

Course Code & No. - Section: CORE101 – Section 1
Course Title (Credits): SNC Freshman Experience (3) / Land, Labor, and Capital
Term & Year: Spring / 2014
Course Ref. No. (CRN): 10036
Instructor: Richard S. Normington, DHL, MS, CMC
Kendra Wong, MBA, CPA
Email: rnormington@sierranevada.edu; kwong@sierranevada.edu
Office: Rick - TCES, room 222; Kendra – TCES 217
Office Hours: Rick - See calendar on office door

Class Meeting Time: Make an appointment with Kendra:
<http://kendrawong.youcanbook.me/>
MW 9:00A – 11:15A
Location: TCES 215
Prerequisites: None
Corequisites: None

Instructors' Profiles:

Richard S. Normington (Rick), DHL, MS, CMC: Before beginning a second career in higher education, Professor Normington spent 30 years in the telecommunication industry as an engineer, network operations manager, sales manager, account manager, antitrust case manager, product developer, product management director, division sales manager and senior executive in a wide variety of disciplines, including sales and marketing, corporate strategy, international business development, and public policy. He also launched two business consulting practices. Rick began teaching as an adjunct professor in 2001 and joined SNC in Fall 2005. He became SNC's Harold Walter Siebens Entrepreneurship Chair in 2007, Dean of Continuing and Online Education in 2008, Business Department Chair in 2009 and was named Dean of Business in 2012. He has a BA in Political Science from UC Davis, did graduate work in business at Long Island University, received an MS in Advanced Business Management from Pace University in New York City, and an honorary Doctor of Humane Letters.

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 is the common intellectual experience shared by all Sierra Nevada College students, 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 to engage entering students while developing the critical skills necessary for a successful and stimulating college career. The learning objectives of the course will develop the abilities central to active, engaged learning. Those abilities include critical thinking, problem-solving, creativity/ innovation, oral communication, teamwork, peer critique, self-reflection, higher-order questioning, and active discussion.

Topic Description

This version of CORE 101 supplements the common topics with an examination of how different economic systems (traditional, market-based, socialistic, communistic) vary in their approach to the treatment of the fundamental factors of production/value creation: land, labor and capital.

Student Outcomes

Upon successful completion of this course, a student will:

1. Students will develop strong oral communication skills and proficiency with a variety of presentation formats. (Liberal Arts)
2. Students will learn to identify complimentary team members, form effective teams and accomplish tasks in a team environment. (Professional Preparedness)
3. Students will develop strong visual literacy skills that 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 basic field investigation skills including identification of appropriate real-world sources of information, interview skills and field note creation. (Liberal Arts)
6. Students will develop the tools to support 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. Have gained a broad understanding of SNC's culture and learning environment and the various communities available to support individual leaning goals. (Professional Preparedness) (**Topic Objective**)
9. Possess a foundational knowledge of tools, skills and resources available to optimize achievement of learning goals. (Professional Preparedness) (**Topic Objective**)
10. Understand the knowledge, skills and attributes (KSAs) required for successful careers after graduation. (Professional Preparedness, Economic Sustainability) (**Topic Objective**)
11. Understand key differences of different economic models and how they form the basis of various political philosophies present in the modern world in order to facilitate the development of a personal world-view. (Economic Sustainability, Liberal Arts, Entrepreneurial Thinking) (**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	
Community Challenge Presentation	150
In-class activities	72
Out-of-class activities	74
Module 1 Total	296
MODULE 2	
Innovative Idea PechaKucha	150
LLC evaluation paper	150
In-class activities	81
Out-of-class activities	83
Module 2 Total	464
MODULE 3	
Integrative Thinking Challenge Poster Presentation	150
In-class activities	45
Out-of-class activities	45
Module 3 Total	240
COURSE TOTAL	1,000

All assignments must be emailed to Kendra and Rick 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: LastFirstCORE101Module#

Community Challenge Presentation (150 points): 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. Over the first six weeks, students will work in a 5-6 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 Prezzi that follows principles of visual literacy. (Outcome 1, 2, 3, 4, 5, 6)

Innovative Idea PechaKucha (150 points): This Innovation Challenge asks students to identify their own topic and develop their own solution to a pressing issue locally, nationally or internationally that relates to the topic of the course. There is an expectation for both field and academic research, including interviews. The Innovation Challenge culminates in an individual presentation in PechaKucha format delivered in front of all the class sections. The PechaKucha will be accompanied by an informative, visually meaningful handout or giveaway that will be distributed to members of the class. (Outcome 1, 3, 4, 5,6)

Integrative Thinking Challenge Poster Presentation (150 points): In module three students will team with a student from another class section on a different topic. Team members will meet each other through a networking event where students have to approach each other to learn more about their innovative ideas and identify a potential partner. Once they have found each other, students will work together to develop a new innovation that solves a joint problem that touches both of their original topic

areas. The solution is expected to integrate ideas from the individual innovations presented by the students at the end of module two. The point in module three is to stress interdisciplinary thinking, integration of diverse ideas, networking and collaboration. This module 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)

Content Assignment (150 points) TBD: (Outcome 8, 9, 10, 11)

In Class Activities (200 points) – 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. An example of the opportunities for in-class participation that you will be expected to participate during include:

Notes from the Field Presentations: (Outcome 5)

Brainstorming Exercises: (Outcome 6)

Integrative Thinking Prototyping: (Outcome 6)

Networking Event Challenge: (Outcome 2)

Info Literacy Challenge: (Outcome 4)

Peer Feedback Exercises: (Outcome 7)

National Assessments: (Outcome 6)

Content Activities: (Outcome 8 and 9)

Out of Class Activities (200 points) – 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.

Examples of assignments include:

Info Literacy Homework: (Outcome 4)

Community Challenge PowerPoint or Prezzi Draft: (Outcome 3)

Innovation Challenge Write Up: (Outcome 6)

Innovation Challenge Source Check: (Outcome 4)

Integrative Thinking Challenge Source Check: (Outcome 4)

Integrative Thinking Poster Draft: (Outcome 3)

Networking Event Symbol Design: (Outcome 3)

Content Activities: (Outcome 8 and 9)

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

Various articles and other readings to be posted on the course Moodle site.

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. Missed classes will cause a 1-point reduction in both participation and attendance for each class missed. In addition, no more than three (3) unexcused absences may be incurred without an additional grade reduction penalty. **Each** unexcused absence past the third will result in the reduction of approximately one-third of a grade point of the grade otherwise earned. In other words, an “A-” will be reduced to a “B+,” “B+” will be reduced to a “B,” An unexcused absence is any absence for which the instructor has not confirmed an “excused” categorization. All work is due on the date published on the syllabus or otherwise communicated, irrespective of whether an absence on the due date is excused or unexcused. Late assignments will incur late penalty deductions of approximately 5% per day beyond the date due or otherwise negotiated with the instructor. Tardy arrival in class or early departure without advance notice will result in a reduction of participation points.

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 should use the APA formatting template, which will be posted on Moodle for use by students. 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 only be accepted at the discretion of the professor for half credit.

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.

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.

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 0	20-Jan	No class – MLK	No class – MLK	No class – MLK	No class – MLK
Class 1	22-Jan	Starts in TCES 139/141	Intro to Class, Intro to Topic	Shared Intro Brainstorming	
Class 2	27-Jan	Regular Room	Introduction to Problem (45 min Outside Speaker), followed by Team Creation		
Class 3	29-Jan	Regular Room	Content Day, Building Community.		Type Problem Statement Development Due 2/3
Class 4	3-Feb	Starts in TCES 139/141	Info Literacy Challenge followed with Team Contract and Problem Statement Workshop (split presentation)	Info Literacy CRAAP Test Challenge	Team Contract Development. Signed contract due 2/5
Class 5	5-Feb	Regular Room	Using Team Contracts; Field Research Preparation - Interview Etiquette, etc.		MLA Format, Typed Annotated Bibliography Due 2/10
Class 6	10-Feb	Regular Room	Field Research In Class and Individual Project Consultations		Notes from the Field Posters Due 2/12

Class 7	12-Feb	Regular Room	Notes from the field/twitchy brainstorming. The importance of Peer Feedback		Who, What, Where, When Why Due 2/19
Class 8	17-Feb	No class – President's Day	No class – President's Day	No class – President's Day	Who, What, Where, When Why Due 2/19
Class 9	19-Feb	Regular Room	Solution Generation for Peer Feedback and Individual Project Consultations		Powerpoint Presentation 1st Draft Due 2/24
Class 10	24-Feb	Starts in TCES 139/141	Visual Literacy joint lesson followed by workshops of presentation drafts and oral comm prep	Visual Literacy Presentation and Presentation Refinement	Powerpoint Presentation 2nd Draft Due 2/26
Class 11	26-Feb	Regular Room	Presentation Draft Day		Final presentations due 3/3
Class 12	3-Mar	Regular Room	PRESENTATION DAY: Presenting to Outside Consultants	Presentations to External Organizations	
Class 13	5-Mar	Regular Room	30 minute intro to Innovation Challenge/Content Day		
Class 14	10-Mar	Regular Room	Content Day/Brainstorming IC Ideas		Final IC Idea Due 3/12
Class 15	12-Mar	Regular Room	Content Day		Annotated Bibliography for IC Idea Due 3/24
Spring Break	17-Mar		No Class – Spring Break		
Spring Break	19-Mar		No Class – Spring Break		
Class 16	24-Mar	Regular Room	Review of Information Research/Prep for Field Research with Individual Project Consultations		
Class 17	26-Mar	Regular Room	Content Day		

Class 18	31-Mar	Regular Room	Notes from the field w/ Group Twitchy Brainstorming. Intro to Collateral		Notes from the Field Posters due 4/2
Class 19	2-Apr	Regular Room	Content Day		
Class 20	7-Apr	Regular Room	Content Day		Draft Pecha Kucha Due 4/9
Class 21	9-Apr	Regular Room	Pecha Kucha Drafts w/ Collateral		Final Pecha Kucha Due 4/14
Class 22	14-Apr	Classroom Reassignment	PRESENTATION DAY: PechaKucha presentation of Innovation Challenge	PechaKucha Presentation	
Class 23	16-Apr	TCES 139/141	Interdisciplinary Integrative Thinking	Integrative Thinking Challenge	Bring Collateral Piece for Networking Challenge 4/21
Class 24	21-Apr	TCES 139/141	Networking/Collaboration	Networking Challenge	Brainstorm ideas w/partner. Finalize before 4/23
Class 25	23-Apr	New Classroom	Problem Statement Development with Individual Project Consultations		Annotated Bibliography Due 4/28
Class 26	28-Apr	New Classroom	Field Research and Info Research in Class		Who What Where When Why due 4/30
Class 27	30-Apr	New Classroom	Poster Prep with Individual Project Consultations		Poster Drafts Due 5/5
Class 28	5-May	New Classroom	Peer and Faculty evaluation and refinement of posters/handouts		Final Posters Due 5/7 for printing
Final	12-May 8-11	TCES 139/141	Symposium	Poster Presentations	Poster Presentation Day