

Senior Colloquium (UHON 495-001) and Senior Service Learning (UHON 496-001)
What Worlds May Come: Reimagining Possibilities for the Future
Spring 2009

INSTRUCTOR: Dr. Leslie Donovan
OFFICE HOURS: Tuesdays 12:30-3:30, Wednesdays 11:30-1:00, Thursdays 12:30-2:00,
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under Current Courses, click on link to What Worlds May Come

GENERAL INFORMATION:

In this two-part course exclusively for UHP seniors, students will earn 6 credit hours for enrollment in both Senior Colloquium (3 CR) and Senior Service Learning (3 CR). While we will integrate these two parts of the course as much as possible, students must be prepared to perform work and meet assignments equivalent to earning 6 credits. This means you will be doing the workload of two Honors courses to fulfill this portion of your Honors curriculum. Since this joined course is intended to serve as a capstone experience for Honors seniors, substantial work in terms of assignments and personal effort will be expected of all students.

Unless scoring methods are discussed in this syllabus packet, the gradesheets I will use to assess and score each of your graded assignments are stored on our course website under the Documents page.

Colloquium

COURSE DESCRIPTION:

French writer and aviator, Antoine de Saint-Exupery once wrote that “When it comes to the future, our task is not to foresee it, but rather to enable it to happen.” In this Senior Colloquium, we will explore a myriad of near and far futures as a means for enabling graduating UHP seniors to create the new worlds we all want and hope to live in. To accomplish this seemingly daunting task, we will study present-day visions of the future in science fiction literature, contemporary U.S. politics, television and film, sociology, architecture, and modern technology, among other fields. Our discussions will include works such as: John Lennon’s song “Imagine”; current environmental concerns, Star Trek and The Jetsons television shows; the possible colonization of Mars; concepts from the new interdisciplinary academic field of Future Studies; classic as well as contemporary and feminist science fiction literature; social cartoons of imaginary inventions; robotics, and architecture of sustainable cities and buildings. However, while many contemporary perspectives on the future are bleak or apocalyptic, this class will focus its investigations on texts and materials that offer decidedly optimistic views. In our efforts to comprehend the possibilities of tomorrow, we will work with two primary modes of examination: 1) Research, using traditional academic methods and source materials to develop papers and presentations; and 2) Imagination, in which students’ creativity will be given free rein to envision the future through short exercises in writing and art.

OBJECTIVES:

At the end of this course, successful students will accomplish the following measurable objectives:

- Study perspectives on and approaches to the future from several different disciplines;
- Advance their knowledge of local, national, and global issues surrounding the future of human life and culture;
- Strengthen their critical thinking and problem-solving skills through various types of formal and informal written and oral exercises;
- Expand their formal writing and research skills;
- Explore their abilities to express ideas through creative media formats;
- Enhance their ability to collaborate effectively in small and large group discussions.

TEXTS:

Worldchanging: A User's Guide for the 21st Century, edited by Alex Steffen
I'm Working on That: A Trek From Science Fiction to Science Fact, by William Shatner and Chip Walter
Future Files: The 5 Trends That Will Shape the Next 50 Years, by Richard Watson

GRADES:

You will earn up to 100 points for Colloquium requirements distributed as follows.

Class Attendance and Participation	15 points
Discussion Blog	15 points
Peer Readings Discussions	10 points
Future Workbook (4 parts at 10 points each)	40 points
Final Portfolio	20 points

Grading scale: A = 93-100 points, CR = 70-92 points, NC = 0-69 points

REQUIREMENTS:

Class Attendance and Participation (15 points max. = 15% of Colloquium grade)

A substantial amount of learning in Honors courses takes place in the classroom. If you don't come to class, your learning experience suffers and you deny others the opportunity of learning from what you have to contribute. Material missed may never be made up completely, no matter how many notes you get from classmates. In order to get the most out of this educational experience, it is essential that you attend every class. Therefore, you will earn 1/2 point for every class you attend in full and in which you actively participate. Since we have 30 class meetings, you will earn the maximum 15 possible points, if you attend and participate actively in every class. However, be aware that no distinction will be made between excused and unexcused absences (see Policies #4).

It is not only crucial that you attend class, but it is equally important that you come to class well prepared to participate actively and regularly in our discussions. Contributing actively and openly will not only earn you higher points, but doing so will make classes more enjoyable and rewarding for all of us. But, effective participation involves more than simply coming to class well prepared; it also means voluntarily sharing ideas. While all students cannot express ideas in class all the time, I expect you to contribute your thoughts as often as possible. All seriously considered views are equally valuable to our collective learning process. If, for whatever reason, you keep such ideas to yourself, then the collaborative educational exchange this class is meant to be becomes impossible.

To encourage our exchange of ideas, short in-class assignments, group exercises, freewrites, and other homework will be given frequently. The majority of these assignments should take about 15-30 minutes to complete. These assignments are designed to generate class discussion and to offer starting points when analyzing our subject. Although some of these short assignments will be included in your Final Portfolio, they will not be graded or collected during class. Nevertheless, you are expected to perform such assignments to the best of your ability and to have them ready when I ask for them. Responsible and serious effort on these exercises will form a substantial portion of your participation score. If you miss class, you may not make up in-class activities.

Discussion Blog (15 points max. = 15% of Colloquium grade)

In addition to traditional class participation, every week you will also share your ideas about our course topic with your classmates on a Blog. You are required to write an average of 2 postings each week on this Blog for a total of at least 30 postings by the end of the semester. Postings may be written in standard electronic forum or journal style, meaning they need not reflect any specific structure or organization. Topics for the Blog will be generated primarily by you and your classmates, though I will also frequently suggest topics to help you get started discussing issues and ideas. This Blog is designed to encourage you to discuss ideas or questions with your classmates in an informal, but highly accessible manner. In addition, it will provide you with more opportunities to explore issues and interact with each other about course topics than our regular time in class allows.

This assignment should not require a substantial time commitment from you. Most students who consistently spend 30-60 minutes each week reading Blog posts from classmates and making at least 2 postings each week will earn full points for this requirement. While you may skip postings a week or two during the semester, I expect you to contribute to the Blog regularly and during most weeks in order to earn a high score for this portion of your grade. In other words, you will not earn full points for this requirement if you make many of your postings together in a short period of time (at the beginning or end of the term, for example) or skip making postings for more than a week. Many of you will make substantially more than the minimum requirement of 30 postings, which will help insure that you earn the maximum number of points possible for this requirement.

The 30 postings required to earn full points for this portion of your grade must include:

- At least 3 postings in which you share your own new ideas or questions;
- At least 3 responses to one of my questions or topics;
- At least 3 responses to one of your classmates' postings; and
- At least 1 posting that discusses something from each of your 4 Future Workbook assignments.

Each individual posting will earn the maximum of 1/2 point as long as it:

- Discusses content material related to our texts or our larger class subject;
- Consists of at least 3-5 substantial sentences; and
- Presents ideas in relatively error-free writing (i.e., few typos, grammatical errors, etc.).

Peer Reading Discussions (10 points max. = 10% of Colloquium grade)

Now that you are seniors, it is time for you to show what you have learned during your time in the Honors Program. Therefore, you will take responsibility for leading class discussion on a particular reading assignment. During the first week of class, you will be randomly assigned two reading selections from one of our texts. For one reading selection, you will act as a Peer Discussion Leader, while for the other selection you will serve as the Peer Discussion Responder. You may work alone or collaborate with the person paired with you for the Peer Reading.

Peer Discussion Leader (5 points max. = 5% of Colloquium grade)

When you act as the Leader for your Peer Discussion, you will be responsible for leading class for 10 minutes on your assigned reading selection. Although your Responder (see below) will be also be responsible for reading your selection, your classmates are only encouraged to read your selection, but are not required to do so. This means that you need to understand your selection well enough to explain it to others who have not read it, which will likely require more than one careful, thorough readings of the selection. These Peer Discussions are meant to be informational and analytical; they must not be simply reviews of the texts. In other words, do not structure your report primarily on what you think is good or bad about your selection. Keep your audience (i.e., your classmates) firmly in mind as well as the subject of our course, so you can tailor your remarks to our specific purposes. Since points earned for Peer Discussions will be based on anonymous evaluations from your classmates, your primary goal should not be to please me, but rather to satisfy your classmates' needs to learn about the material. When working on your Peer Discussions, think about what you would want to know if you had not read the assignment in order to assess its importance to our topic. In addition to these general guidelines, your work as a Peer Discussion Leader must:

- Take no longer than a maximum of 10 minutes of class time (I will keep track of time and stop you if you go more than 2 minutes beyond this);
- Include a clearly and coherently organized summary of your reading (2-3 minutes);
- Incorporate 1-2 brief examples from your selection (1-2 minutes);
- Discuss how your selection relates to other course readings or to our course topic in general; and
- Respond clearly and effectively to issues or questions raised by your Responder, your classmates, or me.

Peer Discussion Responder (5 points max. = 5% of Colloquium grade)

In addition to serving as a Peer Discussion Leader, you will also act as a Peer Discussion Responder for a different reading selection from one of our texts. For this requirement, you will respond to the Peer Discussion given by the Leader for that selection. When serving in the role of Responder, you will be responsible for asking the Leader specific questions about your assigned selection and engaging the Leader in a discussion that will improve your classmates' understanding of the selection. This means that you need to understand your selection well enough to explain it to others who have not read it, which will likely require more than one careful, thorough readings of the selection. Other class members will not be responsible for reading this selection, although the Leader to whom you are responding will be as familiar with it as you are. Like the Leader's remarks, your responses are meant to be informational and analytical, rather than simply critiques of the reading. Instead, your job as a Responder is help make the Peer Discussion more useful overall and thereby improve your audience's comprehension of your selection. If you disagree with anything the Leader says in the Peer Discussion, it is up to you to present alternative views in a clear and constructive manner. It is also your job to correct any obviously faulty readings that the Leader might make. Above all, your most important task is to be prepared to ask the Leader intelligent, thoughtful questions about the selection. Your efforts as a Responder also will earn a score based on anonymous evaluations from your classmates. In addition to these general guidelines, your work as a Peer Discussion Responder must:

- Take no longer than a maximum of 10 minutes of class time (I will keep track of time and stop you if you go more than 2 minutes beyond this);
- Be prepared to discuss the selection analytically with the Leader;
- Ask the Peer Reading Leader at least 2 specific questions; and
- If necessary, correct any faulty readings of the selections made by the Leader.

Future Workbook (each 10 points max./total 40 points = 10% each/40% total of Colloquium grade)

Your Future Workbook will consist of four assignments based on materials you choose from lists on our course website. For these assignments, you will choose one from each of four different Content Options and one each of three different Format Options described below. By the end of the semester, you will have completed four assignments (one for each Content Option) in three different formats (one for each Format Option plus a fourth of your choice). However, you may NOT use the same Format Option for more than two Workbook assignments.

Content Options:

Choose one selection from the list for each of the following broad categories on our course website. It is up to you whether to choose selections you know nothing about or one you already know very well.

- Science Fiction: Either a Scifi book (any book on the Scifi list or one you clear with me ahead of time); or a group of Scifi Movies (each item on the Scifi movies list consists of 3 movies or roughly 6-8 hours of movie viewing); or part of a SciFi TV Series (any 6-8 episodes of an hour-long Scifi TV series or roughly 6-8 hours of TV viewing). If you choose the movie or TV series category but do not have access to a TV, VCR, or DVD player, I can make arrangements for you to watch your movie or TV series in the Honors Center on UHP equipment. You are also free to watch your movie or show with friends or others in the class, if you wish.
- Nonfiction: Either a nonfiction book (any book on the list of Nonfiction books from my office library, which I will loan to you for the semester, or a book you clear with me ahead of time); or *The Futurist* magazine (any issue which you may borrow from me for the semester, purchase online for yourself at www.wfs.org, or browse 8-10 articles from selected articles appearing on www.wfs.org/futurist.htm); or *Wired* online news/magazine (8-10 articles from any issue which you may browse free online at www.wired.com or purchase in hard copy for yourself).
- Website: Browse as many pages as possible of any website on the list or one you clear with me ahead of time.
- Art or Music: Either listen to a music selection (any single piece of music on the list or one you clear with me ahead of time); or a visual art selection (any single work of visual art from a website on the list or from a book or website you clear with me ahead of time).

Format Options:

Choose one of the following format options to use for each assignment you choose from the Content Options above. It is up to you to choose which format to employ for which content selection, as long as you use each of these options for at least one assignment.

- **Analytical Paper:** Write a fully developed analytical paper (5 pages minimum, maximum is whatever your topic requires) on your chosen content topic. Since this is a formal analytical paper, it must include: an introduction; supporting paragraphs; a conclusion; and correctly documented references in appropriate MLA format. Successful papers will focus their analyses by means of a strong, analytical thesis statement supported and explained using examples from your sources. As with any college paper, the more focused your paper is, the more effectively it is likely to make its point. Work to construct a fairly narrow topic that you develop in great depth. When developing ideas for your papers, remember that a topic is NOT a thesis! For each overarching topic, carve out your own individual, narrowly focused thesis statement that details and argues your specific position. This paper may be based on your own ideas or include additional secondary sources, but it must be a thesis-driven analysis rather than an informative paper, research paper, book report, or summary. If you feel it necessary to provide any summary of sources for the reader's convenience, keep such summaries very brief (5-10 sentences on main points, plot or historical background). Because you are seniors, your paper should reflect serious thought and effort. Since it will be one of the last analytical papers you write for college, push yourself to go beyond the obvious and make an argument that truly matters to you. Your paper must include a bibliography of sources, presented in proper MLA style.
- **Creative Work:** This Format Option consists of two parts, a creative work and a short explanatory paper.
 - Part 1 – Creative Vision of the Future:* Using any medium you wish, create your own vision of the future that relates somehow to the Content Option you have chosen. You may write a short story (8 pages minimum), paint or draw a series of artworks or sculptures (1 large piece or 2 small pieces minimum), draw a comic book (6 pages minimum), write a long poem (10 pages minimum), compose and perform (or have performed) original music (minimum 5 minutes long), write an act or section of a play/screenplay (8 pages minimum). For example, you might choose to write a series of love letters between two people living on different planets, compose an epic song about the first settlement on Mars, draw a series of images of how Siberia might be transformed into a model Green community, etc. If you wish to complete another type of creative project, clear it with me before you start on it. While this project is based on a creative format, I expect you to incorporate solid, significant thought into your work. I hope you will be astounded by your own creativity; however, for you to earn a high score, I expect only that you make a sincere effort, not that the result be professional in quality.
 - Part 2 – Explanatory Paper:* Write a short paper (3 pages minimum) in which you explain the choices you made in your creative vision of the future. Further, I expect you to demonstrate that you are conscious of how other works (texts/films/television we have discussed in class as well as others you have read or seen) and ideas may influence your particular perspective. For example, let me know if you think your alien is more indebted to creatures in *Aliens* or *Alf*. Or, describe how your images of a future residential home were evoked by scenes in *Star Wars: Return of the Jedi*. In your explanatory paper, also discuss any research or secondary source material you used in constructing your creative work. As part of your paper, include a bibliography of sources you consulted, presented in proper MLA style. Even if you do not consciously perform research for your creative expression, you have been influenced by other works in your past experience. Since no creative work ever comes totally out of your head without any background, any works that influenced your project must be cited. One point will be deducted automatically from your score if you omit the bibliography for the explanatory paper.
- **Worksheet** – Complete all sections of the Worksheet for each Content Option that is stored on our course website under the Documents page.

I know these various options may be confusing, so below are a couple of examples of how this might look in the end:

Example 1: You could choose to do Assignment 1 as a Creative Work on a Nonfiction book, Assignment 2 as a Worksheet on a Science Fiction TV series, Assignment 3 as an Analytical Paper on a Website, and Assignment 4 as a Creative Work on a piece of Music or Art. (All four Content Options and all three Format Options, plus one additional Creative Work.)

Example 2: You could choose to do Assignment 1 as a Worksheet on a piece of Music or Art, Assignment 2 as a Creative Work on a Science Fiction book, Assignment 3 as an Worksheet on a Nonfiction online magazine, and Assignment 4 as an Analytical paper on a Website. (All four Content Options and all three Format Options, plus one additional Worksheet.)

You may complete the four Workbook assignments in any order you wish and as quickly or as slowly in the semester as you wish, as long as all parts are completed by the final due date. However, you will turn in your Workbook once for a Progress Check before the final due date. This Progress Check will give you feedback for improving the work you have done up to that point, but will not earn points. Since you may complete Workbook assignments according to whatever works best for your schedule, you are free to complete all the required parts of the Workbook by the Progress Check and then spend your time improving on your work; or you may accomplish little work before the Progress Check and turn in most of your Workbook on the final due date. Just as the content and format of Workbook assignments is up to you to decide, it is up to you to determine when you want to complete these assignments and how much advantage you wish to take of the feedback opportunities offered by the Progress Check.

Final Portfolio (20 points max. = 20% of Colloquium grade)

For your Final Portfolio, you will include selections from your original class work as well as additional assignments that require you to assess your performance in this class, improve on some of your previous work, and develop one new assignment, a Future Self Narrative. You do need to type up any of your handwritten in-class work, but your Future Self Narrative must be typed. Gather your work together in any kind of folder, binder or paper clip you wish. However, you will not earn more points for any extra work included in your portfolio or for attractive covers. Your grade will be earned exclusively for the content of your portfolio, organized in a neat and orderly way. Your Final Portfolio must include the following:

- *In-class Exercises* – 5 selections from your in-class exercises or assignments (freewrites, group exercises, debates, etc.) that represent your best work and 1-3 sentences for each exercise discussing its strengths;
- *Blog* – 5 selections from your electronic forum postings that represent your best work and 1-3 sentences for each posting discussing its strengths;
- *Peer Reading Discussion* – Your notes for both portions of your Peer Reading Discussions, along with 3-5 sentences discussing their strengths and 3-5 sentences discussing what you could have improved;
- *Future Workbook* – All four of your assignments for you Future Workbook, your Progress Check sheets, along with 3-5 sentences discussing the strengths and 3-5 sentences discussing what you could have improved for each of the assignments;
- *Future Self Narrative* – For this new assignment, write a semi-autobiographical narrative of your own life up to this point that extends to what you envision for your life in the future; 8 pages minimum length. To do this write about key parts of your past that have led you to who you are now, what aspects of who you are now you plan to carry into the future, and what you think you would be or do to achieve your own ideal or preferable future. Consider not only your own personal and professional future goals, but also how your personal future might connect with the future of humanity or the social community. Additional ways to think about this narrative may be found on our course website in the Final Portfolio section.

Service Learning

COURSE DESCRIPTION:

Service Learning represents UHP's commitment to education for civic responsibility. It gives students the opportunity to integrate academics with service. As Shirley Chisholm, the first African American woman elected to the U.S. Congress, once said "Service is the rent that you pay for room on this earth." But perhaps even more significant for our purposes is noted anthropologist Margaret Mead's remark, "Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has." Your experience in this course is intended to give you a small glimpse into how you personally might change the world. Because all community organizations have their own perspectives and investments in the future (our course subject), any organization you choose to serve will have an appropriate connection to our topic.

OBJECTIVES:

At the end of this course, successful students will accomplish the following measurable objectives:

- Develop a stronger sense of themselves as empowered citizens whose own education can be used in service to the community in important and significant ways;
- Strengthen their critical thinking and problem-solving skills through various written and oral assignments based on their service learning experience;
- Gain skills and experience in community-based research;
- Expand their formal writing and research skills;
- Develop a stronger understanding of social issues important in the community; and
- Expand their ability to collaborate effectively with many different types of constituents.

TEXTS:

Occasional readings may be placed on E-Reserve.

GRADES:

You will earn up to 100 points for Service Learning requirements distributed as follows.

Community Issues Research Paper	30 points
Service Learning Legacy Project (60 points total)	
Proposal	20 points
Implementation Log (40 hours minimum)	20 points
Final Report and Assessment	20 points
Project Presentation	10 points

Grading scale: A = 93-100 points, CR = 70-92 points, NC = 0-69 points

REQUIREMENTS:

Community Issues Research Paper (30 points max. = 30% of SL grade)

During the first few weeks of class, you will select and research a topic relating to some area of social concern and write a research paper of 10-15 pages. This research paper will serve as the starting point for your Service Learning Legacy Project (see below), so work to select a topic you feel strongly enough about that you could spend a great deal of time and energy working on for the whole semester. While your topic may start out very broad (homelessness, for example), you are expected that as you research your topic you will begin to focus your topic more and more narrowly, until you have a specific enough topic that you can handle it in a short research paper such as this (mentally disabled homeless male veterans, for example). The more narrowly you can identify your research topic, the more useful your final paper is likely to be. In addition, your research paper must include the following:

- Discussion of the issues surrounding your topic in U.S. society in general;
- National statistics relevant to your topic;
- Discussion of the issues surrounding your topic specifically in the local Albuquerque area;
- Local Albuquerque, or at least New Mexico, statistics relevant to your topic;
- Description of all Albuquerque resources, organizations, programs that seek to address your topic;

- Information about your topic from personal interviews you have conducted with at least two people in the community involved in your topic area. These people may be community service workers employed by organizations or agencies, city or state officials or employees whose job is relevant to your topic, clients who are directly affected by your topic, or other professionals, family or friends of clients who can give you useful information or perspectives on your topic;
- Bibliography of at least five published sources, presented in proper MLA bibliography format. If you are not familiar with this format, consult the *MLA Handbook for Writers of Research Papers* as well as links to sources on this format from our course website.

The effectiveness of your research paper will be assessed for the success of the finished product according to commonly accepted standards of professional writing (how well it meets the assignment, displays serious and significant thought, stands alone without oral explanation, establishes and supports an appropriate logical structure, meets acceptable standards of written English, etc.). In addition, it is expected that your research paper will be free of mechanical errors in spelling, grammar, punctuation, etc

Service Learning Legacy Project (60 points max. = 60% of SL grade)

The primary portion of your grade will be produce a tangible project that seeks to address a community need related to your Research Paper. This project may be any type of project– physical, administrative, organizational, educational, media communication, etc.– but it must be a substantial project that has the potential to make a significant impact on a specific and real community need that you have identified either in or as a result of your Research Paper. In addition, your project must be able to continue to serve its community once you have completed it. In other words, it may not be a temporary project that you complete, but that no one has any interest in or need for after you are finished. It is intended to be more than just another college assignment; it should be something practical that can and will directly impact the future in a positive way. This is a project you will leave behind as your legacy to benefit your community. Therefore, you will need to work closely with community partners and other professionals to help you gain skills and knowledge that will allow you to succeed in making your Legacy Project one that will truly benefit others and address a need in the community.

Your Service Learning Legacy Project will be composed of the parts described below. Gradesheets used to score each portion of your Legacy Project are on our course website under the Documents page.

Proposal (20 points max. = 20% of SL grade)

The proposal for your Legacy Project will provide a detailed outline for your final project. Unlike proposals for other types of projects, it will function as your contract for your project, which may not be substantially altered once you have turned in your proposal. Your proposal must consist of the parts below ordered and numbered as follows:

- **Primary Issue Statement:** 1-sentence statement of the primary issue your project will address.
- **Project Summary:** 1-2 page summary that establishes the context for your project and describes the project itself;
- **Project Impact:** 1-2 paragraphs in which you discuss the potential impact of your project on the people whose needs it seeks to address.
- **Community Partner:** 1 paragraph in which you identify an individual in the community who is willing to commit her/himself to advising and assisting you with your project. Describe why you wish to work with this person or how this person will be able to assist you in your project and include her/his contact information.
- **Goal:** 1-sentence description of the goal of your project.
- **Objectives:** List in chronological order all the specific steps involved in implementing and completing your project along with dates and deadlines for each objective. For example, while later objectives will vary depending on the project, the first few objectives you will include in this section are:

- Get a Community Partner (date);
- Discuss proposed Project Y with Community Partner (date);
- Meet with Dr. Donovan to confirm that Project Y is an appropriate Legacy Project that will meet the requirements of this course (date);
- Share proposal with Community Partner and get feedback (date)
- **Signatures:** At the end of your proposal include a line that says:
“We are committed to working together to complete this Legacy Project,” followed by a line for your signature and another line for your Community Partner’s signature.

Implementation Log (20 points max. = 20% of SL grade)

You are expected to spend a minimum of 40 hours of your time working on implementing your Legacy Project. In other words, your project cannot be something you would like to accomplish, or that you plan out how it could be accomplished, but you will actually accomplish it. Therefore, it is important for you to select a project that is substantial enough to fill a real community need as well as a project that will require at least 40 hours of your time and that you can complete before the end of the semester. The time you spend will be recorded on the SL Implementation Log form stored on the Documents page on our course website. On this Implementation Log, record all your efforts to develop and implement your Legacy Project and how long each item on your Log took. Record all phone calls related to your project, people you meet with to talk about your ideas, time you spend constructing materials for your project, collaborating with others to work out the bugs in your project, as well as the various steps identified in your proposal under the Objectives section. However, you may not record the time you spend writing the Proposal, writing the Final Report and Assessment, or constructing and giving your Project Presentation.

Final Report and Assessment (20 points max. = 20% of SL grade)

Once you have completed your Legacy Project, you will write a 3-5 page Final Report and Assessment of your work. This report should: summarize the completion of your project, assess how well your work on the project met the goal and objectives you identified in your proposal; reflect honestly and clearly on your work for the project in terms of both successes and failures; acknowledge and review any aspects of your process that might have been more successful if you had pursued something in a different way; make any necessary recommendations for the project’s future.

Project Presentation (10 points max. = 10% of SL grade)

At the end of the semester, you will give a 10-minute public presentation describing your Legacy Project. Each presentation should include brief (about 2 minutes each) sections describing: Background and rationale for your project; Community needs addressed by your project; How you developed and implemented your project; and Your honest assessment of how successfully your project met its goals and objectives. I am looking into the possibility of having these presentations be recorded and then delivered through Podcasts or Webcasts, rather than in the usual presentation format. I will keep you informed about this as the semester progresses. If this ends up not being a viable option, we will schedule the presentations in the UHP Forum.

POLICIES and SUGGESTIONS:

Classroom Behavior

1. Respect for your own education, classmates, and me is essential in making this class meaningful for all of us. While you may sometimes rather be somewhere else, non-class activities (reading newspapers, texting friends, whispering, passing notes, playing solitaire on your laptop, etc.) are inconsiderate, hinder your and others' ability to learn effectively, and will not be tolerated. All cell phones must be turned off before class starts.
2. You may express any idea you wish in class, as long as you back it up with evidence from sources. While unsupported opinions may be acceptable in conversations with friends, they are not acceptable in academic discourse that is focused on encouraging critical thinking skills such as in Honors courses.

Grades and Absences

3. Although I am usually considered a tough grader, I honestly want you to learn and succeed in this class. By following the guidelines here and putting forth diligent effort, you have ample opportunity to pass the course. While only truly superior work will earn an A, work making sincere effort rarely earns lower than a CR.
4. If you miss class, informing me of a valid reason demonstrates a willingness to take your responsibility to the class seriously, which will count in your favor when I determine participation scores. However, I make no distinction between excused and unexcused absences. An absence is counted as an absence, regardless of the reason for it.
5. If you miss class, you are responsible for acquiring notes from classmates. In-class work may not be made up.
6. I do not automatically drop students who stop attending class. Therefore, you must take responsibility for dropping or withdrawing or be willing to accept the consequences.
7. Incompletes will be given only if you complete work through the 12th week with a passing grade.

Written Work

8. Most written assignments for both Colloquium and Service Learning may be turned in 1 class session after the due date without penalty. Assignments turned later than this will have 2 points automatically deducted for each class period they are late. But no late Peer Discussions, Project Presentations, and Final Portfolios will be allowed.
9. All written requirements or written portions of requirements must:
 - Be typed (12 point Times or similar), double spaced, 1" margins, on white 8½" x 11" paper, all pages numbered and stapled;
 - Have your name, date, and assignment on the first page above an appropriate paper title (a real title; Assignment #1 is NOT a real or appropriate paper title!);
 - Include a bibliography formatted according to the latest *MLA Handbook for Writers of Research Papers*.
10. For your own protection, keep copies of all work you turn in for a grade.
11. Each student is expected to maintain the highest standards of honesty and integrity in all academic and professional matters. You must do your own work and should not, under any circumstances, let others use your work or ask others to do your work for you. If you copy from others or sources without acknowledging them, you are guilty of plagiarism. If you have someone else write assignments or allow another person to copy work, you are guilty of dishonest scholarship. If you are found guilty of plagiarism or dishonest scholarship, you will receive a 0 for the assignment, probably a NC for the course, and you risk being expelled from UNM.

Extra Credit

12. You may earn a maximum of 3 extra credit points toward your final score. Although other voluntary forms of work may benefit your learning, only extra credit work earned as follows will count toward your grade:
 - 1 point for attending any public lecture related to our course topic and posting a summary of it on our Blog within 2 days after the lecture;
 - 1 point for maintaining perfect attendance throughout the semester (i.e., miss no classes at all!);
 - 1 point for attending class on the day Course Evaluations are given. These will be given sometime during the last 2 weeks of class, but you will not know the exact date beforehand.

Special Circumstances

13. Students with disabilities or other unusual circumstances are encouraged to see me as early as possible concerning any special accommodations that need to be made in order for you to succeed in this class.
14. Under EXTREMELY extraordinary circumstances exceptions to these policies may be made if you discuss the situation with me personally and provide written documentation (doctor's note, death certificate, etc.).

SYLLABUS (subject to change)

You are expected to read all assignments before class on the day they appear on the syllabus. Due dates for assignments appear in **bold italics**. Page numbers in parentheses correspond to the texts ordered for this class, but may vary depending on the edition. Abbreviations: C = Colloquium assignments; SL = Service Learning Assignments; WCW = *Worldchanging* Website (www.worldchanging.com).

Note about readings from *Worldchanging*:

While I think you will want to own a copy of *Worldchanging* for yourself or to pass along to someone else, you do not have to buy this book for the purposes of our course. Instead, you may read articles from the appropriate sections on the *Worldchanging* website instead of pages from the actual book. Also, when the calendar below lists *Worldchanging* as a reading assignment, I expect you to browse the section from the book and/or the website and read as much of it as possible, but you are not required to read the entire section. However, you should plan to read 2-4 hours of material from the book or website or from both each time *Worldchanging* appears on the syllabus. If you read much less than this, our class discussions will be less useful and interesting and the learning experience of the entire class will suffer.

Week 1	Tues. 1/20/09	Introduction/Syllabus
	Thurs. 1/22/09	Backgrounds and Beginnings <i>Worldchanging</i> : Foreword, Introductions (pp. 11-29) and/or About (WCW); and Browse <u>all</u> WCW sections and read as many articles as possible in 2-4 hours
Week 2	Tues. 1/27/09	<i>Worldchanging</i> : Community (pp. 307-378 and/or WCW) Service Learning Discussion
	Thurs. 1/29/09	<i>Worldchanging</i> : Community (continued) Service Learning Discussion
	Fri. 1/30/09	<i>SL: Topic for Research Paper determined and emailed to D. Donovan by 6:00 p.m.</i>
Week 3	Tues. 2/3/09	<i>Worldchanging</i> : Stuff (pp. 29-138 and/or WCW)
	Thurs. 2/5/09	<i>Worldchanging</i> : Shelter (pp. 139-224 and/or WCW)
Week 4	Tues. 2/10/09	<i>Worldchanging</i> : Cities (pp. 225-306 and/or WCW)
	Thurs. 2/12/09	<i>Worldchanging</i> : Business (pp. 379-408 and/or WCW)
Week 5	Tues. 2/17/09	Service Learning Discussion <i>SL: Community Issues Research Paper Due</i>
	Thurs. 2/19/09	<i>I'm Working on That</i> , Prologue-Part 1: Getting Around (pp. 1-103)
Week 6	Tues. 2/24/09	<i>I'm Working on That</i> , Part 2: The Bitstream (pp. 104-77) <i>C: Peer Reading Discussion #1 Due</i>
	Thurs. 2/26/09	<i>I'm Working on That</i> , Part 3: Aliens Among Us (pp. 178-264) <i>C: Peer Reading Discussion #2 Due</i>
Week 7	Tues. 3/3/09	Service Learning Discussion <i>SL: Legacy Project Proposal Due</i>
	Thurs. 3/5/09	<i>I'm Working on That</i> , Part 4: Playing God-Epilogue (pp. 265-384) <i>C: Peer Reading Discussion #3 Due</i>

- Week 8** Tues. 3/10/09 *Future Files: The 5 most important trends (pp. 1-15)*
Future Files: Society and Culture (pp. 15-37)
C: Peer Reading Discussion #4 Due
- Thurs. 3/12/09 *Future Files: Society and Technology (pp. 38-59)*
C: Peer Reading Discussion #5 Due
Future Files: Government and Politics (pp. 60-89)
C: Peer Reading Discussion #6 Due
C: Future Workbook Due for Progress Check

SPRING BREAK – 3/16/09-3/20/09

- Week 9** Tues. 3/24/09 Service Learning Discussion
- Thurs. 3/26/09 *Future Files: Media and Entertainment (pp. 90-115)*
C: Peer Reading Discussion #7 Due
Future Files: Money and Financial Services (pp. 116-44)
C: Peer Reading Discussion #8 Due
- Week 10** Tues. 3/31/09 *Future Files: Automotive and Transport (pp. 145-67)*
C: Peer Reading Discussion #9 Due
Future Files: Food and Drink (pp. 168-90)
C: Peer Reading Discussion #10 Due
- Thurs. 4/2/09 *Future Files: Retail and Shopping (pp. 191-213)*
C: Peer Reading Discussion #11 Due
Future Files: Healthcare and Medicine (pp. 214-37)
C: Peer Reading Discussion #12 Due
- Week 11** Tues. 4/7/09 *Future Files: Travel and Tourism (pp. 238-57)*
C: Peer Reading Discussion #13 Due
- Thurs. 4/9/09 *Future Files: Work and Business (pp. 258-76)*
C: Peer Reading Discussion #14 Due
- Week 12** Tues. 4/14/09 Service Learning Discussion
- Thurs. 4/16/09 *Future Files: Conclusions and 5 things that won't change (pp. 177-88)*
C: Future Workbook Due
- Week 13** Tues. 4/21/09 *Worldchanging: Politics (pp. 409-72 and/or WCW)*
- Thurs. 4/23/09 *Worldchanging: Planet (pp. 473-537 and/or WCW))*
SL: Implementation and Completion Log Due
- Week 14** Tues. 4/28/09 Service Learning wrap-up discussion
SL: Final Report and Assessment Due
- Thurs. 4/30/09 Colloquium wrap-up discussion
- Fri. 5/1/09 12:00 midnight, deadline for Blog postings
- Week 15** Tues. 5/5/09 **SL: Legacy Project Presentations Due**
- Thurs. 5/7/09 **SL: Legacy Project Presentations Due**
C: Final Portfolio Due