Fayetteville State University
College of Arts and Sciences
Department of Government and History
ETCE 200 - Ethics & Civic Engagement in Action
Spring 2014

Hybrid Online Course
(50% face to face & 50% online study)

I. Locator Information:
Instructor: Juan Ma (Ph. D.)  
Course # and Name: ETCE 200 Ethics & Civic Engagement in Action – Sustainability  
Day and Time Class Meets: MWF 10:00 -10:50 am  
Day and Time Class Meets: MW: 10:00 – 10:50 am (January 11-February 28)  
W: 10:00 – 10:50 am (March 17-May 2)  
Semester Credit Hours: 3 Credits  
Office Location: LS 306  
Office Phone: 910-672-1935  
Office hours: MW: 12:00noon -1:00 pm; 2:00 pm -4:00 pm &F: 10:00 am – 12:00 noon (OTHERS BY APPOINTMENT)  
Email address: jma@uncfsu.edu

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

II. Course Description:

This course provides a foundation for students’ orientation to civic engagement, social action, and the relationship between learning and engaged citizenship. The course also introduces students to the context, issues, skills, and experience of citizenship and civic leadership in a democratic society. Finally the course assists students with developing students’ readiness to accept personal and social responsibility, and their preparation for responsible citizenship.

ETCE 200 is also a service-learning course at Fayetteville State University. Service-Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities (Learn and Serve America National Service Learning Clearinghouse).

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.
IV. Textbook:

Required Textbooks:


Recommended Textbook(s):


Additional readings will be assigned based on the topic of focus and will be made available on the course BlackBoard site.

V. Student Learning Outcomes:

This course fulfills the Ethics and Civic Engagement Core Student Learning Outcome which states: “*Students will demonstrate knowledge and application of principles of ethical and civic responsibility.*”

Upon completion of this course, students will be able to:
- Identify basic theories and principles of ethical responsibility
- Identify basic theories and principles of civic responsibility.
- Apply principles of civic responsibility to analyze community issues and social policies.
- Use principles of civic responsibility to construct and evaluate solutions to community concerns.

Course Student Learning Outcomes:

a. Examine the importance of participation and civic engagement in local to global societies.
b. Students will be able to recognize the ethical responsibility of the individual within a larger community.
c. Explore theoretical and practical approaches to civic engagement, citizenship, and social action.
d. Identify opportunities to become more engaged and active in the University and community (ies) to contribute sustainable development.
e. Develop a connection between academic course work and service-learning activities related to sustainability subject.
f. Students will be able to demonstrate an informed understanding of sustainability issues from an interdisciplinary and multicultural perspective.
g. Be able to identify practical strategies to create both small-scale and large-scale change in their communities for sustainability.
h. Discuss and identify different ethical theories.
i. Apply basic ethical theory to practical situations for sustainable development at different levels.
VI. Course Requirements and Evaluation Criteria:
   a. Grading Scale

Students will be evaluated (graded) as indicated below (total: 500 Points + up to 50 bonus points):

<table>
<thead>
<tr>
<th>Grading Items</th>
<th>Points</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance (Week 1-15)</td>
<td>80</td>
<td>- 5 points will be deducted for each absence, till “0” point.</td>
</tr>
</tbody>
</table>
| Tests (Week 1-7)                                  | 120    | - Six (6) tests are developed to evaluate SLOs.  
- Tests will be based upon the course lectures, class readings and discussion.  
- Students need complete and submit test thru Blackboard on weekly basis.  
- Tests are due 11:59 pm, every Friday.  
- Tests will be opened on Blackboard as scheduled and will not be allowed to start after the due times. |
| Midterm Exam (Week 8: March 3-7)                  | 50     | - Students are able to choose either online or in-class option to complete midterm.  
- Exam will be opened on Blackboard in Week 7. |
| Service Learning Orientation*                     | 10     | - Student service-learning orientation.                                                                                               |
| Individualized Service Learning Plan/Contract*    | 40     | - Students are able to work with the organizations or agencies to design and develop individualized service learning plan.  
- The plan need complete and submit thru Blackboard before service starts. |
| Service-Learning Reflection Journals* (Week 10-15)| 50     | - Five (5) journals are developed to evaluate SLOs based on the student service learning plans.  
- Students need complete and submit journal thru Blackboard on weekly basis after midterm exam.  
- Journal topics will be opened on Blackboard as scheduled and will not be allowed to start after the due times.  
- Journals are due 11:59 pm, every Friday. |
| Final Report for Service Learning* (Week 15-16)   | 50     | - One (1) final report for service learning process.  
- Final report due by Week 16. |
| Study Blogs* (Week 1-16)                          | Up to 50 bonus points | - Students are able to earn up to 50 bonus points to conduct and join Blog discussions and share the learning experiences on Blackboard  
- Students can create and join the discussion at any time during the semester.  
- No limitations to discussion topics as long as they are related to course studies.  
- The Blog will be closed in Week 16. |
| Final Exam (Week 16: Graduating Seniors) (Week 17: Regular Students) | 50     | ii. Students are able to choose either online or in-class option to complete final exam.  
iii. Exam will be opened on Blackboard in Week 15 and 16. |

*Student Service-Learning Activities (150 points + up to 50 bonus points)
There is no “I” (incomplete) grade for this course.
Numerical grades will be converted to a letter grade in the following manner:

<table>
<thead>
<tr>
<th>University Scale</th>
<th>ETCE 200 Scale</th>
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</thead>
<tbody>
<tr>
<td>92-100% = A</td>
<td>A = 460 and above</td>
</tr>
<tr>
<td>83-91% = B</td>
<td>B = 415 to 459</td>
</tr>
<tr>
<td>73-82% = C</td>
<td>C = 365 to 414</td>
</tr>
<tr>
<td>64-72% = D</td>
<td>D = 320 to 364</td>
</tr>
<tr>
<td>63%&amp; below = F</td>
<td>F = 319 and below</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Credit Hours</th>
<th>Quality Points</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Hours attempted and earned</td>
<td>4 per credit hour</td>
<td>Exceptionally high</td>
</tr>
<tr>
<td>B</td>
<td>Hours attempted and earned</td>
<td>3 per credit hour</td>
<td>Good</td>
</tr>
<tr>
<td>C</td>
<td>Hours attempted and earned</td>
<td>2 per credit hour</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>D</td>
<td>Hours attempted and earned</td>
<td>1 per credit hour</td>
<td>Marginally passing</td>
</tr>
<tr>
<td>F</td>
<td>Hours attempted - Not earned</td>
<td>0 per credit hour</td>
<td>Failing</td>
</tr>
<tr>
<td>FN</td>
<td>Hours attempted - Not earned</td>
<td>0 per credit hour</td>
<td>Failing due to non-attendance and/or excessive absences.</td>
</tr>
<tr>
<td>W</td>
<td>Hours attempted - Not earned</td>
<td>No impact on GPA. Students are permitted a maximum of five class withdrawals during their academic career. Beyond this limit, students must earn a final grade of A, B, C, D, F, or FN.</td>
<td>Class withdrawal prior to deadline (see Academic Calendar)</td>
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b. Graded Assignments

All assignments and due dates listed below will be made available on the course Blackboard site.

- **Tests** (120 points) – students need read the textbook chapters, complete the reading and writing assignments as requested. The assignments may include multiple choice, true or false and short essay. The assignments will be made available on the course Blackboard site.
- **Midterm** (50 points) – The midterm exam will have a common set of exam questions for ETCE 200 course.
- **Final Exams** (50 points) – The exams may be a combination of multiple choice and short essay, or CLA performance task*.

* **CLA Performance Task (if apply)** – students are about to take an assessment, named as Collegiate Learning Assessment (CLA) that was designed to measure your skills in critical thinking, analytic reasoning, problem solving and written communication. The performance task is to test students’ understanding about the definition of sustainability, as well economic, social and environmental elements of sustainability and their relations. Students will be preparing a written response to a hypothetical but realistic situation based on a series of documents that includes a range of information sources. We will discuss in class how to complete CLA task and use APA format for citing references both in-text and the reference page.

- **Service-Learning Activity** (150 points) – This section of ETCE 200 is a service-learning course and students will spend a minimum of **15 hours** over the course of the semester on a service-learning activity through a combination of preparation, service and reflection. This activity will address a need in our community for sustainability, support course objectives, involve a connection between the campus and the world around it, challenge students to be civically
engaged, and involve structured student reflection. We will spend time reflecting on our service-
learning experience through class dialogue, essays, Blog discussion on Blackboard, and/or field
journal entries. While there is a 15-hour minimum for service to pass the course, your service-
learning efforts will be the core of much of the learning in the course. Therefore, your grade for
service learning will come from the tangible class projects that come out of it rather than simply
from completion of the hour minimum. It is the student’s responsibility to let the instructor know
in advance of any obstacles before service assignments are finalized.

Representative Generalized Service-Learning Activity
The Service Learning Project consists of four parts: the Service-Learning Orientation (10 points),
the Individualized Service-Learning Plan/Contract (40 points), the Reflection Journal (50 points),
and the Final report (50 points).

- Study Blogs (up to 50 bonus points) – this section is to provide students opportunity to conduct
and join the blog discussions and share the learning experiences of course studies during the
whole semester.

c. Policy on Missed or Late Assignments

Students are expected to take or submit assignments /exams /reflections /literature review paper
/service learning report on the dates specified on the instructor’s request. The instructor reserves the
right to deduct points for late assignment or not to accept late work. There is NO MAKEUP for
midterm and final exam, and project final report.

d. Attendance Requirements – Specify requirements for attendance; for 100- and 200-level classes,
specify the number of classes that a student is permitted by the attendance policy.

Students are expected to attend the classes punctually. In Case You (students) Are Late or Absent:

a) It is your responsibility to get the course notes, handouts, and assignments should you miss class
or be late.

b) Official document is required for your absence excuse. Five (5) points will be deducted for each
absence without official documents.

c) 15 minutes late to class and leaving class 15 minutes earlier will be considered to be absent unless
you get prior approval by the instructor.

d) It is your responsibility to withdraw the class according to the deadline published in the catalog.
You may get “FN” grade (FN = FAILURE DUE TO NON-ATTENDANCE) without “WN”
submission;

e) WN - Withdrawal due to non-attendance - discontinued, effective August 16, 2007. STUDENTS:
Do not expect faculty to withdraw you for non-attendance. Drop or withdraw* from classes
according to the deadlines published in the catalog.

f) NEW TYPE OF GRADE: INTERIM GRADES – (New name for “midterm grade,” with
additional purposes). Interim grades will be assigned from the first week of the semester until the
deadline for class withdrawals. Interim grades are used for informational and warning purposes
only; they are not part of your permanent transcript and have no effect on your GPA. Instructors
may assign interim grade of F to warn students of poor academic performance or they may assign
“X” (NO SHOW) or “EA” (EXCESSIVE ABSENCES) grades. After midterm, faculty will assign all students an interim grade of A – F to inform students of their academic status as of midterm.

g) Children are not permitted in the classroom. Guests must have prior approval by the instructor.

c. Other –

Cell Phone and Electronic Entertainment Devices (Read carefully): NO LIVE CELL PHONES are permitted in the classroom (except with prior permission of the instructor). Likewise, no electronic game, CD player or other amusement or entertainment devices are permitted in the classroom. Any student coming to class with a live phone or entertainment devices WILL BE asked to leave the class promptly. We want the learning process to be carried out with as little interruptions and distractions as possible.

Plagiarism/Cheating: Students are expected to uphold the school’s standard of conduct relating to academic honesty. Students assume full responsibility for the content and integrity shall be that a student’s submitted work, examinations, reports, and projects must be that of the student’s own work. Students shall be guilty of violating the honor code if they: (1) Represent the work of others as their own; (2) Use or obtain unauthorized assistance in any academic work; (3) Modify, without instructor approval, an examination, paper, record, or report for the purpose of obtaining additional credit; (4) Give unauthorized assistance to other students; (5) Misrepresent the content of submitted work. The penalty for violating the honor code is severe. Any student violating the honor code is subject to receive a failing grade for the course and will be reported to the Office of Student Affairs. If a student is unclear about whether a particular situation may constitute an honor code violation, the student should meet with the instructor to discuss the situation.

VII. Academic Support Resources:
- Office of Civic Engagement and Service Learning
- University College Learning Center
- Library
- Supplemental Instruction
- Open Use Computer Labs

VIII. Teaching Strategies:

The teaching strategies used in the class will include a combination of lecture, discussion, guest speakers, in-class exercises, hybrid-online instrument and service-learning activities.
FSU Policy on Disruptive Behavior in the Classroom

The Code of the University of North Carolina (of which FSU is a constituent institution) and the FSU Code of Student Conduct affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.
3. Use of cell phones and other electronic devices
4. Overt inattentiveness (sleeping, reading newspapers)
5. Eating in class (except as permitted by the faculty member)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members
8. Entering class late or leaving class early on regular basis
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior.
2. Direct student to change seating locations.
3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.
4. Dismiss class for the remainder of the period. (Must be reported to department chair.)
5. Lower the student’s final exam by a maximum of one-letter grade.
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.
<table>
<thead>
<tr>
<th>WK</th>
<th>Readings</th>
<th>Schedule &amp; Assignment</th>
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</table>
| January 13-17 | Ch1 | Course introduction and Course study requirement  
*In-class discussion (Monday and Wednesday):* Sustainability-Environment and You: Importance of Citizen Action  
-Test #1 Due Friday, January 17 |
| January 20-24 | Ch2 | *In-class discussion (Wednesday):* Toward Sustainable Ethics  
No class on Monday (Jr. Birthday Holiday)  
-Test #2 Due Friday, January 24 |
| January 27-31 | Ch3 | *In-class discussion (Monday and Wednesday):* Service Learning and Student Plan  
- Service Learning Orientation (Monday, January 27) *(Mellissa Lyon)*  
- Service Learning Plan/Contract (Wednesday, January 29) *(Jon Parsons & Jay Blauser)* |
| February 3-7 | ** | *In-class discussion (Monday and Wednesday):* Critical Thinking about Ethical Issues  
-Test#3 Due Friday, February 7 |
| February 10-14 | Ch3 | *In-class discussion (Monday and Wednesday):* Ecology and Sustainability  
-Test#4 Due Friday, February 14 |
| February 17-21 | Ch17 | *In-class discussion (Monday and Wednesday):* Managing Municipal Solid Wastes Sustainably  
-Test#5 Due Friday, February 21 |
| February 24-28 | Ch22 | *In-class discussion (Monday and Wednesday):* Global Energy Sources and Sustainability  
-Test#6 Due Friday, February 28 |
| March 3-7 | | Midterm Exam |
| March 10-14 | Break | **Attention:** In-class meeting (face to face study) only held on Wednesday after Midterm |
| March 17-21 | Plan making | *In-class discussion (Wednesday):* Service Learning Plan *(Jon Parsons & Jay Blauser)*  
- Individualized Service Learning Plan Due Friday, March 21 |
| March 24-28 | Ch4 | *In-class discussion (Wednesday):* Human Population and the Earth’s Carrying Capacity  
-Reflection Journal #1 Due Friday, March 28 |
| March 31-April 4 | Ch5 | *In-class discussion (Wednesday):* Hunger-Solving the Problem Sustainably  
-Reflection Journal #2 Due Friday, April 4 |
| April 7-11 | Plan feedback | *In-class discussion (Wednesday):* Student project discussion  
-Reflection Journal #3 Due Monday, April 7  
-Reflection Journal #4 Due Friday, April 11 |
| April 14-18 | Ch23 | *In-class discussion (Wednesday):* Energy Conservation and Energy Efficiency  
-Reflection Journal #5 Due Friday, April 18  
-Blog entries will be closed on April 18. |
| April 21-25 | | *In-class discussion (Wednesday):* Final Report Review  
-Final Report Due Friday, April 25 |
| April 28-May 2 | | Final Review (final exam for graduating Senior)  
-Final Exam: CLA Performance Task |
| May 6-9 | | Final exam |