30.

Boise State University offers support to students who need additional instruction on the use of Blackboard. Students may learn tips for successful completion of courses through these resources:
http://ecampus.boisestate.edu/students/support/
http://oit.boisestate.edu/classroomlabtech/classroom-and-lab-technologies/welcome-to-the-zone/
http://at.boisestate.edu/lmshelp/student-help/

INSTITUTIONAL ACADEMIC POLICIES

Academic Integrity: Students are expected to perform according to the standards of academic honesty and integrity as outlined in the Boise State University policies. As stated in the Student Handbook, “Plagiarism in written works whether in hard copy, print or in electronic communications, will not be tolerated and may be cause for failure in the course and/or University dismissal. 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 Boise State University Student Code of Conduct regarding Academic Dishonesty (refer to the Boise State University Student Handbook). Students may not give or receive help on any test from any other student. Students may not discuss the content of any tests with other students until all students have taken the test. This includes students who may have missed the scheduled test time due to illness or emergency.

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. [http://deanofstudents.boisestate.edu/student-code-of-conduct/](http://deanofstudents.boisestate.edu/student-code-of-conduct/)

**Drop Policy:** It is the student’s responsibility to drop any course he/she does not intend to finish. Students who stop attending a course without filing a drop request will receive a grade of F.

**Disabilities Statement:** 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. You can also access information on the Boise State University web page: [http://drc.boisestate.edu/](http://drc.boisestate.edu/)

**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 Teach Act.

**Statement of Shared Values:** In addition to the policies governing academic integrity, Boise State University has adopted a Statement of Shared Values. In a culture of intellectual inquiry and debate, where the search for knowledge and discovery flourish, campus community members are expected to demonstrate civility, abide by norms of decorum, and adhere to the principles of civil discourse. Civility is expressed in the Statement of Shared Values which includes Academic Excellence, Caring, Citizenship, Fairness, Respect, Responsibility, and Trustworthiness. We encourage you to read these statements carefully, and consider them when interacting with faculty, fellow students, and members of the community. [http://president.boisestate.edu/values/statement-of-shared-values/](http://president.boisestate.edu/values/statement-of-shared-values/)

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**SYLLABUS AS CONTRACT**

This syllabus contains the basic information you need to do well in this course. Read it carefully and ask me if you have any questions about it. This syllabus is the contract that you and I agree to as you enroll in this course though it may be changed at my discretion if the needs of the class change. It is your responsibility to thoroughly understand and implement the syllabus.
# UF 300 Transitional Foundations Syllabus

**Personal Responsibility in a Global Community: Create, Innovate, Problem-Solve**

3 semester Credits

**Corinna Provant-Robishaw, Instructor**

Office Hours: 208-426-5904 (by appointment)

Email: corinnaprovant-robishaw@boisestate.edu

Fall 2014 Mon/Wed 4:30pm – 5:45pm ILC Building 301

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Before Class</th>
<th>Class Discussions and Activities</th>
<th>All assignments are due in Bb Sunday – by 11:59pm</th>
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<tbody>
<tr>
<td><strong>All Weeks</strong></td>
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</table>
| Module 01 Re-Thinking Leadership | Monday, Aug 25th  
Wednesday Aug 27th | ▪ Review Getting Started in Bb  
▪ Ch. 1: An Introduction to Leadership  
▪ Watch videos in Bb | ▪ Course introduction /Review Bb site  
▪ Class introduction to each other  
▪ Group work and in class discussion on weekly topic | Due in Bb before class on Mondays  
▪ **Team Reflection: Ch. 1** (pgs. 38 & 39)  
Due by Sunday Aug. 31  
▪ Syllabus Quiz (10 pts)  
▪ Class Introductions in Discussion board – A Collection of Stories – Your Hollywood Pitch |
| Module 02 The Changing Nature of Leadership | Monday, Sept. 1st – No Class - Holiday  
Wednesday Sept. 3rd  
Guest: Ana Thompson | ▪ Ch. 2: The Changing Nature of Leadership  
▪ Read Half the Sky Ch. 1 & 2  
▪ Read supplemental resources in Bb  
▪ Watch videos | ▪ In class discussion on weekly topic  
▪ Introduction to Digication  

**Note: Bring a laptop to class if you have one** | Due in Bb before class on Mondays  
▪ **Team Reflection: Ch. 2** (pgs. 90 & 91)  
▪ **DB1 – Initial post by Wednesday, 2 response posts by Friday**  
Due by Sunday Sept. 7  
▪ My Story Concept Map (20 pts) |
| Module 03 Critical Thinking | Monday, Sept 8th  
Guest: Service Learning  
Possible Guest: Yasmin Aguilar | ▪ Bb supplemental reading: Critical Thinking for Career College Success Chapter 11: Think.pdf  
▪ Bb supplemental reading: Brown & Keeley Ch 1: Right Questions.pdf | ▪ In class discussion on weekly topic  
▪ Introduction to Civic Engagement Project  
▪ Work on ePortofolo | Due in Bb before class on Mondays  
▪ **Team Reflection: Assigned pdf reading in Bb**  
▪ **DB2 – Initial post by Wednesday, 2 response posts by Friday**  
Due by Sunday Sept 14  
▪ ePortofolio opened and “Almost Final” draft of |
<table>
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<th>Week</th>
<th>Dates</th>
<th>Before Class</th>
<th>Class Discussions and Activities</th>
<th>All assignments are due in Bb Sunday – by 11:59pm</th>
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<td>“About Me” Welcome page completed (10pts)</td>
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<td>3.2.1 Critical Thinking Quiz (10pts)</td>
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<td>Due in Bb before class on Mondays</td>
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<td>Due by Sunday Sept 21</td>
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<td>• Half the Sky Quiz Chapters 1-6 (20 pts)</td>
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<td>• Submit 3 options for Civic Engagement project via Bb</td>
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<td>Due by Sunday Sept 28</td>
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<td>• Out of class library assignment (25 pts)</td>
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<td>• Complete the Group Peer Evaluations due in Bb (25 pts)</td>
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<td>Due in Bb before class on Mondays</td>
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<td>Due by Sunday Oct. 5</td>
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<td>• Due (100 pts)</td>
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<td>Due by Wednesday, 2 response posts by Friday</td>
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**Week: Week Dates**

**Before Class**

- Read Half the Sky Ch. 3 & 4
- Watch videos

**Class Discussions and Activities**

- Q & A about Multimedia project
- In class discussion on weekly topic
- Introduction to 21st Century Skills Multimedia Project – “Final Pitch” Trailer
- In class activity – Snowshoe

**All assignments are due in Bb Sunday – by 11:59pm**

- “About Me” Welcome page completed (10pts)
- 3.2.1 Critical Thinking Quiz (10pts)

**Module 04 The Relationship Leadership Module**

- **Monday, Sept 15th**
  - Ch. 3: The Relationship Leadership Model
  - Read Half the Sky Ch. 5 & 6
  - Watch videos

- **Wednesday Sept 17th**
  - Library Seminar
  - Half the Sky Ch. 7 & 8
  - Watch videos in Bb

**Module 05 Library Seminar**

- **Monday, Sept 22nd**
  - **Guests: Librarians**

- **Wednesday Sept 24th**
  - **Guests: Librarians**

**Module 06 Understanding Yourself**

- **Monday, Sept 29th**
  - **Guest: Career Center**

- **Wednesday Oct 1st**
  - Ch. 4: Understanding Yourself
  - Half the Sky Ch. 9 & 10
  - Watch videos in Bb

**Module 07 Understanding Others**

- **Monday, Oct 6th**
  - **Wednesday Oct 8th**
  - **Guest Speaker**

- Ch 5: Understanding Others
- Read Half the Sky Ch. 11 & 12
- Read supplemental resources in Bb
- Watch videos

- In class discussion on weekly topic
- In class activity - listening

- In class assignment with the librarians both days
  - Note: Must be present in class to earn the in class points for the assignment.

- In class Group work
- Anne Frank Memorial

- In class activity - listening

- Team Reflection: Ch. 4 (pgs. 184 & 185)

- Due (100 pts)

- Team Reflection: Ch. 5 (pgs. 233 & 234)

- DB3 – Initial post by Wednesday, 2 response posts by Friday

Updated version 9-30-14
<table>
<thead>
<tr>
<th>Week</th>
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<th>Before Class</th>
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<th>All assignments are due in Bb Sunday – by 11:59pm</th>
</tr>
</thead>
</table>
| Module 08 Diversity & Social Justice | **Monday, Oct 13**<sup>th</sup> | • Read Half the Sky Ch. 13 & 14  
• Read supplemental resources in Bb  
• Watch videos | • In class discussion on exploring Ethics  
• In Class activity – Deconstructing the Purchase of Once Cup of Coffee. | Due in Bb before class on Mondays  
• **Team Reflection: On assigned readings**  
• **DB4 – Initial post by Wednesday, 2 response posts by Friday** |
| **Wednesday Oct 15**<sup>th</sup> | | | | **Due by Sunday Oct 19**  
• Half the Sky Quiz Chapters 7-14 (20 pts)  
• Review each other’s ePortfolio in your group and provide feedback |
| Module 09 Ethics: Leading with Integrity | **Monday, Oct 20**<sup>th</sup> | • Ch 6: Leading with Integrity  
• Read supplemental resources in Bb  
• Watch videos | • Ethical Theories  
• In class discussion on weekly topic  
• Q & A about Global Issues Paper Outline | Due in Bb before class on Mondays  
• **Team Reflection: Ch. 6 (pgs. 278, 279 & 280) Choose from Q 1-5** |
| **Wednesday Oct 22**<sup>nd</sup> | | | | **Due by Sunday Oct 26**  
• ePortfolio Instructors First Look (10 pts)  
• Global Issues Paper Outline (team submission) |
| Module 10 Ethics: Leading with Integrity | **Monday, Oct 27**<sup>th</sup> | • Ch 6: Leading with Integrity  
• Read supplemental resources in Bb  
• Watch videos | • Ethical Theories  
• In class discussion on weekly topic  
• Q & A about Ethical Reflection Paper | Due in Bb before class on Mondays  
• **Team Reflection: Ch. 6 (pgs. 278, 279 & 280) Choose from Q 6-11**  
• **DB5 – Initial post by Wednesday, 2 response posts by Friday** |
| **Wednesday Oct 29**<sup>th</sup> | | | | **Due by Sunday Nov 2**  
• This I Believe Essay – Ethical Reflection (50 pts) |
| Module 11 Personal Responsibility | **Monday, Nov 3**<sup>rd</sup> | • Read supplemental resources in Bb  
• Watch videos | • Group work and In class discussion on weekly topic | Due in Bb before class on Mondays  
• **Team Reflection: On assigned readings**  
• **DB6 – Initial post by Wednesday, 2 response posts by Friday** |
<p>| <strong>Wednesday Nov 5</strong>&lt;sup&gt;th&lt;/sup&gt; | | | | |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Before Class</th>
<th>Class Discussions and Activities</th>
<th>All assignments are due in Bb Sunday – by 11:59pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 12 Communities</td>
<td>Monday, Nov 10&lt;sup&gt;th&lt;/sup&gt;</td>
<td>• Ch 7: Being in Communities</td>
<td>• Group work and In class discussion on weekly topic</td>
<td>Due in Bb before class on Mondays</td>
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<td></td>
<td>Wednesday Nov 12&lt;sup&gt;th&lt;/sup&gt;</td>
<td>• Read supplemental resources in Bb</td>
<td></td>
<td>• Team Reflection: Ch. 7 (pgs. 306 &amp; 307)</td>
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<td></td>
<td>• Watch videos</td>
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<td>Due by Sunday Nov 16</td>
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<td></td>
<td>• Civic Engagement Project (125 pts)</td>
</tr>
<tr>
<td>Module 13 Understanding Change</td>
<td>Monday, Nov 17&lt;sup&gt;th&lt;/sup&gt;</td>
<td>• Ch 10: Understanding Change</td>
<td></td>
<td>Due in Bb before class on Mondays</td>
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<tr>
<td></td>
<td>Wednesday Nov 19&lt;sup&gt;th&lt;/sup&gt;</td>
<td>• Watch videos in Bb</td>
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<td>• Team Reflection: Ch. 10 (pgs. 440 &amp; 441)</td>
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<td></td>
<td>• DB7 – Initial post by Wednesday, 2 response</td>
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<td>posts by Friday</td>
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<td>Thanksgiving Break Nov 24 - 28</td>
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<tr>
<td>Module 14 Wrap Up on Final Projects</td>
<td>Monday, Dec 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>• Final Touch on ePortfolio</td>
<td>In class Group work on final projects</td>
<td>Due by Sunday Dec 7</td>
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<tr>
<td></td>
<td>Wednesday Dec 3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>• Final Touch on Global Issues Team Presentations</td>
<td></td>
<td>• Global Issues Team Presentation Due in Bb (100 pts)</td>
</tr>
<tr>
<td>Module 15 Show Time - Global Issues Team Presentations</td>
<td>Monday, Dec 8&lt;sup&gt;th&lt;/sup&gt;</td>
<td>• In class presentations -- Global Issues</td>
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<td>Due by Sunday Dec 14</td>
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<td></td>
<td>Wednesday Dec 10&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Must be present and must present to the class to earn points – no exceptions</td>
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<td>• Final ePortfolio due in Digication and Bb (100 pts)</td>
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<td>• Global Issues Team Presentation Peer Evaluation due in Bb (50 pts)</td>
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<td>• Submit “screen shot” of course evaluation (5 pts extra credit)</td>
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</tbody>
</table>

16 Finals Week    Dec 15 – 19  **No Class for UF 300**  

Updated version 9-30-14