



## **Me and My Place in the World**

WSUA 102 CRN:

Fall 2020

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### **How to use this syllabus**

This syllabus provides you with information specific to this course, and it also provides information about important university policies. I will closely follow the parameters laid out here, but may need to adjust some due dates if something unexpected arises. I will communicate any changes to you on Bb and through your WSU email.

### **Academic Integrity**

Students at Wichita State University are expected to uphold high academic standards. WSU will not tolerate a lack of academic integrity. Students are responsible for knowing and following the Student Code of Conduct [http://webs.wichita.edu/inaudit/ch8\\_05.htm](http://webs.wichita.edu/inaudit/ch8_05.htm) and the Student Academic Honesty policy [http://webs.wichita.edu/inaudit/ch2\\_17.htm](http://webs.wichita.edu/inaudit/ch2_17.htm). When the faculty member determines sanctions are warranted for violations of academic integrity, regardless of severity, the faculty member must report the infraction to the Office of Student Conduct and Community Standards. If you need more information about the process or wish to appeal a decision, please visit [https://www.wichita.edu/about/student\\_conduct/AcademicDishonesty.php](https://www.wichita.edu/about/student_conduct/AcademicDishonesty.php). If your work is not your own, or you fail to provide proper citation, you will receive a zero on the assignment and the violation will be reported to Student Conduct. Repeated violations will result in an F for the course.

### **Course Description**

This course invites students to explore their own roots and the experiences that have shaped who they are today. Students will engage with others who have different stories from their own and will examine shared interests and concerns about issues facing our world today. Students will consider how they can make a difference locally and globally.

### **Definition of a Credit Hour**

Success in this 3 credit hour course is based on the expectation that students will spend 3 hours a week in class and at least 6 hours week outside of class on preparation/ studying or other course related activities, for a total of 135 hours over the duration of the semester.

### **Measurable Student Learning Outcomes**

#### General Education Basic Skills Learning Outcomes

Upon completion of this course students should be better prepared to:

1. Engage in higher-order thinking that moves beyond rote memorization and factual acquisition to more advanced higher levels of thinking (e.g., thinking critically and creatively).
2. Articulate and defend their positions through dialogue, discussion, and writing.
3. Effectively access and critically evaluate information from a variety of sources.
4. Identify appropriate library and other resources to facilitate research and accurately provide citations.

#### Student Success Learning Outcomes included in FYS

Upon completion of this course students should be able to:

1. *Recognize* how the expectations of higher education and differ from secondary education
2. *Learn strategically* by developing skills and habits that promote deep learning and long-term retention of knowledge.
3. *Develop* more effective life and study skills in areas including time management, note taking, test taking and personal finance.
4. *Capitalize on* university resources and extracurricular experiences designed to promote their success.

#### Disciplinary Learning Outcomes

Upon completion of this course students should be able to:

1. *Identify* and *express* elements of their personal experiences that shape who they are today.
2. *Collaborate* with local and international peers to explore social and economic topics of common concern.
3. *Compare and contrast* responses to common problems addressed in different locations.

## Required Readings

McCormick, Mark. (2017) Some Were Paupers, Some Were Kings. Blue Cedar Press.  
[You received a free copy of this book during freshman orientation.]

Gratz, Alan. (2017) Refugee. Scholastic books.

Additional short readings posted on Bb.

Current events news sites: New York Times, Washington Post, Huffington Post, BBC and others. (Links to these are found on the class Bb site).

## Grading Scale

Percentages	Letter Grade	Grade Points
93-100%	A	4.00
90-92%	A-	3.67
87-89%	B+	3.33
84-86%	B	3.00
80-83%	B-	2.67
77-79%	C+	2.33
74-76%	C	2.00
70-73%	C-	1.67
67-69%	D+	1.33
64-67%	D	1.00
60-63%	D-	0.67
59% and below	F	0.00

Grade of A-, A (90-100)

“A” level work exudes “excellence”. Excellence is demonstrated through completeness, reason, reflection, a high level of critical thinking, creativity, original thought and application of knowledge, readings, experiences, class discussions, and theory beyond what would be expected. This is a **WOW** assignment.

Grade of B-, B, B+ (80-89)

“B” level work shows a clear understanding of concepts/topics/processes and is well-organized, clear, concise and complete. Originality of thought, reflection, and creativity are evident although not to the extent found in “A” work. Application of prior knowledge, experiences, readings, and theory is evident. This is a **GOOD** assignment.

Grade of C or C+ (74-79)

“C or C+” level work shows a completed assignment with minimal critical thinking. Little original thought, reflection or application of knowledge, experience, readings, or theory is evident. Creativity is lacking. This work demonstrates a very basic understanding of the course concepts/topics/processes. This is a **FAIR** assignment.

Grade of D+, D, D- or C- (60-73)

“D or C-” level work demonstrates a lack of understanding of the theories and concepts/topics/processes addressed in class and in the coursework. Minimal or no effort is observable. No original thought or application of knowledge is demonstrated. Oral or written communication skills are poor, and the work may be incomplete. This is an **UNACCEPTABLE** assignment.

Grade of F (below 60)

“F” quality work is not expected in this course.

## Graded Components

Basic Skills assignments		
	Learning Styles survey	2%
	Clifton Strengths finder	2%
	Worksheet on Financial literacy	2%
Writing Assignments		
	Autobiographical Essay	5%
	Cultural Ambassador interview	10%
	Local Problem identification and response summary	15%
	Global Problem annotated bibliography	5%
	Global Problem identification and response summary	10%
	Weekly Journal	25%
	Reflection Essay	5%
Active Participation / Presentation		
	Attendance/ Weekly class discussions	2%
	Extracurricular events	2%
	Group Presentation	10%
Quizzes		
	Library quizzes on Info Literacy	5%

## Assignment Details

### Basic Skills Assignments

- Students will complete several worksheets during the course related to skills development in the areas of learning styles, personal strengths, and financial literacy. These will be linked to presentations in the course by guests from the Office of Student Money Management (OSMM) and other offices on campus.

### Writing Assignments

- Autobiographical Essay  
This 1-2 page essay will be help students reflect on their goals, values and personal history that relate to their decision to come to college.

- **Cultural Ambassador Interview**  
Students will have a list of suggested questions to be posed to one of WSU's cultural ambassadors. These are WSU students from other countries who are part of a program to share knowledge about their home country with others on campus. Students will interview these ambassadors and provide a summary of what they learned from their visit, identifying similarities and differences in their experiences.
- **Local Problem Identification and Response Summary**  
Students will form groups to identify and study a local social/economic challenge in the community and research what steps have been taken to address the challenge. Students will submit an individual paper summarizing what they have learned about the local challenge.
- **Weekly Journal**  
Students will keep a reflection journal throughout the class. After each assigned reading, students should write an entry explaining what caught their attention in the reading and why, and connecting it to their personal lives in some way. Each entry will be approximately 200 words or ½ -1 page typed. These entries should be substantive, clearly indicating engagement with the reading, and thoughtful. Students will make one to two entries a week, and submit their journals for review each week.
- **Global Problem Identification and Response Summary**  
Students will form groups and partner with peers from Fundação Getulio Vargas (university in Brazil) to identify and study a global social/economic challenge and research what steps have been taken to address the challenge locally and/or globally. Students will submit an individual paper summarizing what they have learned about the global challenge and comparative regional responses. Annotated bibliography: 1200 words; Full paper: 4-5 pages.
- **Reflection Essay**  
This essay will allow students to reflect on their experience across their first semester, thinking about the goals they had at the beginning of the semester and what their next steps might be in their academic career.

#### Active Participation / Presentation

- **Weekly class discussions**  
The course is discussion based and students will be expected to attend regularly and actively engage with each other and the instructor during each class, incorporating the assigned readings and their own group research into the discussions.
- **Presentation**  
Each student group will share their findings about solutions to global problems with the class at the end of the semester in a formal presentation.

- **Extracurricular Activities**

One of the goals for the class is help students connect with others and engage with activities on campus. In order to meet this goal, students are expected to attend three events outside of class. You will be required to provide evidence of attendance.

Required:

Convocation, Sept \_\_\_\_.

And 2 of following:

ODI Events and/or Student Involvement activities and/or UN Day Dinner  
Interfest food festival

### Quizzes

- **Library Module quizzes**

Students will complete online quizzes after reviewing information literacy content provided by the library.

### **Extra Credit**

No Extra Credit will be offered. Do each assignment that is given.

### **Submission of Late Assignments**

5% will be taken off for each day an assignment is late.

### **Important Academic Dates**

For \_\_\_\_ semester 20\_\_, classes begin \_\_\_\_, \_\_\_\_ 20\_\_, and end \_\_\_\_, \_\_\_\_, 20\_\_.  
The last date to drop a class and receive a W (withdrawn) instead of F (failed) is \_\_\_\_,  
20\_\_. There are no classes on \_\_\_\_, 20\_\_. The final exam period is \_\_\_\_, 20\_\_.

### **Disabilities**

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS). The office is located in Grace Wilkie, room 203, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

### **Counseling & Prevention Services**

WSU Counseling & Prevention Services (CAPS) provides quality mental health services to enrolled students by licensed providers and presents programs and trainings on topics promoting personal growth and optimal wellbeing. Services are by appointment, low cost and confidential. They are located in room 320 of Grace Wilkie Hall and will move to the new YMCA/Student Wellness Center in January. Their phone number is (316) 978-3440. CAPS is open during regular University business hours. If you have a mental health emergency while Counseling & Prevention Service is not open, please call 911 or COMCARE Crisis Services at (316) 660-7500 for 24 hour assistance.

**CARE Team**

Wichita State University is committed to the safety and success of and cares about all members of the University community. If you or someone you know needs support, is distressed, or exhibits concerning behavior that is interfering with their own or others' academic or personal success or the safety of members of our community, resources and assistance are available. As your Faculty, I may seek support for you. If you or another member of our campus community is in need of help, please submit a concern at [www.wichita.edu/ubit](http://www.wichita.edu/ubit) or call any CARE team member listed on that webpage. In case of emergency, please call the University Police Department at (316) 978-3450 or 911.

**Student Health Services**

WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see [www.wichita.edu/studenthealth](http://www.wichita.edu/studenthealth).

**First Generation Students**

Wichita State University defines a First-Generation Student as an individual both of whose parents did not complete a baccalaureate degree. WSU strongly supports First Generation students and offers the following resources [https://www.wichita.edu/student\\_life/firstgen/index.php](https://www.wichita.edu/student_life/firstgen/index.php).

**Inclusive Excellence**

Wichita State University is committed to achieving "Inclusive Excellence" and institutional strength through curricula and other practices, which promote and encourage the intermingling of its students, faculty, and staff from different backgrounds, in a challenging intellectual and multicultural climate that is marked by respect and appreciation for the spectrum of human diversity. The University is also committed to an "all-inclusive" diversity and does not discriminate on the basis of race, ethnicity, ancestry, gender, gender identity/expression, sexual orientation, age, socioeconomic status, disability, religion, national origin, political affiliation, or military status.

Complaints or concerns related to alleged discrimination may be directed to the Office of Institutional Equity and Compliance, Wichita State University, telephone 316-978-3187.

**Title IX**

Title IX of the Educational Amendments of 1972 prohibits discrimination based on sex in any educational institution that receives federal funding. Wichita State University does not tolerate sex discrimination of any kind including: sexual misconduct; sexual harassment;



relationship/sexual violence and stalking. These incidents may interfere with or limit an individual's ability to benefit from or participate in the University's educational programs or activities. Students are asked to immediately report incidents to the University Police Department, (316) 978- 3450 or the Title IX Coordinator (316) 978-5177. Students may also report incidents to an instructor, faculty or staff member, who are required by law to notify the Title IX Coordinator. If a student wishes to keep the information confidential, the student may speak with staff members of the Counseling and Prevention Services (316) 978-3440 or Student Health Services (316)978-3620. For more information about Title IX, go to: <http://www.wichita.edu/thisis/home/?u=titleix>

### Intellectual Property

Wichita State University students are subject to Board of Regents and University policies (see [http://webs.wichita.edu/inaudit/ch9\\_10.htm](http://webs.wichita.edu/inaudit/ch9_10.htm)) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

### Shocker Alert System

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at [www.wichita.edu/alert](http://www.wichita.edu/alert).

DATE	TOPIC	Read/Submit	Journal topic
Aug 18 (Tues)	Overview and Introductions		
Aug 20 (Thurs)	Part I: Who am I? Exploring Aspects of Identity	Read: autobiographic excerpts Complete an Identity Chart	
Aug 25 (Tues)	Exploring Aspects of Identity	Read: autobiographic excerpts	
Aug 27 (Thurs)	<i>Learning Styles</i>	<b>Autobiographic Essay Due</b>	
Sept 1 (Tues)	<i>Personal Strengths</i>	Read: Refugee (p. 1-25)  <b>Complete Clifton Strengths Finder</b>	On Refugee reading
Sept 3 (Thurs)	Exploring Aspects of Identity	Read: Refugee (p. 25 – 50)	On Refugee reading
Sept 8 (Tues)	Exploring Aspects of Identity	Read: Refugee (p. 50-100)	On Refugee reading

Sept 10 (Thurs)	Exploring Aspects of Identity	Read: Refugee (p. 100-150)	On Refugee reading
Sept 15 (Tues)	Fall Convocation	Wilner Auditorium Read: Refugee (p. 150-200)	On Refugee reading
Sept 17 (Thurs)	Exploring Aspects of Identity	<b>Interview with Cultural Ambassador due</b>	
	Part II: Exploring Local Challenges	Read: McCormick (p. 1 – 30)	On McCormick reading
Sept 22 (Tues)	Part II: Exploring Local Challenges	Read: McCormick (p. 30 – 60)	On McCormick reading
Sept 24 (Thurs)	<i>Introduction to Financial Literacy</i>	<b>Financial Literacy Worksheet due</b> Read: McCormick (p. 60 – 90)	
Sept 29 (Tues)	Part III: Identifying Local Responses	Read: McCormick (p. 90 – 120)	On McCormick reading
Oct 1 (Thurs)	<i>Introduction to Information Literacy</i>		
Oct 6 (Tues)	Identifying Local Responses	<b>Library Module Quizzes Due</b>	
Oct 8 (Thurs)	Identifying Local Responses	<b>Problem identification and local response summary due</b>	
Oct 13 (Tues)	OCTOBER BREAK	No Class	
Oct 15 (Thurs)	Part IV: Exploring Global Challenges	Connect with Brazilian partners	
Oct 20 (Tues)	Exploring Global Challenges		Current Global Events / News
Oct 22 (Thurs)	Exploring Global Challenges	Connect with Brazilian partners	
Oct 27 (Tues)	Exploring Global Challenges		Current Global Events / News
Oct 29 (Thurs)	<i>Time Management / Mental Health Tips</i>	Connect with Brazilian partners	
Nov 3 (Tues)	Exploring Global Challenges		Current Global

			Events / News
Nov 5 (Thurs)	Exploring Global Challenges	Connect with Brazilian partners	
Nov 10 (Tues)	Exploring Global Challenges		Current Global Events / News
Nov 12 (Thurs)	Exploring Global Challenges		
Nov 17 (Tues)	Exploring Global Challenges		
Nov 19 (Thurs)	<i>Career Planning</i>		
Nov 24 (Tues)	Exploring Global Challenges	Work on class presentations	
Nov 26 (thurs)	THANKSGIVING	<b>No Class</b>	
Dec 1 (Tues)	Exploring Global Challenges	<b>Group presentations</b>	
Dec 3 (Thurs)	Exploring Global Challenges	<b>Group presentations and Global Problem identification and response summary</b>	
FINAL	Conclusions	<b>Reflection Essay Due</b>	