

American Perspectives through Storytelling

LEAP 1500, Section 2 and 3: Spring 2019

MW (Hybrid F) 9:40-10:30am and 10:45-11:25am

[Fulfills Gen Ed - HF, and DV]

Course Instructor

Name: **Seetha V. Veeraghanta, Ph.D.**

Pronouns: **She/Her/Hers**

Office Location: **158 Sill Center**

Phone Number: **801-585-0612**

Email: s.veeraghanta@utah.edu

The quickest way to reach me is via email. I also respond quickly on Canvas as well.

Office Hours: **MW, Noon-1pm and by appointment, in my office location.**

Library Instructor

Adriana Parker

adriana.parker@utah.edu

801-585-9245

Student Success Advocate

Lisa Lewis

lisa.lewis@utah.edu

385-227-2309

Peer Advisor

Peer Advisors	Section	Day/Time	Class Room	Phone	Email
Emily Weight	2	9:40-10:30	WEB L120	435.406.6741	weight4em@gmail.com
Rebecca Ray	3	10:45-11:35	WEB L120	385.216.3326	rebeccaguernsey@yahoo.com

Required Materials (Electronic versions are acceptable¹)

- Shelly, Mary. *Frankenstein, Or, The Modern Prometheus: the 1818 Text*. Oxford; New York: Oxford University Press, 1998. Print.
- 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 Materials²

¹ As long as they are available to you during class sessions.

² Available online on Canvas as pdf documents and/or html links.

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.

Whatever reading is listed for a particular day should be done BEFORE you come to class on that day.

Course Description: Engineering-LEAP [E-LEAP]

In the second semester of E-LEAP students 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 relationships with an obligation to community and how they have defined who counts as members of their communities. In other words, students analyze how we define and value community in America. There are no prerequisite course requirements needed to complete this course. This course fulfills one general education requirement – Humanities Exploration (HF) and Diversity (DV,) degree requirement.

Course Outcomes 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:

- 1. Critical and creative thinking:** *Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Creative thinking is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.*
- 2. Information literacy:** *The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - The National Forum on Information Literacy*
- 3. Teamwork and problem solving:** *Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.) Problem solving is the process of designing, evaluating, and implementing a strategy to answer an open-ended question or achieve a desired goal.*

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.

Teaching and Learning Methods

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, criteria³ 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*

³ ABET. <http://www.abet.org/accreditation/accreditation-criteria/criteria-for-accrediting-engineering-programs-2016-2017/-outcomes>

This semester, you will examine memoirs, fiction and graphic novels 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?
15. What role might your education and career choice play in the opportunities, standing and power you have in your community?

LEAP 1500 is a predominantly discussion-based class with lectures interspersed to guide the class discussion. To enable these conversations and discussions, readings are assigned for each class, which will focus the trajectory of your learning. Reading assignments will average about 50- 75 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 have read.

Story Project/Zines: 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 throughout the semester on days when the class does not meet. All assignments pertaining to this assignment will be due on Fridays and all peer reviews will be due on Sundays.

I believe that learning is closely related to taking risks in the classroom, risks that I take as your instructor and risks that you take as students. General Education, for me, is an exploration, an intellectual and emotional process. Exploration demands freedom, freedom from making mistakes without fear of recriminations and retributions. If General Education is exploration, and exploration demands freedom, then risk taking is an integral part of this process. Risks can be taken only when there is safe space and I, as your instructor, will strive to make my classroom a safe space for you to learn.

Success in class

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.

University Policies

1. The Americans with Disabilities Act. The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations for this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available alternate format with prior notification to the Center for Disability Services.

2. 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 as a person with a 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 the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

3. Plagiarism:

"Academic misconduct" includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information, as defined further below. It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.

- "Cheating" involves the unauthorized possession or use of information, materials, notes, study aids, or other devices in any academic exercise, or the unauthorized communication with another person during such an exercise. Common examples of cheating include, but are not limited to, copying from another student's examination, submitting work for an in-class exam that has been prepared in advance, violating rules governing the administration of exams, having another person take an exam, altering one's work after the work has been returned and before resubmitting it, or violating any rules relating to academic conduct of a course or program.
- Misrepresenting one's work includes, but is not limited to, representing material prepared by another as one's own work, or submitting the same work in more than one course without prior permission of both faculty members.

- “Plagiarism” means 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.
- “Fabrication” or “falsification” includes reporting experiments or measurements or statistical analyses never performed; manipulating or altering data or other manifestations of research to achieve a desired result; falsifying or misrepresenting background information, credentials or other academically relevant information; or selective reporting, including the deliberate suppression of conflicting or unwanted data. It does not include honest error or honest differences in interpretations or judgments of data and/or results.

4. Important information for students:

- **Student Code:** Link to the detailed student code - <http://regulations.utah.edu/academics/6-400.php>
- **Accommodation Policy:** A comprehensive and detailed write up on accommodation policy is here - <https://regulations.utah.edu/human-resources/5-117.php>
- **Wellness Statement:** Central to this course is a broad concept of health and wellness. I believe that your personal health and wellness are essential to your success as a student. Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive in this course and at the University of Utah. Please speak with the instructors before issues become problems. And, for helpful resources, contact the course-assigned SSA or the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776.
- **LGBT Resource Center:** The U of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Oplin Union Building. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu/>. Please also let us know if there is any additional support you need in this class.
- **Learners of English as an Additional/Second Language.** If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let us know if there is any additional support you would like to discuss for this class.

Classroom Policies

1. Contacting the instructor

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 or just want to come by to share some additional ideas about the text or the discussions. A conversation is all that is often needed to solve many a problem.

2. Attendance Policies

I expect **regular, full-time**, on time class attendance and participation; I will take class attendance every time we meet in class (i.e., every Monday and every Wednesday.) You have two (explained and unexplained) absences this semester. Any absence beyond that will entail a loss in grade. Each absence past 3 (explained or unexplained) will result in a one-step deduction from your overall semester grade. In other words, four absences will turn an A into an A-, an A- into a B+, etc. five absences will turn an A into a B+, a B into a C+, and so on. The only exception is if you have an official excuse for every single absence due to a long-term illness or family emergency. If you cannot make it to class, please let me know in advance. Please make a note of this policy for your own record and understanding. As this class is a hybrid class with in-class meetings only twice a week, your presence is crucial to not only class discussions, but also to your story project. For a detailed description of University's attendance policy follow the link: <https://regulations.utah.edu/academics/6-100.php>.

3. Assignments and Grades - Overview		Points
1. Assignments & Quizzes		115
<i>a. Attendance at library classes</i>	5	
<i>b. Library quizzes/assignments</i>	20	
<i>c. Homework/Quizzes/Short papers/Discussions</i>	90	
2. Partner Story Project		155
<i>a. Ast 1: Personal narrative</i>	10	
<i>b. Ast 2: Story Assignment-1, Getting started with story project</i>	15	
<i>c. Ast 3: Story Assignment-2, Two questions</i>	15	
<i>d. Ast 4: Story Assignment-3, One artifact</i>	15	
<i>e. Ast 5: Story Assignment-4, A place story</i>	15	
<i>f. Peer Reviews (1-4)</i>	20	
<i>g. Zine – PA Consultation</i>	5	
<i>h. Zine Instructor's Consultation/Draft</i>	10	
<i>i. Zine Presentation</i>	40	
<i>j. Zine evaluations</i>	10	
3. Final Reflective Paper		30
Total		300

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

Grades are assigned by points and percentages only.

4. Assignments

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.

5. 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.

6. Library Instruction

There are in total four 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.

7. Extra Credit Points

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

- Any **two engineering** activities and
- Any **two LEAP** activities and
- Meet your Student Success Advocate for a consultation and earn a point.

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 22, 2019. Note that you are not required to provide a write up if you meet your Student Success Advocate (Lisa Lewis).

8. LEAP 1060: To receive credit for LEAP 1060, “Methods and Technologies for Library Research,” a 1-unit course you need to attend all library instruction sessions during 2018-2019 academic year [5 during fall 2018 and 4 during spring 2019 semesters] and get a passing grade for all ten quizzes/assignments. You will be eligible for this credit if you continue with E-LEAP in the Spring-2019 semester. We will provide you with more information as we approach Spring-19 semester registration.

9. Canvas: Canvas is the where course content, grades, and communication will reside for this course.

- Access Canvas through utah.instructure.com or through CIS.
- For Canvas, Passwords, or any other computer-related technical support contact the Campus Help Desk (<https://it.utah.edu/help>) 801 581-4000
- For Canvas related issues or bugs, contact the Teaching & Learning Technologies help desk 801-581-6112 ext 2 and classhelp@utah.edu

We will be using Canvas to promote discussion and learning. I will post this syllabus on Canvas, along with your grades, assignments and announcements. You are required to submit your assignments to Canvas by the due date/time. Please note that I will NOT be handing out paper copies of assignments. All assignments will be posted on Canvas and available electronically. In addition, you will maintain contact with your team for the final project by posting to your team's discussion topic, and 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 the Peer Advisor and me.

Please note: Canvas is a public space and is owned by the University of Utah. When you are posting responses there, please follow commonly accepted rules of decorum and courtesy as you would in the classroom while responding to questions and interacting with other students, the peer advisor and the instructor.