

<b>Course Code &amp; No. - Section:</b>	CORE101 – Section 1
<b>Course Title (Credits):</b>	SNC Freshman Experience (3) / Community, Justice & Peace
<b>Term &amp; Year:</b>	Spring / 2015
<b>Course Ref. No. (CRN):</b>	10007
<b>Instructors:</b>	Soraya Cardenas, M.S., Ph.D. Chuck Levitan, Ph.D. Samantha Bankston, Ph.D. (Guest Professor)
<b>Email:</b>	clevitan@sierranevada.edu/ scardenas@sierranevada.edu
<b>Office:</b>	Chuck – TCES 2 <sup>nd</sup> floor; Soraya Prim Lib 3 <sup>rd</sup> floor
<b>Office Hours:</b>	By appointment
<b>Class Meeting Time:</b>	MW 9:00A – 11:15A
<b>Location:</b>	TCES 106
<b>Prerequisites:</b>	None
<b>Corequisites:</b>	None

### Instructors' Profiles:

**Soraya Cardenas, M.S., Ph.D.:** Dr. Cardenas received her doctorate from the University of Nebraska-Lincoln, specializing in Environmental Sociology. She is a former Garcia-Robles Fulbright scholar, UNL Presidential Fellow, University of Kansas Dissertation Fellow and 2010 Researcher of the Year at the University of Maine, where she was nominated for Maine's Donald Harward Faculty Award for Service-Learning Excellence. She is an advocate of experiential learning. Some of her projects with students include developing a documentary about biomass with the assistance of a National Science Foundation Grant, researching a contentious wind farm project, and providing services to the local schools, such as organizing an Earth Day Event. Dr. Cardenas presents her work at national conferences and is finishing her book on marginalized peoples and sustainability. Other activities that Dr. Cardenas enjoys include distance running, biking, hiking, downhill skiing, skate skiing, ice skating, and kayaking. She hopes to complete a marathon in the near future and then tackle a triathlon.

**Chuck Levitan, Ph.d.:** Dr. Levitan has been with SNC since 1986. He has conducted research on *Daphnia* and *Mysis* in Lake Tahoe and is doing research at the University of Montana Biological Station at Flathead Lake involving the effects of changing lake levels on ecosystem dynamics. He teaches courses in environmental science, chemistry, physics, and mathematics. Chuck has involved many students in active research and many of these projects have resulted in presentations at professional meetings. Chuck also is an outdoor enthusiast and enjoys being outside and often rides his bike to school.

### 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

Sexual exploitation and violence against women and children is prevalent around world. Through deception, coercion and force, some marginalized women and children are subjected to prostitution, rape, and genital mutilation and torture. This class takes you into the world of sexual exploitation and violence, from the Bacha Bazi Boys of Afghanistan to the local sex trafficking of young girls in Nevada.

### 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. Understand the varied violations of sexual exploitation and violence.
9. Understand how sexual exploitation and violence is a social and economic phenomenon.

### 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

<b>MODULE 1</b>	
Innovative Idea PechaKucha	150
In-class activities (Quiz/ Assignments/Drafts)	87
Out-of-class activities	89
<b>Module 1 Total</b>	<b>326</b>
<b>MODULE 2</b>	
Community Challenge Presentation	150
Community Challenge Poster Presentation	100
Class Project	200
In-class activities (Quiz/Assignment/Drafts)	111
Out-of-class activities	113
<b>Module 2 Total</b>	<b>674</b>
<b>COURSE TOTAL</b>	<b>1,000</b>

**All assignments must be submitted in Microsoft Word, Microsoft Excel, Microsoft Powerpoint, or Prezi, depending on the specifics of the assignment. All files must be named: LastFirstCORE101Assignment**

**Innovative Idea PechaKucha:** 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)

**Community Challenge Poster Presentation:** As their final project, 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)

**Class Project:** The class will develop an idea that will address the class topic and implement it. The point of the class project is to stress collaboration, innovative thinking and application.

**Content Assignments:** (Outcome 8, 9, 10, 11)

Required Readings

Required Documentary

Required In-class Activities

Required Out-side of class Assignments

In-Class Quizzes

Interviews and Research

Drafts of Presentations, Posters

Participation in Final Project

**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. **Examples** 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)

**Info Literacy Challenge:** (Outcome 4)

**Peer Feedback Exercises:** (Outcome 7)

**Content Activities:** (Outcome 8 and 9)

**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. 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)

**Community Poster Draft:** (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 (scanned and available on Moodle) and Materials**

1. Readings will be made available on Moodle

### **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](mailto: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 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.

### **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.

1<sup>st</sup> 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.

2<sup>nd</sup> 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.

3<sup>rd</sup> 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.

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**COURSE OUTLINE**

SUBJECT TO CHANGE – PLEASE CHECK MOODLE ON A REGULAR BASIS

Class	Date	Description	Shared In-Class Assignments	Homework Assignment (Due the Following Class)
Class 0	1/19	MLK Day-School Closed		
Class 1	1/21	Intro to Class, Intro to Topic  Review Syllabus Prezi on International Social Justice- Chuck		
Class 2	1/26	Content Day-		<ol style="list-style-type: none"> <li>1. Go over syllabus</li> <li>2. Classroom Etiquette</li> <li>3. Share Stories</li> <li>4. Exploitation of Women</li> </ol>
Class 3	1/28	Info Literacy Challenge & In-Class assignment Searching for slides	Info Literacy CRAAP Test Challenge	<p>4 slides that show exploitation against women</p> <ol style="list-style-type: none"> <li>a. Sex &amp; Media</li> <li>b. Domestic Violence</li> <li>c. Rape</li> <li>d. Woman &amp; torture               <ol style="list-style-type: none"> <li>1. Genital mutilation</li> <li>2. Prisoners of war</li> <li>3. Stoning</li> <li>4. Public Whipping</li> </ol> </li> </ol>
Class 4	2/2	Introduction to Pecha Kucha  Chuck, Soraya, Current Students Past Students		<ol style="list-style-type: none"> <li>1. Pecha Kucha: Random Slides (Chuck &amp; Soraya)</li> <li>2. Students Random Slides</li> <li>3. Student Guests</li> </ol>

Class	Date	Description	Shared In-Class Assignments	Homework Assignment (Due the Following Class)
Class 5	2/4	Content day- Slavery (reading- SciAm Due)		reading- SciAm Due Quiz
Class 6	2/9	Canvas Slavery Canvas- Chuck Interview etiquette		
Class 7	2/11	Content Day-Racism		Reading Due In-class Quiz
Class 8	2/16	President's Day – College Closed		
Class 9	2/18	Report on Interviews- Review Pecha Slides, citations Chuck		Draft Pecha Kuchas Due
Class 10	2/23	Visual Literacy joint lesson followed by workshops of presentation drafts and oral communication prep	Visual Literacy Presentation and Presentation Refinement	
Class 11	2/25	Pecha Kucha Practice		Practice Pecha Kucha
Class 12	3/2	PRESENTATION DAY: PechaKucha presentation of Innovation Challenge	PechaKucha Presentation	
Class 13	3/4	Content Day- Social Justice and children  Discuss the rest of the semester		Bachi Bazi Boys of Afghanistan Due (Documentary) Team Contract Development. Signed contract



Class	Date	Description	Shared In-Class Assignments	Homework Assignment (Due the Following Class)
Class 14	3/9	Board Game IDEas Pay Games		Preparing for Class Project
Class 15	3/11	Interim President, Shannon Beets presents on problems And board games Team Creation and brainstorming		
	3/16-3/20	Spring Break-Campus Closed		
Class 16	3/23	Team Contracts and working with teams		
Class 17	3/25	Content day- Economic Inequality/Poverty	Quiz	Reading Due & In-class quiz
Class 18	3/30	Practice board games, ground rules		Work on Class Project
Class 19	4/1	Board games, group projects		Work on Class Project Work on Group Project
Class 20	4/6	Content- Environmental & Social Justice & Board games		Reading Due & In-class Quiz Work on Class Project
Class 21	4/8	Group/ Board Games		Work on Class Project Work on Group Project
Class 22	4/13	Board games		Work on Class Project
Class 23	4/15	Board games		Work on Class Project
Field Class	4/18	Squaw Valley Earth Day SATURDAY		

Class	Date	Description	Shared In-Class Assignments	Homework Assignment (Due the Following Class)
Class 24	4/20	Board Game debrief Group Presentations- mock		Group Project Practice Run
Class 25	4/22	Group Project		Group Project Practice Run
Class 26	4/27	Present to Interim President, Shannon Beets		Group Project Presentation
Class 27	4/29	Poster work		Finish Poster
Class 28	5/4	Practice poster presentation		Final poster Peer Assessment Form
Final	Friday 5/8 8:00-11:00 AM	Symposium	Poster Presentations	Poster Presentation Day