rFLA 300

[Course Title]

Interdisciplinary Capstone Course

Course Theme: Cultural Collision | Enduring Questions | Environments | Identities | Innovation

[Instructor]

[Course Meeting Time]

[Instructor]



**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

As the 300-level interdisciplinary capstone of the Foundations Seminars, this course:

* Examines a complex question or problem that allows students an opportunity to apply concepts/theory to the real world
* Reflects on rFLA experiences and coursework
* Demonstrates how knowledge or methods from multiple disciplines equips people to solve problems

**Professor Contact info:**

**Office:**

**Office Hours**:

**Foundations Objectives**[[1]](#footnote-1):

* 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.”
* Information Literacy: This is the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - Adopted from the National Forum on Information Literacy.
* Written Communication: Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

**Educating Beyond the Classroom**:

At Rollins, part of our mission is to empower graduates to pursue meaningful lives and productive careers. 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.

The Foundations curriculum encourages you to take learning outside the walls of the classroom. Your participation in this course includes experiential learning that may include 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.

This fall, engagement with a college-wide intellectual community includes your attendance at the Foundations Summit on Thursday, December 10 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.

(Optional) The two additional out-of-the-classroom experiences for our course are:

XXXX

XXXX

**Course Objectives:**

**Books:**

**Requirements:**

**Grading:**

**Schedule:**

Syllabus Statements

**Accessibility Services (updated 5/20/19)**

Rollins College is committed to equal access and inclusion for all students, faculty and staff.  The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 create a foundation of legal obligations to provide an accessible educational environment that does not discriminate against persons with disabilities. It is the spirit of these laws that guides the college toward expanding access in all courses and programs, utilizing innovative instructional design, and identifying and removing barriers whenever possible.

If you are a person with a disability and anticipate needing any type of academic accommodations in order to fully participate in your classes, please contact the Office of Accessibility Services, located on the first floor of the Olin Library, as soon as possible. You are encouraged to schedule a Welcome Meeting by filling out the “First Time Users” form on the website: <https://www.rollins.edu/accessibility-services> and/or reach out by phone or email: 407-975-6463 or Access@Rollins.edu.

All test-taking accommodations requested for this course must first be approved through the Office of Accessibility Services (OAS) and scheduled online through *Accommodate* **at least 72 hours before the exam**. Official accommodation letters must be received by and discussed with the faculty in advance.  There will be no exceptions given unless previously approved by the OAS with documentation of the emergency situation. We highly recommend making all testing accommodations at the beginning of the semester. OAS staff are available to assist with this process.

**Academic Honor Code Reaffirmation (updated 7/18/18)**

<http://www.rollins.edu/honor-code/documents/academic-honor-code-rollins-college.pdf>

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. The student commitment to uphold the values of honor - honesty, trust, respect, fairness, and responsibility - particularly manifests itself in two public aspects of student life. First, as part of the admission process to the College, students agree to commit themselves to the Honor Code. Then, as part of the matriculation process during Orientation, students sign a more detailed pledge to uphold the Honor Code and to conduct themselves honorably in all their activities, both academic and social, as a Rollins student. A student signature on the following pledge is a binding commitment by the student that lasts for his or her entire tenure at Rollins College.

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others. This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to the paper, quiz, test, lab report, etc., the handwritten signed statement:

***"On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work."***

Material submitted electronically should contain the pledge; submission implies signing the pledge.

**Citation Expectations**

As per the Academic Honor Code, plagiarism is defined as “Offering the words, facts, or ideas of another person as your own in any academic exercise.” In order to avoid plagiarism, all students are expected to use proper citation norms. For our course, all assignments will use [***faculty choice - MLA, Chicago, APA, etc***] citation style.

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**Fall 2020 Attendance Policy**

Given the importance of ensuring that students who are ill do not come to class and infect their peers or instructors, we will employ a temporary ***modification*** of attendance policies in Fall 2020:

* Students who are ill will not have their course grade negatively affected by their absence from class.
* Students who miss class due to illness can contribute and actively participate in class in different ways (remotely or asynchronously), health permitting.
* Students who miss class due to illness will sign a sworn statement (digital) attesting that their absence was indeed due to illness.
* Students will be bound by the Academic Honor Code to be truthful in stating their reason for missing class. Lying to a faculty or staff member about the reason for their absence will be considered a violation of the Academic Honor Code.
* Instructors shall not request medical information to verify student illness as this can be a violation of HIPPA privacy laws.
* Students who are missing class because of illness should notify the Office of Student and Family Care.
* Students who miss class for reasons other than illness will be held to the terms of the instructor's attendance and participation policy as stated in the course syllabus.

**Credit Hour Statement for Rollins Courses**

This course is a four-credit-hour course that meets three hours per week. The value of four credit hours results, in part, from work expected of enrolled students both inside and outside the classroom.  Rollins faculty require that students average at least 2 ½ hours of outside work for every hour of scheduled class time.  In this course, the additional outside-of-class expectations are [please fill in what this course requires, e.g., fieldwork, research, experiential education, small-group projects, etc.]:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Recording Device Use**

In order to protect the integrity of the classroom experience, the use of recording devices is limited to either the expressed permission of the faculty member or with proper documentation from the Office of Accessibility Services.  Information about accommodations through Accessibility Services can be found at <http://www.rollins.edu/accessibility-services/>. Recording without the proper authorization is considered a violation of the Rollins Code of Community Standards.

**Title IX Statement (updated 5/20/19)**

Rollins College is committed to making its campus a safe place for students. If you tell any of your faculty about sexual misconduct involving members of the campus community, your professors are required to report this information to the Title IX Coordinator. Your faculty member can help connect you with the Title IX Coordinator, (TitleIX@rollins.edu or 407.691.1773). You will be provided with information, resources and support. If you would prefer to speak to someone on campus confidentially, please call the Wellness Center at 407.628.6340. They are not required to report any information you share with the Title IX Coordinator.

Misconduct under Title IX includes gender-based discrimination and harassment, sexual harassment, sexual violence including fondling and assault, sexual coercion/force, sexual-based communication, sexual exploitation, interpersonal violence including dating and domestic violence, stalking, complicity and retaliation. Everyone is protected under the following protected statuses: sex (including pregnancy), gender, gender identity (including transgender status), gender expression, and sexual orientation. For information, visit https://www.rollins.edu/sexual-misconduct/.

**COVID-19 Guidelines for Fall 2020**

**In-Person Classroom Experience**

The College has worked to create a classroom experience that remains dynamic and engaging while also considering health and safety.   All classrooms will have a minimum of six feet between students and a nine-foot separation for the instructor, including outdoor classrooms.

Only students wearing masks will be allowed to participate in-person in classes.  When meeting in person, students are required to stay in their assigned seats for the duration of the class period and should avoid getting out of their seat for any reason.  Students should not adjust the classroom configuration, as each classroom has been set up specifically to meet physical distancing guidelines.  Prior to leaving class, students must clean their desk and chair with cleaning supplies provided by the College.

Students who are not in compliance with these classroom guidelines laid out by the College will be given an opportunity to comply by their instructor.  If a student fails to comply when asked, the faculty member will ask the student to leave the classroom.  If the student fails to leave the classroom, the faculty member may contact Campus Safety and dismiss the class.  The College asks that students do not put their faculty members and fellow classmates in this situation, and instead simply comply with the guidelines as asked. Students who do not follow the College guidelines to create a safe classroom experience may be charged with a violation of the Requests or Orders policy.

**Online Classroom Experience**

The College is using videoconferencing software to engage students both in and out of the classroom.  All students will need a videoconference-capable device (e.g. a laptop with a camera, a tablet, or a smart phone) and some type of headphones or earbuds that include a microphone for classes.   If students foresee a technological barrier for this type of classroom engagement, they may email helpdesk@rollins.edu with the subject line, “Technology Barrier Fall 2020.”

1. Course learning objectives follow the definitions offered under the American Association of Colleges and Universities’ LEAP initiative (Liberal Education and America’s Promise). [↑](#footnote-ref-1)