Course Description:

[Insert course Description here]

This course is part of the Rollins Foundations in the Liberal Arts. This curriculum is intended to:

• Introduce students to the liberal arts
• Expose students to a broad array of disciplines and ways of thinking and understanding
• Provide an academic and extracurricular community for the students
• Teach students how to integrate knowledge and skills across disciplines and courses

This course fulfills the 200 level general education requirement.
This course fulfills the [Division] requirement.

Professor Contact info:
Office:
Office Hours:

Foundations Objectives1:

• **Critical Thinking:** Students will be able to perform a “comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.” In addition, they will understand “The historical, ethical, political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events.”

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1 Course learning objectives follow the definitions offered under the American Association of Colleges and Universities’ LEAP initiative (Liberal Education and America’s Promise).
Educating Beyond the Classroom
At Rollins, part of our mission is to empower graduates to pursue meaningful lives and productive careers. The Foundations curriculum models this goal by taking learning outside the walls of the classroom. Your participation in this course includes experiential learning that often includes attendance at campus events. The schedule might look a little different than other classes, but these events allow you to take advantage of some of the most important opportunities that a liberal arts college affords.

Consistently, when CEOs from top US companies are asked what they look for in applicants, they name a variation of the following skills: strong written communication, critical thinking, independence, teamwork, and problem solving. Employers say that what sets one applicant apart from another are skill sets that transcend one’s major or desired profession and the ability to thoughtfully demonstrate those skills during the application process. Your Foundations curriculum is carefully designed to teach these in-demand skills and to provide moments of reflection that encourage you to translate these classroom-centered activities to the worlds of work and life.

Engagement with a college-wide intellectual community includes your attendance at the Foundations Summit on Tuesday, December 3 from 9-10:30am. At this event, students in the capstone course will present work that uses the multiple skills and approaches they’ve learned in the program to tackle a complex question in the world—a task you’ll take on in your own 300 level class.

The two additional out-of-the-classroom experiences for our class are:

- XXXX
- XXXX

Course Objectives:
Books:
Requirements:
Grading:

When students express concern about the “relevance” of coursework, it’s often code for career preparation. Our curriculum delivers essential skills, but that reality is not always visible to students. Consider including course objectives that name the life and career skills students will gain. The NACE (National Assoc. of Colleges and Employers) Competencies are a great place to start. You might also tag assignments with a quick identifier of transferrable skills (e.g. “collaboration,” “written communication,” “problem solving”).

All 200 level students must attend the Foundations Summit. Consult the rFLA Canvas page for ideas on how to move them past simple attendance to engagement with the event. Note the time change to Tuesday morning.

Remember: Students are no longer required to earn a C- in individual rFLA courses. Instead, they must earn a cumulative 2.0 GPA across all rFLA coursework (including competencies & RCC).
Schedule:

Syllabus Statements

In week 13, all rFLA students will need to submit to Foliotek a short reflective essay from a common writing prompt tied to course level. This assignment can be completed in or out of class and should take around 45 minutes (but please account for extended time accommodations).

Include materials from the Common Read in your reading list. Let’s engage students in a campus-wide conversation about the terms of our mission. Fall 2019 readings on the theme of Global Citizenship pair well with Jose Antonio Vargas’s talk at 7pm on Oct 18. See rFLA on Canvas for the complete selection of readings.