Course Code & No. - Section:	CORE301 – Section 1
Course Title (Credits):	SNC Experience/Advanced (3)
Term & Year:	Fall / 2015
Course Ref. No. (CRN):	80615
Instructors:	Deborah Downing Wilson, Ph.D
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Class Email:	CORE301FALL2015@gmail.com
	;
Office:	Deborah TCES 2nd floor; Kendra – TCES 222
Office Hours:	Deborah – Wednesdays 1:30-2:30 and by appointment
	Make an appointment with Kendra:
	http://kendrawong.youcanbook.me/
Class Meeting Time:	T/Th 10:00A – 11:15A
Location:	TCES 215
Prerequisites:	Transfer Student
Corequisites:	None

Instructors' Profiles:

Deborah Downing Wilson, Ph.D. Deborah Wilson holds a B.S. in Psychology from the University College London and M.A. and Ph.D. degrees in Communication from the University of California, San Diego. Her research and writing focus on communication practices within and among small culturally diverse social groups. She is particularly interested in the ways we discover and develop the skills necessary for effective group participation, in the ways common understandings and systems of meaning-making practices develop within small groups of people, and in the construction, maintenance and negotiation of group boundaries. She is currently a research associate in the Laboratory of Comparative Human Cognition and teaches in the Communication Studies Department at University of Nevada Reno and in the Business Department at Sierra Nevada College. She is the author of "The Stone Soup Experiment: Why Cultural Boundaries Exist".

Kendra Wong, MBA, CPA: Kendra Wong earned a B.S. in Economics from UC Davis, where she also minored in Communication. She earned an MBA from Arizona State University in 2011. She began her professional career with PricewaterCoopers, LLP in their audit practice. Her experience at PwC exposed her to numerous industries, including venture capital and life science. Since leaving PwC, Kendra has worked in the ski resort, medical device, and power industries. Although her educational foundation is in economics, Ms. Wong's professional concentration since 2001 has been in accounting and finance. She has extensive experience in general ledger accounting, SEC reporting and SOX audits. Kendra joined the Sierra Nevada faculty as an adjunct in fall 2007, but has since expanded her role. She teaches accounting, finance, and general management courses, serves as a student academic advisor, and became Business Dept Chair in Fall 2012. Kendra and her husband, Ethan, own the Wild Alaskan Restaurant and Bar in Incline Village.

The Mission Statement
Sierra Nevada College graduates will be educated to be scholars of and contributors to a sustainable world. Sierra Nevada College combines the **liberal arts** and **professional preparedness** through an interdisciplinary curriculum that emphasizes **entrepreneurial thinking** and environmental, social, economic and educational **sustainability**. [Note: SNC's four core themes are emphasized in **bold** text.]

Course Description
This course introduces transfer students to values, teaching methods, and culture of Sierra Nevada College, but takes advantage of the transfer students' wealth of experience, employing variable topics grounded in the social sciences (economics, psychology, political science, anthropology, and sociology). Topics are selected from areas within art, business, humanities, and science and engage advanced students in the College community. The learning objectives of the course will develop the abilities central to active, engaged learning, including critical thinking, problem-solving, creativity/ innovation, oral communication, teamwork, peer critique, self-reflection, higher-order questioning, and active discussion.

Topic Description
Art, Culture, and Technology (ACT)
This section is grounded in the idea that creative approaches to problem solving must begin with a solid understanding of the culturally acquired "tools of the mind" that we quite naturally employ, with the knowledge that communication is an art that must be consciously developed, and with an appreciation for the growing impact modern technologies have on our thinking and our relationships. Through a series of activities, short lectures, films, readings, a class service-learning project, and a community partner project students will learn to critically analyze new information, integrate new information with existing knowledge, and smoothly deploy university acquired knowledge outside the classroom.

Student Outcomes
Upon successful completion of this course:
1. Students will have improved their oral communication skills and proficiency with a variety of presentation formats. (Liberal Arts)
2. Students will be able to identify complimentary team members, form effective teams and accomplish tasks in a team environment. (Professional Preparedness)
3. Students will have improved their visual literacy skills, which can be expressed in a variety of mediums. Students will be able to both communicate visually and interpret the visual communication of others. (Liberal Arts)
4. Students will be able to use basic information literacy skills, including identification of sources, evaluation of sources and application of data, to support their projects. (Liberal Arts)
5. Students will have acquired basic field investigation skills including identification of appropriate real-world sources of information, interview skills and field note creation. (Liberal Arts)
6. Students will understand the role of creativity and innovation as applied to problem solving in real world environments, including brainstorming, solution generation and solution validation. (Entrepreneurial Thinking)
7. Students will be comfortable both giving and receiving peer feedback and will demonstrate the ability to adapt their existing work based on this feedback. (Professional Preparedness)
8. Students will understand group problem solving as a generative creative skill that can be developed and selectively adapted to meet the demands of today's complex business and social environments **(Topic Objective)**
9. Students will understand the impact old and new media technologies have on the kinds of solutions we are able to create, and on the development and implementation of these solutions **(Topic Objective)**
10. Students will understand social, business and economic systems as co-constructive ecologies, where actions taken have far-reaching and unpredictable consequences **(Topic Objective)**

Methods of Assessing Student Outcomes
Student outcomes will be assessed through class participation and grades earned on the various exercises, challenges and oral presentations outlined below.

Assignments and Assessment: 1,000 POINTS POSSIBLE

MODULE 1	
Topic Activities	
In-class activities	135
Out-of-class activities	135
Module 1 Total	**270**
MODULE 2	
Community Challenge Presentation	150
Community Challenge Poster Presentation	100
In-class activities	84
Out-of-class activities	83
Module 2 Total	**417**
MODULE 3	
Service Learning Poster Presentation	125
In-class activities	94
Out-of-class activities	94
Travel Theme Total	**313**
COURSE TOTAL	**1,000**

**All assignments must be emailed to the class email address, which is
CORE301FALL2015@gmail.com, before the start of class to be considered on time. All
assignments must be submitted in Microsoft Word, Microsoft Excel, Microsoft Powerpoint, or
Prezi. All files must be named: LastFirstCORE301Assignment**

Community Challenge Presentation: Students are introduced to a challenge posed by the leader of a
local community organization in an area that is related to the class topic. Students will work in a 4-5
person team to research the problem and develop potential solutions to this challenge. Students are
expected to do field research and interviews as well as academic research. Teams will present their
solutions to the class and the community leader for feedback. Presentations will include a PowerPoint or
Prezi that follows principles of visual literacy. (Outcome 1, 2, 3, 4, 5, 6)

Community Challenge Poster Presentation: Community Challenge Teams will integrate feedback and
suggestions from the community organization representatives and peer critiques in order to refine their
solutions as described at the Community Challenge presentation. The point of this assignment is to focus
on incorporating feedback, solution refinement and the iterative design process. An important part of the
evaluation process will be grading students on how effectively students were able to constructively
incorporate suggestions and modify their solution in response to feedback. Visual literacy and effective
poster design is also an important aspect of the evaluation and grading. This assignment will culminate in

a campus-wide symposium event where students will present their ideas through a poster presentation. (Outcome 1, 2, 3, 4, 5, 6, 7)

Service Learning Poster Presentation: Students will design and execute a community service-learning project. (Outcome 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

Content Assignments: (Outcome 8, 9, 10)

In Class Activities – Some of your most important learning opportunities will arise during open, respectful discussion with your peers and through in-class activities. For this reason, it is essential for you to attend and participate in class sessions. To encourage growth and risk taking, most of these assignments will be graded pass/fail, but your best effort is important to the success of the class.

Out of Class Activities – In an active learning environment, it is important to prepare to fully participate and engage in each class session. More than other classes you may have experienced, homework is an essential aspect of your learning. To encourage growth and risk taking, most of these assignments will be graded pass/fail, but your best effort is important to the success of the class.

Instructional Strategies
This course uses a challenge-based active learning model to engage students in the topic. In addition to traditional contentment delivery, the course relies on student-directed immersive activities to introduce students to the topic. Peer learning and teamwork are essential elements in the course.

The desired student outcomes of this course are heavily oriented toward understanding, implications, and application. Consequently, classroom discussion and activities will emphasize these three outcomes. Since it is assumed that students in the course can read the material presented and explained in the required text, in-class lectures will be kept to a minimum and will primarily serve to clarify or amplify material explained in the text. Therefore, it is essential and expected that all students will have completed any required reading or assigned work prior to the class session(s) to which it pertains so that formal classroom time can be more productively spent on activities designed to promote deeper learning and retention. Not all material appearing in the textbook(s) may be covered in class or in assignments but all such material is eligible for inclusion in the mid-term or final exams. Individual and group assignments, case discussions and other in-class and out-of-class activities will provide students with an opportunity to enhance their understanding of concepts and their implications, and to learn how to apply these concepts to real-life situations. Students requiring additional help with course material are encouraged to contact the instructor.

Required Texts and Materials

Special Accommodations (ADA) Statement
In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations. If a student wishes to request an accommodation, please contact the Director of Academic Support Services, Henry Conover, at (775) 831-1314 x7534, hconover@sierranevada.edu or go to the OASIS offices on the third floor of Prim Library within the first week of the semester.

The SNC Email System
The SNC email system is the official communication vehicle among students, faculty members and administrative staff and is designed to protect the confidentiality of student information as required by the

Family Educational Rights and Privacy Act of 1974 Act (FERPA). Students should check their college email accounts daily during the school year.

Students have a right to forward their SNC e-mail to another e-mail account (for example, @hotmail or @gmail). However, confidentiality of student information protected by FERPA cannot be guaranteed for SNC e-mail forwarded to an outside vendor. Having email redirected does not absolve a student from the responsibilities associated with official communication sent to his or her SNC email account.

Attendance
Attendance at all class sessions is mandatory. To receive full attendance and participation credit you must show up to every class, show up on time, stay for the entire class period, participate in discussions and activities, and be sure that your cell phone and laptop are turned off and out of sight, There is no distinction between an excused and an unexcused absence; however, in the event of acute or contagious illness, emergencies, or school-sponsored responsibilities, points lost for absences may be recovered at the instructor's discretion.

Grading Policy
Grading will be based upon the assignments outlined above. Although grades on the assignments described above will be the primary means of grade assessment, improvement throughout the semester will be very important in terms of the final grade. A grade based on the total points earned out of the thousand points possible will be assigned based on the chart provided below. However, if significant improvement occurs throughout the course this fact will be taken into account.

Grade	Total Points Earned
A	930-1,000
A-	900-929
B+	870-899
B	830-869
B-	800-829
C+	770-799
C	730-769
C-	700-729
D+	670-699
D	630-669
D-	600-629
F	0-599

Written assignments: In this course, as in the world outside of academia, the quality and professionalism of the language and presentation of written and presented work will count. Papers with substantial grammar, spelling, or word-choice errors will suffer. The level of formality of writing and presentation should be academically appropriate and slang or vernacular expressions are to be avoided. Students for whom English is a second language or who require accommodation based on documented need should see the instructor. **All students are encouraged to submit draft work for review and comment whenever time allows. Papers will be graded using the SNC Common Writing Rubric (also posted on Moodle).**

Late assignments: Unless special arrangements are made to the contrary, late assignments will incur a 10% late penalty per day.

Individual and group projects and assignments will be graded according to schemes provided for each assignment. Numerical scores on individual assignments or grade elements will be based on the degree to which the student has satisfied the assignment's requirements and demonstrated mastery of the material covered.

COURSE OUTLINE
SUBJECT TO CHANGE – PLEASE CHECK MOODLE ON A REGULAR BASIS

Class	Date	Room	Description	Shared In-Class Assignments	Homework Assignment (Due the Following Class)
Class 1	8/17	Regular Room	Intro to Class, Intro to Topic	Ice Breakers	Prepare for 3 min presentation "who are you?"
Class 2	8/19	Regular Room	Syllabus Review Course Overview Setting the scene	Intro presentations	Creativity Testing
Class 3	8/24	Regular Room	Content Day – What is Creativity?	Where do new ideas come from?	Research creativity – bring in 3 interesting ideas to share
Class 4	8/26	Regular Room	Content Day – What is Creative Problem Solving?	Group problem solving tasks	
Class 5	8/31	TCES 139/141	Information Literacy - Betts Markle	Info Literacy CRAAP Test Challenge	Bring a news article with an example of unintended consequences. Example: Cecil the lion's death
Class 6	9/2	Regular Room	Big Ideas Business and Social Ecologies and their evolution	Competition and cooperation	Research "pay it forward" and revenge behaviors. Bring 2 examples cases to class on 9/9
	9/7	Labor Day No Classes			

Class	Date	Room	Description	Shared In-Class Assignments	Homework Assignment (Due the Following Class)
Class 7	9/9	Regular Room	Tracing the impact of change management and business interventions	Student-led discussions	Read Background Resources and send 2 questions to the class email
Class 8	9/14	Regular Room	Introduction to Problem (45 min Outside Speaker), followed by Team Creation	Mike Young from ICBA	
Class 9	9/16	Regular Room	Discuss creativity and group problem solving as it relates to the community partner Introduce Value Proposition Canvas	Form groups for community project	Customer Segment of VP Canvas based on community partner problem
Class 10	9/21	Regular Room	Change Management Our Iceberg is Melting		Revise Customer Segment as necessary
Class 11	9/23	Regular Room	Team Contracts, preliminary information research		Team Contract Development. Signed contract Annotated bibliography with at least 5 information resources with CRAAP test
Class 12	9/28	Regular Room	Speaking in Small groups Managing Speaking Anxiety		
Class 13	9/30	Regular Room	Effective Interviewing Speaking in Small groups Impromptu speaking	Mock Interviews	Notes from the Field Presentations Peer Evaluations

Class	Date	Room	Description	Shared In-Class Assignments	Homework Assignment (Due the Following Class)
Class 14	10/5	Regular Room	Notes from the field/twitchy brainstorming		Who, What, When, Where, Why Solution Framework Powerpoint Presentation 1st Draft
Class 15	10/7	TCES 139/141	Visual Literacy – Chris Lanier Presentation Skills Visual Aids Avoiding Death By PPT	Chris Lanier	Revise presentation draft
Class 16	10/12	Regular Room	Presentation Skills Speaking Persuasively Speaking Informatively Storytelling	The Medium is the Message	Draft Presentation
Class 17	10/14	Regular Room	Presentation Draft Day		Final presentations Peer Evaluations
Class 18	10/19	Regular Room	PRESENTATION DAY: Presenting to Outside Consultants	Presentations to External Organizations	
Class 19	10/21	Regular Room	How to Prepare a Poster		
Class 20	10/26	Regular Room	Introduce Class Service-Learning Project		Poster Draft
Class 21	10/28	Regular Room	First Poster Draft Due & Review	Peer Feedback	Bring 2 ideas for the class service learning project
Class 22	11/2	Regular Room	Decide on Class Service-Learning Project Building		Final Poster Due
Class 23	11/4	Regular Room	Final Poster Due & Mock practice of poster pitch Peer Feedback		

Class	Date	Room	Description	Shared In-Class Assignments	Homework Assignment (Due the Following Class)
Class 24	11/9	TCES 139/141	Inter-class/Campus Poster Presentation		Peer Assessment Form
Class 25	11/11	Veteran's Day – No Class			
Class 26	11/16	Regular Room	Class Service-Learning Project Execute		
Class 27	11/18	Regular Room	Class Service-Learning Project Execute		Service-Learning Poster Draft
	11/23	No class – Thanksgiving break			
	11/25	No class – Thanksgiving break			
Class 28	11/30	Regular Room	Prepare Class Reflection		Final Service-Learning Poster
Class 29	12/2	Regular Room	Finish Class Reflection		
Final		TCES 139/141	Symposium	Poster Presentations	Poster Presentation Day

Sanctions for Cheating and/or Plagiarism - The Honor Code

The faculty of SNC believes students must be held to high standards of integrity in all aspects of college life in order to promote the educational mission of the College and to encourage respect for the rights of others. Each student brings to the SNC community unique skills, talents, values and experiences which, when expressed within the community, contribute to the quality of the educational environment and the growth and development of the individual. Students share with members of the faculty, administration and staff the responsibility for creating and maintaining an environment conducive to learning and personal development, where actions are guided by mutual respect, integrity, responsibility and trust. The faculty and students alike must make diligent efforts to ensure high standards are upheld by their

colleagues and peers as well as themselves. Therefore faculty and students accept responsibility for maintaining these standards at Sierra Nevada College and are obligated to comply with its regulations and procedures, which they are expected to read and understand.

Consequences of Violating the Student Honor Code
SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. Faculty are responsible for presenting the Honor Code and the consequences of violating it to students at the start of their classes AND for reporting all incidences of academic dishonesty to the Provost. Students are responsible for knowing what constitutes CHEATING, PLAGIARISM and FABRICATION and for refraining from these and other forms of academic dishonesty. Violations of the Honor Code become part of a student's academic record.

1st Offense: Student receives a zero for assignment/exam and counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

2nd Offense: Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

3rd Offense: Student is expelled.

Disclaimer - If any part of this syllabus violates Sierra Nevada College policy or any other governing policy, that policy will take precedence.