

## Community as Idea and Experience: American Perspectives Through Storytelling

Spring 2018 Semester Syllabus - LEAP 1500 2, 3 and 4 MW (Hybrid F)

*[Humanities Foundation, Diversity and Fulfills ABET criteria]*

*Second Semester of Engineering Sequence for General Education*

### Faculty Member

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Off Hours: MW: 8:30-9:30 am or by appointment

### Librarian

Dale Larsen

801-581-8323

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Office Hours: By appointment only

### Student Success Advocate

Lisa Lewis

Sill Center

385-227-2309

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### Peer Advisors

Peer Advisors	Section	Day/Time	Class Room	Phone	Email
Carlos Rodriguez	2	9:40-10:30	WEB L120	801-989-9565	<a href="mailto:carlosrodriguezjr6@gmail.com">carlosrodriguezjr6@gmail.com</a>
Hannah Lagerquist	3	10:45-11:35	WEB L120	801-866-5086	<a href="mailto:hannah.lagerquist@gmail.com">hannah.lagerquist@gmail.com</a>
Brooke Hadley	4	11:50-12:40	WEB L 120	208-484-0252	<a href="mailto:brookehadley@hotmail.com">brookehadley@hotmail.com</a>

### Requirements fulfilled by the course

Humanities Exploration [HF], Diversity [DV]

**\*\*\*\*\*LEAP 1060:** *By attending all ten library sessions folded into regularly scheduled class times for LEAP 1501 [5 sessions in Fall 2017] and LEAP 1500 [5 sessions in Spring 2018], students will be eligible to receive one hour of university credit for LEAP 1060 with a grade of CR [i.e., credit] given at the end of the Spring Semester. Students must register and pay the tuition for the single hour of credit Spring Semester in order for credit to appear on transcripts.*

### Engineering-LEAP [E-LEAP] Course Description

In the second semester of E-LEAP, you will focus on how concepts of 'community' have developed and been implemented in the American experience, chiefly by studying the way individuals have perceived their relationship with and obligations to community and how they have defined who counts as members of their communities. In other words, we will be looking at how we define and

value community in America. As applied in fall 2017 course curriculum, this semester's curriculum is also informed by ABET [2016-2017] criteria for engineering education. Specifically, criteria<sup>1</sup> that speak to this semester's course content are:

- *the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context*
- *a knowledge of contemporary issues*
- *an ability to function on multidisciplinary teams and*
- *an ability to communicate effectively*

This semester, you will examine memoirs and fiction that offer a variety of contemporary racial, ethnic, class, and gender perspectives, thus fulfilling the University's Diversity requirement. These contemporary texts help pre-engineering students like you engage in meaningful discussions about diversity in your academic and professional lives. As you read the texts, consider questions such as:

1. How do we define community or communities in America? What are the bases for our definitions?
2. How is it defined in engineering and science? Is that definition static or dynamic? Has this changed over time in America? How has it changed within engineering and science?
3. What is the role of science and engineering in creating a sense of community or shaping the decisions of particular communities?
4. What narratives or counter-narratives do we tell about others and ourselves?
5. What role does memory play in creating identity for an individual or a group?
6. How do rights and responsibilities shape our sense of community?
7. How is identity formed in America? Is it imposed from the outside or is it generated from within?
8. Is the individual or the whole community more important in decision-making? Who is included in or excluded from decision-making processes in a community, and why?
9. Does race, ethnicity, gender, economic status, profession, political belief, or religious or ethical stance influence this selection?
10. What roles do business; technology, education, career, environment, creativity and other factors play in shaping communities?
11. How do individuals bridge the gap as they move between communities in America? Is it important to bridge the gap at all? How do they decide what values and beliefs to retain? How or why do they adapt or change? What are the barriers to adapting or the reasons to choose not to adapt? How do specific communities express this experience, i.e., what genres and themes emerge?
12. How do memoirs shape and reveal our beliefs about representative American character and ourselves?
13. What special role do the engineering, science and technology play in enriching, enhancing and expressing the individual's experience of community in the United States?
14. What is your own place within your community and communities? What are your responsibilities to your community and how do they correspond to your individual goals?

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<sup>1</sup> ABET. Criteria for Accrediting Engineering Programs, Criteria 3 – Student Outcomes, 2016-2017. <http://www.abet.org/wp-content/uploads/2015/10/E001-16-17-EAC-Criteria-10-20-15.pdf>

15. What role might your education and career choice play in the opportunities, standing and power you have in your community?

**Learning Objectives for Engineering LEAP 1500:**

*Essential Learning Objectives addressed by this course (these have been adopted by the Utah State Board of Regents as important objectives to be fulfilled by general education classes):*

*Acquiring intellectual and practical skills including:*

- *Critical and creative thinking*
- *Information literacy*
- *Teamwork and problem solving*

In addition to the three listed above, this course aims to:

1. To foster a critical understanding of beliefs about community-building, rights and responsibilities in American society from a humanities perspective
2. To explore the meaning of diversity and its application to the engineering world
3. To learn to succeed in University classes through networking with students, faculty members, and Engineering-LEAP peer mentors connected to the College of Engineering
4. To adapt to the University environment by actively participating in a learning community composed of engineering and pre-engineering students entering the University
5. To discover ways to link ideas among classes, rather than seeing the classes as separate, unrelated entities
6. To acquire knowledge of library technologies
  - a. By participating in a sequence of library instructional classes designed for first-year students
  - b. By learning appropriate search strategies in appropriate databases
  - c. By researching databases for appropriate sources for specific assignment
7. To develop written and oral professional communication skills
  - a. Through informal writings leading to the production of formal essays
  - b. By successfully completing sequenced assignments of increasing difficulty
  - c. By producing specific types of writing, e.g., summary, comparison, synthesis
  - d. By learning to identify and use effective strategies for oral presentations and written assignments
  - e. By integrating library resources into a research project
  - f. By applying what is learned in LEAP 1500: Academic Writing and Research, to assignments and examinations in other classes
  - g. By understanding the appropriate use of intellectual property
8. To develop critical thinking skills
  - a. By learning how to read for main ideas
  - b. By finding the right note taking style for the individual student
  - c. By reading with an open mind to weigh and evaluate ideas
  - d. By actively participating in discussions with the whole class and in small teams
  - e. By organizing ideas for effective verbal or written responses
9. To learn to work effectively in teams
  - a. By negotiating tasks within the teams
  - b. By completing team research projects
  - c. By planning and executing effective team presentations based on research.

## Texts

- Shetterley, Margot L. *Hidden Figures: The American Dream and the Untold Story of the Black Women Mathematicians Who Helped Win the Space Race*. New York: HarperCollins Publishers, 2016. Print.
- Spiegelman, Art. *The Complete Maus, A Survivor's Tale: My Father Bleeds History and Here My Troubles Began*. New York: Pantheon Books, 2011. Print.

## Required Course Materials<sup>2</sup>

In addition to the above texts you will be assigned readings from Internet sources and/or journal articles. You can avail of these materials online on Canvas. Note that these additional readings are part of your required reading assignments. All scheduled videos, films and live presentations must be viewed in class as scheduled.

## Note

- Whatever reading is listed for a particular day should be done BEFORE you come to class on that day.
- You must have the specific text/reading being discussed with you each day to fully participate in the class and assignments.
- Also note that assignments and due dates are subject to change with prior notice.
- All references and citations must be in MLA citation style.

## Grades and Assignments

Assignments, instructions for completing reflective essays, story projects and final assignments will be available on Canvas after they are explained in class. All assignments will be available in electronic form only. However, paper copies will be made available upon specific requests. Assignments are due online on Canvas ONLY on the day indicated on Canvas. All assignments must be turned in electronically online on CANVAS ONLY. Assignments emailed, or paper copies dropped off in my mailbox are not accepted.

Assignments and Grades - Overview		Points
<b>1. Assignments &amp; Quizzes</b>		<b>100</b>
a.	Library quizzes/ assignments	20
b.	Mandatory Attendance points – prorated	20
c.	Homework/ Quizzes/ Short papers based on texts and peer reviews	60
<b>2. Partner Story Project</b>		<b>100</b>
a.	Ast 1: Personal narrative	
b.	Ast 2: Getting started with the story project	
c.	Ast 3: Reflective biography – text 1	
d.	Ast 4: Reflective biography – text 2	
e.	Ast 5: Reflective biography – text 3	
f.	Presentation consultation with instructor	
g.	Mandatory meeting with PA with Presentation	
h.	Presentation evaluation	

<sup>2</sup> Available online on Canvas as pdf documents.

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**Total**
**225**

Percentages	Letter Grade
94% and above	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
60-63%	D-
Below 60%	E

**Homework/Quizzes:** Quizzes and homework assignments are meant to encourage you to read and participate in class discussion and succeed not only in this course but in the college as well. These assignments are based on the readings assigned and discussions in class. **They may not be made up if missed.** Details of particular assignments and quizzes will be announced in class.

**Reading/Class participation:** Reading assignments will average about 50-90 pages for many class periods. Because we have so much material to discuss in any given class period, and class will consist largely of discussion rather than lecture, you must come prepared by having done the reading in a thoughtful, responsive manner. Read the texts with critical skepticism, i.e., to identify the main ideas presented, to weigh and evaluate these ideas with an open mind, and to be prepared to share your responses about what you've read. The success of this class is dependent on YOU – *your* reading of assigned readings and *your* participation in class discussions. While the number of pages assigned might seem substantial, note that the books/readings are essentially stories. I encourage you to undertake reactive reading than memorize.

**Library Instruction:** There are in total five library instruction classes in the spring semester, held in class and in the Marriott Library. These library classes are a part of the spring semester course syllabus and are **not optional**. At the end of each library class you be provided with an assessment for grade. You must attend the library sessions and accurately complete the assessment to receive full credit for each one. **Library assessments may not be made up if missed or submitted late.** Students are encouraged to bring their laptops and/or other technology that enables them to have access to library databases and the internet on days during library instruction.

**Story Project:** This semester you will engage in a dialogue with a partner from your class. This dialogue is meant to help you explore and experience the process of getting to know your partner and tell his/her story. The aim of this project is to help you understand the process of finding your

partner's narrative and in the process, find your own perhaps. You will begin this semester with your own personal narrative. You will then start working with your partner to share your story with your partner and collect your partner's. The stories you gather will become part of this semester's written work. Biographies and stories you amass will be enmeshed in your reflective essays and the course final essay. In addition you will also have the opportunity to reflect on the process of asking questions and listening in your homework assignments. Note that you and your partner predominantly direct this project by asking questions that arise out of your own experience and listening to your partner's experiences. I will guide you through this process by highlighting important themes and issues we raise during the semester. I also strongly recommend that you keep in constant touch with your Peer Advisor and me so that we can help you with your concerns and queries.

*An important note about this project – this project requires a commitment on the part of all students enrolled in this class, a commitment to take initiative and commitment to engage with your partners consistently through out the semester on days when the class does not meet. All assignments pertaining to this assignment will be due on Fridays.*

### Extra Credit Points

You may earn up to five (5) extra credit points during the semester, if you attend/participate in any of the following:

- Any two **engineering** activities and
- Any **two LEAP** activities and
- Any **one** activity/task that you can relate to the issues/cases/themes we discuss in class.

You need to check with me first.

**To receive the credit** for the options listed above, please write a 250-word report on the activity – *What, When, Where, Who, Why and So what* – and submit your write-up on Canvas. **The last date for submission to receive credit is April 20, 2018.**

**Canvas:** We will be using Canvas to promote discussion and learning. I will post this syllabus on the Canvas, along with your grades, assignments/homework and announcements. All assignments must be posted to Turnitin on Canvas. Canvas will also enable you to maintain contact with your partners for the final project. You can access your grades and get copies of the major assignments after they have been distributed in class. **Note that participation and use of Canvas is required for this course.** Log in on a regular basis to check for postings from me, [your professor] and the Peer Advisor. **Please note: Canvas is a public space and is owned by the University of Utah. When you are posting responses there, follow commonly accepted rules of decorum and courtesy as you would in the classroom in responding to questions and interacting with other students, the peer advisor and the professor.**

### Classroom policies

Teaching and learning methods: This course is designed as a learning community. It follows a seminar format in which students are expected to attend each class session, to come to class having read the assigned reading, to participate in class discussions and activities, and to be prepared for any potential quizzes and in-class assignments. Students should also bring their texts with them to class to refer to and take good notes. By participating in this way, students learn from one another, from their Peer Advisor and from their professor, not only through the reading and assignments but also

from the shared ideas of the entire classroom community. Hence, active participation from each member of the class is essential.

### Attendance Policy

I expect regular, full-time, on time class attendance and participation. **Note that attendance is mandatory on certain days during the semester.** These days are indicated on the course calendar/schedule. Absence during team meeting days will **entail a loss of a letter grade in the corresponding team assignment.** Missing more than two mandatory attendance days on the days indicated above will entail not only a loss in grade, you will also be “fired” from your partnership and no alternative assignment will be assigned. You may earn credit by attending classes on the days mentioned above. There are points [prorated] assigned towards mandatory attendance days that you may earn. Note that the only exceptions to absence during mandatory days is sickness. You will be required to provide a doctor’s note or an equivalent to be excused.

If you make a serious commitment to doing five things, you can succeed in this class.

1. You cannot fulfill the requirements for the class unless you attend regularly
2. Be on time. Excessive tardiness is bad etiquette in a university class.
3. Come to class ready to participate. *I am not a TV and you are not a sponge.* A class such as this depends on your contribution to discussion. You cannot contribute without doing the reading on schedule or before.
4. Be willing to ask questions when necessary. There is no such thing as a “dumb question”.
5. Refer to the syllabus, often you will find that the answer/information you seek is already answered in the syllabus. *The syllabus is your friend.*

The above paragraph means that you are an active participant in class. For me, that precludes your multitasking. Online games, shopping, Facebook, Twitter are not appropriate activities during a college class.

### Grading and late assignments

I do not grade on a curve. Grades are assigned by percentages. There are 250 points possible.

Please note: **I do not accept late major assignments** unless you have made arrangements with me prior to the due date and have established a specific time you will turn the assignment in.

### Contacting the professor or Peer Advisor

My office hours and office location are listed on the first page of this syllabus. Just come to see me to make an appointment if my office hours are not convenient. I look forward to meeting with you if you have any questions about class or resources at the University or just want to come by to share some additional ideas about the texts or the discussions. Your peer advisor will give you a separate sheet with contact information.

**University ADA statement:** The University of Utah seeks to provide equal access to its programs and services and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the professor and the Center for Disability Services, 162 Olpin Union Bldg., 801-581-5020 (V/TDD) to make arrangements for accommodations. This information is available in alternative format with prior notification.

### Plagiarism:

Claiming or suggesting that words or ideas of others are your own is a form of cheating. Plagiarism is defined in the University of Utah Student Code as

*the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression. (Student Code, [www.regulations.utah.edu/academics/6-400.html](http://www.regulations.utah.edu/academics/6-400.html))*

It is theft. Punishment for plagiarism is an automatic zero (0) for the assignment and further disciplinary action may be taken.

Links for other university information of possible importance to students:

1. [University attendance policy](#)
2. [Academic honesty](#)
3. [ASUU Tutoring Center](#)

#### Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender [which includes sexual orientation and gender identity/expression] is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status of a person with disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of Dean of Students, 270, Union Building, 801-581-7066. For support and confidential consultation, contact Center of Student Wellness, 426, SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677 [COPS].

**Course syllabus and calendar/schedule:** The course syllabus and calendar are subject to change and/or modification at the discretion of and by the professor, with reasonable prior notice to the students. It is the student's responsibility, when absent from class, to ask the professor and/or your peer advisor if there has been any change made to the syllabus in his/her absence.