

LAR 303 Impact Seminar: Connecting Knowledge to Choices and Actions

Doane University - Lincoln

2017 Winter I Term (Oct 16-Dec 16)

Tuesdays 6:00–9:00 pm

Instructor:	Mr. Jaye Emerson Stentz, M.A.
Email:	jaye.stentz@doane.edu (instructor preferred mode of communication)
Phone:	Mobile: 402-540-5203 Call or text* before 8:00 p.m. - *be sure to include your name and the course number (i.e., LAR 303)

COURSE DESCRIPTION

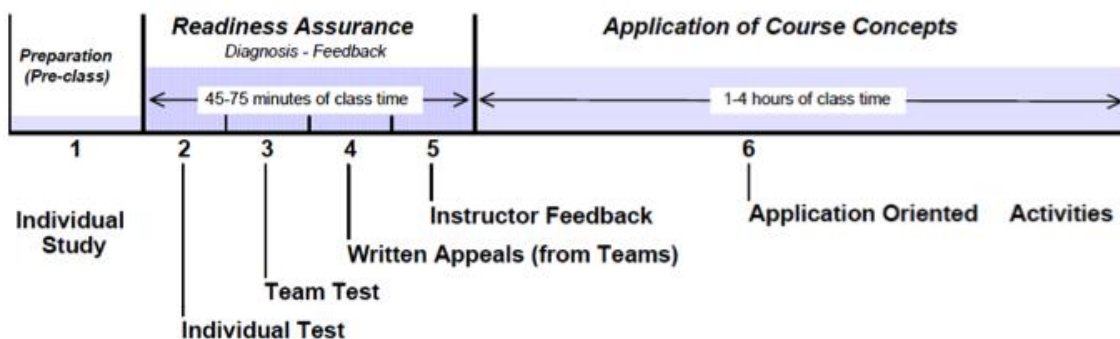
This course will develop students' teamwork and leadership skills to prepare for citizenship or work as they connect theory, practice and experience. Students, drawn from multiple fields of specialized study, will collaboratively analyze a complex real-world problem, develop an empathetic understanding of multiple perspectives needed to comprehend the issue, and propose possible solutions. Students will be engaged through experiential pedagogies selected as appropriate by the LAR 303 instructors. Students will publically present work. Prerequisites: Junior or senior status, and successful completion of LAR 202 or equivalent, 3 credits.

TEACHING STRATEGY

This course is taught using a Team-Based Learning (TBL) pedagogy. TBL is an evidence based collaborative learning teaching strategy designed around units of instruction, known as "modules," that are taught in a three-step cycle, referred to as ***The Readiness Assurance Process (RAP)***: preparation, in-class readiness assurance testing, and application-focused exercise. Each class typically includes one module.

Team-Based Learning Instructional Activity Sequence

(Repeated for each major instructional unit, i.e., 5-7 per course)



Preparation (Pre-class). Students must complete preparatory materials before a class or the start of the module. Materials may be text, visual or other, and set at a level that is appropriate to the students and the course. This course requires a significant amount of weekly individual work by students outside of scheduled class time (reading multiple

chapters from required texts, reviewing content in preparation for IRATs/TRATs, completing assessments and reflections, etc.), so students need to be prepared for this level of coursework, especially in terms of any other courses enrolled in during the same term. ****Each student should plan to spend on average up to 7 hours per week outside of scheduled class time.***

Readiness Assurance. Readiness Assurance Test (RAT): Students complete an Individual Readiness Assurance Test (IRAT) in class, consisting of 20 multiple-choice questions. After submitting their individual answers, they take the same test, the Team Readiness Assurance Test (TRAT), with their team. All members of each team share the same TRAT score, and both IRAT and TRAT scores count toward the students' grades.

Appeals. Teams are given the opportunity to draft a written appeal of a multiple-choice question they felt was poorly written, the answer was mistakenly coded, or their answer choice is better. Required criteria for drafting appeals will be provided by the instructor. ***Instructor Feedback:*** The instructor may review material from the RAT that students still feel are problematic.

This test approach that counts for assessment is important, as it gives students a real incentive to learn materials beforehand, attend classes, and contribute to team discussions. It also challenges students to be self-directed, collaborative, social learners. The instructor role is closer to that of a facilitator who guides and inspires the process of student learning vs. a traditional instructor who manages and controls student learning. The readiness assurance process holds students accountable for coming to class prepared and working together as a team.

Application of Course Concepts. The remainder of the learning module is taken up with exercises that help students learn how to apply and extend the knowledge that they have pre-learned and tested. Teams are given an appropriate problem or challenge, and must arrive at a consensus to choose a "best" solution out of options provided. Teams then display their answer choice, and the educator facilitates a classroom discussion between teams to explore the topic and the possible answers to the problem. This application phase consists of primarily individual pre-work outside of class with most group work occurring during scheduled class time. The exception is the Final Team Project that often requires students to collaborate outside of scheduled class time.

Four principles underlying Team-Based Learning. Team-Based Learning implementation is based on four underlying principles (Michaelsen & Richards 2005):

1. Groups should be properly formed (e.g. Intellectual talent should be equally distributed among the groups). These teams are fixed for the whole course.
2. Students are accountable for their pre-learning and for working in teams.
3. Team assignments must promote both learning and team development.
4. Students must receive frequent and immediate feedback.

UNDERGRADUATE CORE OUTCOMES (Common to all LAR 303 courses)

Students will work to:

- Construct a reasoned understanding of a problem with evidence of relevant contextual factors, including ethical, logical, and cultural dimensions of the problem.
- Articulate multiple approaches for solving the problem and propose one or more solutions/hypotheses that indicate a deep comprehension of the problem.
- Engage all participants to foster a constructive team climate.
- Reflect on their progress on the essential learning outcomes, drawing on their specialized studies (majors/minors), foundational areas of knowledge, liberal arts seminars, and experiential activities in order to express their distinctive voices, define their own ethical values, and understand and prepare for their multiple roles in a just society.

COURSE OUTCOMES (Specific to this course)

At the end of the term, students will know how to:

- Motivate and lead others
- Deal with conflict productively
- Encourage team creativity and effective problem solving
- Help teams make better decisions
- Evaluate and reward team performance

REQUIRED TEXTS (2)

Griffith, B. A., & Dunham, E. B. (2015). *Working in Teams: Moving from High Potential to High Performance*. Thousand Oaks, CA: Sage Publications, Inc. ISBN: 978-1-4522-8630-3

Killermann, S. (2017). *A Guide to Gender (2nd Edition): The Social Justice Advocate's Handbook*. (2nd ed.). Austin, TX: Impetus Books. ISBN-13: 978-0989760249

GRADING

Course Grades: Percentages assigned to each grade in this class will be as follows:

A+ 100-97%	B+ 89-87%	C+ 79-77%	D+ 69-67%	F 59% and below
A 96-94%	B 86-84%	C 76-74%	D 66-64%	
A- 93-90%	B- 83-80%	C- 73-70%	D- 63-60%	

Your grade for the course will be determined by the following:

Individual Performance (IRATs, Reflections, Participation, and Final Portfolio) **40%**

Team Performance* (TRATs, Team Activities, Final Team Project) **60%**

Performance Areas	Total Grade % Course
1. Individual Performance	40%
a. Individual Readiness Assurance Tests – 5 (50 pts)	4%
b. Reflections – 5 (50 pts)	6%
c. Final Individual Portfolio - (200 pts)	20%
d. Participation* (100 pts)	10%
2. Team (Small Group) Performance	60%
e. Team Readiness Assurance Tests – 5 (200 pts)	20%
f. Team Activities – 5 (200 pts)	20%
g. Final Team Project (200 pts)	20%

* **Participation** points will be earned through a **Peer Review Process** whereby small group members will rate other group members' collaboration on all group work. At least twice, near the middle and end of the term, each individual group member will anonymously rate the contributions all other group members and submit their evaluation directly to the instructor with results being shared with each student in ways that protect the individual identity of each reviewer. The instructor reserves the right to make all final decisions regarding Participation points and will in most cases go with the results of the final peer evaluation by using an average of all group member ratings.

Peer reviews are intended to assess each students' practice of behaviors that support effective teamwork through collaborative efforts. The behaviors assessed originate from the Doane LAR 303 Collaboration grading rubric.

IRATs. An Individual Readiness Assessment Test (IRAT) will be given, with an immediate Team Readiness Assessment Test to follow, in class at the beginning of class during weeks 2 through 6. This part of your individual performance grade will consist of multiple choice questions that provide the opportunity for peer teaching and enable the instructor to assess whether students have a sound understanding of key concepts from the readings. RAT questions will primarily focus on basic knowledge and comprehension of chapter concepts from the reading assignments. Due to the nature of the Readiness Assurance Process (RAP), there is no way to make-up any missed IRATs.

Reflections. Each student will completed/submit a series of individual guided reflection assignments relating to the course content we cover and for purposes of demonstrating students' intellectual engagement with course content and to document students' learning experiences. Due dates and specific information related to each entry will be posted on Blackboard. All reflections must be submitted electronically through Blackboard using

the assignment link provided. You must upload your reflection as a saved Word or PDF document from your computer into the Bb link provided. Each student is responsible for ensuring their reflection uploaded successfully. For each reflection, you will be asked to respond to different questions regarding leadership/teamwork inventories, team processes, your thoughts on/experiences in the class, etc.

The general ***requirements for a complete reflection*** (noncompliance will automatically result in 0 points earned) are:

- Reflections should ***thoughtfully*** respond ***in depth*** to all questions posed
- Submitted as a saved Word document using the Blackboard assignment link provided, by the due date/time
- Completed in a question and answer format (i.e. questions *must be* left in your submitted document)
- Some reflections will require you to complete work before you reflect (e.g. complete a questionnaire), so make sure these tasks are completed

It is suggested that you set up a regular time to write your reflection each week. This time will best serve you if it is scheduled after our class session for that week and before the due date. The Doane LAR 303 Intellectual Engagement grading rubric will be used for grading.

TRATs. Following each IRAT, students will retake the same test in their teams (TRAT). Members must reach agreement on each test question, thus the discussion required to choose a group answer both serves as an excellent review of the readings and provides the opportunity for peer teaching. Due to the nature of the Readiness Assurance Process (RAP), there is no way to make-up any missed TRATs.

Final Individual Portfolio. The final individual reflection will be a critical reflection of approximately covering your experiences during the term and prior academic and professional experiences you encountered. Each student is required to submit this final assignment through both Blackboard (for grading purposes) and LiveText (for institutional accreditation archival purposes). The Doane LAR 303 Intellectual Engagement grading rubric will be used for grading.

Team Activities. Students will complete a series of group in class activities intended to demonstrate application of key concepts covered through the Readiness Assurance Process (RAP). The group activities are also intended to promote effective development of group cohesiveness in ways that prepare group members for effective completion of the final team project. Due to the nature of the Readiness Assurance Process (RAP), there is no way to make-up any missed Team Activities. The Doane LAR 303 Intellectual Skills grading rubric will be used for grading.

Final Team Project. Each group will have the opportunity to demonstrate application of effective intellectual skills with course content by completing a final team project by applying what is learned about group dynamics for teams toward researching and providing a solution(s) for a complex real world social justice issue. The product teams will submit will consist of a white paper (through Blackboard) as well as presenting on

their findings publicly through delivery of an executive summary and PowerPoint presentation during the final scheduled class session to a panel of individuals selected by the instructor. The Doane LAR 303 Intellectual Skills grading rubric will be used for grading.

GENERAL POLICIES

*Due to the structure of this course, there will be **no make-up tests** allowed. Missed IRATs will result in 0 points, however, all group members earn the same grade for TRATs, but be advised missing TRATs can negatively impact a student grade during the Peer Review process.*

Late submissions. Reflections and all other required assignments will be automatically docked 10% of the total points available per day beyond the assigned due date (e.g. a late reflection worth up to 10 points will be docked 1 point per day beyond the due date). Anything submitted after the due date and time (generally before a class session) will be considered late.

Grades of Incomplete. Incomplete course grades will generally not be allowed. Any exception to this will be determined mutually between instructor and student at the instructor's sole discretion and within Doane University's policy for grades of Incomplete.

Attendance. Students are expected to attend every class meeting and be on time. Any excused absences should be discussed with me beforehand. Most class time will be devoted to group discussions and activities designed to cultivate team development and deepen understanding of topics. Since there is no way to replace that type of learning experience, it is extremely important that you attend every time.

LiveText. An active LiveText membership is a required resource for this course because at least one assignment MUST be submitted electronically using this online platform. LiveText is used by the University to demonstrate the quality of our academic programs, improve the teaching and learning process, and maintain accreditation. You will have the opportunity to use your account for secure online storage of all your academic work (unlimited archive space) and to create digital documents such as electronic portfolios or reflective journals, which can be shared with prospective employers or other parties.

LiveText will be a required resource in several different courses throughout your program, and you can use the same account for any course that requires it for up to five years, so **YOU ONLY NEED TO HAVE ONE ACCOUNT**. Let your instructor know if you did not receive or cannot find that email. If you already have an active LiveText membership, you do not need to purchase or create another one. After five years, you can choose to extend your membership if you need it for additional coursework or would like to maintain it for your personal use.

Academic Integrity. It is assumed that all students will maintain the highest degree of academic integrity. Academic dishonesty will not be tolerated and will result in consequences as outlined in the Student Handbook.

Disability Resources. Students with disabilities substantially limiting a major life activity are eligible for reasonable accommodations in University programs, including this course. Accommodations provide equal opportunity to obtain the same level of achievement while maintaining the standards of excellence of the University. If you have a disability that may interfere with your participation or performance in this course, please meet with me to discuss disability-related accommodations and other special learning needs.

Automatic Failure. A student's disregard for the communication policies, expectations, and/or general policies stated in this Syllabus will be subject to an automatic failure of and dismissal from the course.

Course Schedule. A Course Schedule will be provided for purposes of encouraging and supporting full accountability of each student to their own performance, as well as the performance of their team. It is subject to change by the instructor, and if it is changed, a revised copy will be provided. Each student is highly encouraged to get organized early on and remain organized all the way through the term.

Expectations of Students. Since this is a 300-level capstone course, your instructor expects the following from each student.

- Be inquisitive; think deeply and critically
- Use previous knowledge acquired from coursework and life experience when approaching every assignment and decision
- Work should reflect your absolute best effort
- Be professional. Your actions and assignments should impress an employer or boss.
- Be an active participant in all activities and discussions

New York Times Subscription. Doane students now have access to the New York Times for free. I suggest registering for access using the following steps and then using it as an important reference throughout the semester.

- Visit nytimes.com/grouppass from a networked **computer on campus**
- Use your **Doane University email address** to create a free NYTimes account
- You have successfully created an account when you see the **START YOUR ACCESS** screen
- Now you can enjoy your subscription to NYTimes, INYT.com, and NYTimes mobile apps by logging onto your account from anywhere, even off campus

Instructor Disclaimer. The instructor reserves the right to modify the Syllabus and/or the Course Schedule to meet the educational goals of this class and Doane University.