THE OHIO STATE UNIVERSITY

Office of Undergraduate Education

385 Student Academic Services Building
281 W. Lane Avenue
Columbus, OH 43210

614-292-2872 Phone
ugeducation.osu.edu

February 26, 2023

Brad Steinmetz, PhD.
Associate Professor of Theatre, Film, and Media Arts
Chair, Arts and Sciences Curriculum Committee

Dear Brad and members of ASCC,

Attached you will find a PDF that constitutes the course materials for GenEd4001, the Reflection Seminar. In addition to the syllabus and a mapping of the ELOs to the course materials, I have included a diagram that connects the ELOs of Reflection to those of the Launch seminar (GenEd 1201), the integrated course plan, and the three primary assignments for the course. I have included this additional material so that ASCC members can better understand the expectations of this unusual course.

The integrated course plan is the map for class that is shared with instructors to help them scaffold each class meeting and see the connections between activities each week. It is not shared with students directly, although it includes information that is shared with students (assignments, class discussion prompts, etc). I am including it with the course materials because the format and timeline of this class is non-standard. I thought that having the overview document might help ASCC members better understand the cadence of work and connection between activities listed on the syllabus.

The attainment of the ELOs for GenEd 4001will be evaluated through three key assignments (Explorations 1-3). I have included the current drafts of these assignments because these are so pivotal to the course. For the first of these Explorations, a draft rubric has been included. We are still refining all of the rubrics but thought that seeing an example of how we are planning to evaluate the key assignments might be helpful to ASCC members. In our presentation to ASCC on March 3, lead instructional designer Sarah Holt, Bookends director Missy Beers, and I will provide a few examples of student responses to the Explorations to help ASCC members better understand the expectations and outcomes of this course.

Thank you for your thoughtful review of these materials. I look forward to discussing GenEd 4001 with you on March 3.

Sincerely,

Marymegan Daly
Associate Dean, Undergraduate Education
Professor and Vice Chair, Dept. Evolution, Ecology & Organismal Biology
Daly.66@osu.edu

GenEd 4001: Reflection Bookend

GOALS AND ELOS

Goal 1: Successful students will demonstrate the intellectual and cognitive skills that prepare them to be engaged citizens and leaders for life by reflecting on a range of important modes of human thought, inquiry, and expression.

Goal 2: Successful students will be interculturally competent global citizens who can engage with significant aspects of the human condition in local, state, national, and global settings.

Goal 3: Successful students will demonstrate skills and abilities needed for engaged citizenship and personal and professional growth.

	Assessment of attainment of ELO
ELO 1.1 Reflect on their developing academic motivation as well as emerging professional or disciplinary identities.	"Exploring what matters"
ELO 1.2 Critically evaluate their experiences as engaged citizens and leaders with significant questions spanning a range of important modes of human thought, inquiry, and expression.	"Exploring what matters"
ELO 2.1 Reflect on their developing intercultural competency.	"Exploring Interactions"
ELO 2.2 Critically evaluate one's understanding and awareness of the global context, and to recognize opportunities to contribute to and shape the larger world.	"Exploring Interactions"
ELO 3.1 Reflect on personal development in the areas of curiosity, imagination, adaptability, and intentionality in order to achieve personal and professional goals.	"Exploring Change"
ELO 3.2 Critically evaluate on the skills needed to maintain personal wellbeing and resiliency.	"Exploring Change"

THE OHIO STATE UNIVERSITY

SYLLABUS
GE 4001

Reflection Bookend Seminar
Spring 2024 – Online (synchronous)

COURSE OVERVIEW

Instructor

Instructor:

Email address:

Phone number:

Office hours:

Course description

The GE Bookends comprise two, 1-credit courses. The opening "Launch" seminar, GenEd 1201, provides a strong introduction for the broad goals of the General Education program, introduces key skills, and supports sustained growth in terms of attaining program goals. This closing "Reflection" seminar provides opportunities for students to document and reflect on their academic and personal growth and allows for synthesis of the interests, interactions, and skills they've attained throughout the GE.

Reflection seminar is intended to support students in articulating how the time here at Ohio State has changed them in meaningful ways. Reflection seminar is a chance to help students really think about and consider their own learning in college and how to explain and apply what they learned to their own areas of interest as they move forward to impact the world. Reflection Seminar is specifically designed to support you in considering what role you will play in contributing to impact the big problems that the world is facing now, where no one discipline is going to have the solution. It's not uncommon for new students to sign up for a Gen Ed course and ask, "Why do I have to take this class?" This course helps you answer that question by helping you see and articulate what you DID learn in your Gen Ed courses and see how those courses and the skills in them apply to your future.

Course learning outcomes

By the end of this course, students should successfully be able to:

- Reflect on their developing academic motivation as well as emerging professional or disciplinary identities.

- Critically evaluate their experiences as engaged citizens and leaders with significant questions spanning a range of important modes of human thought, inquiry, and expression.

- Reflect on their developing intercultural competency.

- Critically evaluate one's understanding and awareness of the global context, and to recognize opportunities to contribute to and shape the larger world.

- Reflect on personal development in the areas of curiosity, imagination, adaptability, and intentionality in order to achieve personal and professional goals.

- Critically evaluate on the skills needed to maintain personal wellbeing and resiliency.

HOW THIS COURSE WORKS

Mode of delivery: This course is 100% online with **required synchronous meetings**. This course has required zoom meetings once a week, with readings and work in CarmenCanvas. Refer to the course schedule, your instructor's Section Syllabus, and Carmen modules for your specific course meeting schedule. The CarmenCanvas course is divided into weekly modules that are released at least one week ahead of time. Students are expected to complete all "before class" work before class meetings.

Credit hours and work expectations: This is a **1-credit-hour course**. According to Ohio State policy, students should expect around 1.5 hours per week of time spent on direct instruction (Zoom meetings, for example) in addition to 3 hours of homework (reading and assignment preparation, for example) to receive a Satisfactory grade.

Attendance and participation requirements:
Research shows regular participation is one of the highest predictors of success. With that in mind, this course has the following expectations for everyone's participation:

- Participating in class sessions for engagement: **REQUIRED**
  You are expected to actively participate every week both in class sessions and online activities. If you have a situation that might cause you to miss more than one class session or an entire week of class, discuss it with your instructor as soon as possible.

- Respectful engagement: **REQUIRED**
  Your participation will be evaluated in part on your ability to communicate constructively

and respectfully with other members of the class. To create a space that is welcoming to all learners, please maintain a respectful tone in your posts and responses, even when there is disagreement. Often when we disagree, asking questions of each other is an opportunity for us to learn more, challenge ourselves and grow in our ways of thinking.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

All course materials will be freely available in the Carmen course. There are no additional fees related to this class.

Required Technology

If you do not have access to the technology you need to succeed in this class, you can review options for technology and internet access at go.osu.edu/student-tech-access

- Computer: current Mac (MacOS) or PC (Windows 10) with high-speed internet connection, webcam, and microphone
- BuckeyePass: a mobile device (smartphone or tablet) to use for authentication
- Microsoft Office 365: All Ohio State students are eligible for free Microsoft Office 365.
- Visit the installing Office 365 (go.osu.edu/office365help) help article for full instructions.

Core technology skills:

- Navigating CarmenCanvas (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week: https://it.osu.edu/students

GRADING AND FACULTY RESPONSE

How your grade is calculated

This course is graded Satisfactory (S) / Unsatisfactory (U). You will receive criteria for major assignments and will get feedback on your work. Each assignment will be scored as Exceeds Mastery Expectations (100%), Meets Mastery Expectations (75%), Does Not Meet Mastery

Expectations (50%), or Not Completed (0). You will have the opportunity to revise and resubmit assignments that do not meet expectations. To pass the course, you must complete all assignments listed below (no scores of 0) and must have at least 450 points (75%). Assignments that are not completed cannot be revised.

Please see Course Schedule for an outline of major assignments and see the CarmenCanvas course for specific due dates.

ASSIGNMENT CATEGORY	POINTS
Exploration assignments (3 reflective assignments)	300 (3 @ 100 points/each)
Portfolio Workbook assignments (4 pages of submissions)	100 (4 @ 25 points/each)
Final Portfolio + Peer Showcase	100
Engagement (Instructor discretion ex: attendance, participation in zoom, support of peers, participation in online discourse via discussion board or email etc.)	100
Total	**600**

See course schedule below for due dates.

EXPLORATION ASSIGNMENTS

Throughout the course, students engage in three exploration assignments. These are active reflection opportunities that will be useful throughout their personal, professional, and civic lives. The explorations challenge students to articulate **WHAT** kinds of issues, problems, or questions interest and matter to them; consider **WHO** else might be interested in them and the interaction that will be necessary to work within those communities; and **HOW** they want to approach that work with resilience and strategies for ongoing personal development over time.

PORTFOLIO ASSIGNMENTS

As part of the folio thinking approach embedded in the GE bookends, students will use the ePortfolio tool to support their exploration reflections with evidence of growth from their coursework, extracurriculars, work, and other formative experiences. Through a series of interrelated assignments, students will curate materials in an instructor facing workbook, then further refine those materials into a sharable portfolio.

REFLECTION SEMINAR POLICIES

Academic Integrity and Collaboration

We will engage with peer review and other collaborative activities that will impact and improve your work. However, your assignments, including discussion posts, should be your own original work. We will discuss this distinction more in class.

Late Assignments

Please refer to Carmen for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. Work submitted after the deadline may receive less feedback and, unless excused, may not be accepted. Please communicate with your instructor about scheduling issues as soon as possible, regardless of the reason for late work.

Instructor Feedback and Response Time

For assignments submitted by the due date, you should expect to receive feedback and grades within **seven days**. Assignments submitted after the due date, even if excused, may have reduced feedback, and confirmation of satisfactory completion may take longer to be posted.

Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

OHIO STATE UNIVERSITY POLICIES

The following statements are required or encouraged to be published on all Ohio State syllabi. You should expect to see these statements on syllabi in all your courses. The university and college want to make sure all students understand these policies and that they are implemented in every class to best support you as a student.

All instructors teaching the GE Reflection Seminar endorse these policies and will uphold them to the best of their ability in all sections of this class. All policies are available for you to review at any time in Carmen on the menu item "Academic Policies." If you have any questions about how these policies are relevant in this course, please reach out to your instructor.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. **All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct**. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- ▶ All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- ▶ The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand mental health resources (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at 614- 292-5766. **24-hour emergency help** is available through the National Suicide Prevention Lifeline website (suicidepreventionlifeline.org) or by calling 1-800-273-8255(TALK). The Ohio State Wellness app (go.osu.edu/wellnessapp) is also a great resource.

Diversity, Equity, Inclusion, and Justice

Learning happens best in a culture of mutual trust. To that end, we will cultivate and promote an attentive space for all student voices, in particular those students who have been (and who often still are) excluded and/or discounted from academic spaces. In alignment with university values, we will work to promote diversity, equity, and inclusion, not only because diversity fuels excellence and innovation, but also because we want to pursue justice. The pursuit of justice begins with each of us taking responsibility for our actions in creating a safer, more inclusive environment. Every student has a right to equitable participation and to benefit from learning in this course. We see the diversity of perspectives as an asset that allows us to engage with previously overlooked points of view and to learn about and from others. Engaging productively with people from backgrounds different from your own is a skill that will position you to collaborate and learn, which will in turn empower you to thrive in new ways.

If you have observed or experienced unfair treatment on the basis of identity, please feel free to reach out. If you require further institutional support, the university's Office of Institutional Equity (OIE) coordinates the university's response to all complaints of harassment, discrimination, and sexual misconduct. To learn more about your rights to be free from harassment and discrimination, to get assistance connecting with support resources, or to file a report, please contact OIE:

i. [Online Report Form](#)
ii. Call – 614-247-5838
iii. Email – **equity@osu.edu**
iv. An anonymous concern may also be reported through [EthicsPoint](#).

Curious about how to have a respectful dialogue with people from backgrounds different than your own? The [OSU Office of Diversity and Inclusion (ODI)](#) provides great resources for starting important conversations!

Accessibility Accommodations for Students with Disabilities

REQUESTING ACCOMMODATIONS

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with [Student Life Disability Services (SLDS)](#). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services.

DISABILITY SERVICES CONTACT INFORMATION

▶ Phone: [614-292-3307](#)

▶ Website: [slds.osu.edu](#)

▶ Email: [slds@osu.edu](#)

▶ In person: [Baker Hall 098, 113 W. 12th Avenue](#)

ACCESSIBILITY OF COURSE TECHNOLOGY

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

▶ CarmenCanvas accessibility (go.osu.edu/canvas-accessibility)
▶ Streaming audio and video
▶ CarmenZoom accessibility (go.osu.edu/zoom-accessibility)

Academic Integrity and Misconduct

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If any instructor suspect that a student has committed academic misconduct in this course, they are obligated by University Rules to report those suspicions to the Committee on Academic Misconduct. If COAM determines that a student has violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact your instructor.

FOR ADDITIONAL QUESTIONS, PROBLEMS OR CONCERNS:

- Check your course website on CarmenCanvas
- Contact your instructor (see your Section Syllabus for contact information)
- Contact the GE Bookends Program Senior Director

      Melissa Beers, Ph.D.
      Office of Academic Affairs (OAA)
      Undergraduate Education
      480 Student Academic Services Building
      281 W. Lane Avenue, Columbus, OH 43210
      tel: (614) 292-7143 - Office
      beers.3@osu.edu

COURSE SCHEDULE

Week	Dates	Topics, Readings, Assignments, Deadlines
1		Getting started, What is an issue you want to keep exploring? • <u>Exploring what matters</u> Assignment due
2		How can I document my development? • <u>Portfolio section 1</u> due
3		What intercultural and global considerations will I interact with? • <u>Exploring Interaction</u> Assignment due
4		Why do we need to consider our own competencies? • <u>Portfolio Section 2</u> due
5		How do I adapt to change in ways that support my goals and wellbeing? • <u>Exploring Change</u> Assignment due • <u>Portfolio section 3</u> due
6		Who is this reflection for? • <u>Portfolio Wrapper</u> due
7		Portfolio Showcase and next steps • <u>Final Portfolio Showcase</u> assignment due • Next steps assignment due
Finals		• <u>Final Portfolio</u> Due

[DRAFT] INTEGRATED COURSE PLAN

This table sketches out the course plan by week, topic, module learning outcomes, assignments, content and activities.

Note: this is shared with instructors, but not students. Its shared here to provide more detail on activities and course structure

Week	Topic(s)	Before Class	In Class, 90 minute weekly	After class	Assignments due end of week
0	Getting started or welcome module	Overview of course/instructor Review how this bookend fits into GE Portfolio resource: Overview of final portfolio • Finding your portfolio • How to edit basics Getting to know you discussion board	N/A		
1	What is an issue you want to keep exploring?	What is reflection (review from launch) Practice a reflection: Pre-write pt 1 of reflection assignment	Ice breaker Tech help pulling up portfolio together for anyone who couldn't find it	Complete **Exploring What Matters Assignment**	Submit **Exploring What Matters Assignment** *(What issue do I intend to pursue and where did*

| | | (part of pre-write instructions: Find your portfolio from launch, Read structure of GE assignment reflection from portfolio, Read Integrated plan assignment from portfolio)

Do identity reflection tool activity (to inform reflection 1)

Take photographs (or otherwise document) your problem/interest/area of passion and a few notes on what/why you chose these

Goals for this reflection: identify values, interests, motivations; see interconnectedness of own interests with interests of others | Intercultural competency activity (prep for reflection 2)

What does it mean to have curiosity about the lived experience of others?

- Others in this class for peer workshopping
- Others who share an interest in our issues and questions?

What skills do we need to uncover/find out about lived experiences of others?

- Introduce inclusive expectations for engagement (in class and in reflections)
- Debrief identity reflection activity

Reflection activity together: practice reflecting using part 2 of the assignment prompt for Exploration 1

- Group of 3, take turns taking roles: describing photo/interviewer with Qs/note taker – allows other 2 to be fully engrossed, but notes go to original creator to guide their final drafting process. | | *that interest develop?)* |

			• Support with list of the GE foundations and themes Brainstorming: Writing reflection activity pt 3 in small groups		
2	How can I document my development?	Read/watch: • What is an artifact/asset? (review from launch materials) • How can we use artifacts to reflect when we look back? • Finding artifacts to support a reflection: General: what should you look for to support a reflection? • What is a good artifact for **Exploring What Matters Assignment?** • How to find in previous courses • How to upload into portfolio Prework: Find at least one artifact to support your **Exploring What Matters Assignment** draft to bring to	Expectations/guidelines for peer workshopping Peer review **Exploring What Matters Assignment**; brainstorm/feedback on artifact selection Intercultural competency discussion activity (prep for Exploration 2) -Goals for this activity: collaboratively list variety of methods for building multicultural awareness- can build on skills discussed in previous week.	Finding artifact(s) for **Exploring What Matters Assignment**, write brief rationale and post. Revise **Exploring What Matters Assignment** using peer feedback	Submit Portfolio section 1 *(Exploration 1 + artifact + rationale)*

		class. What does this artifact show about your developing interest or skills related to your issue?			
3	What intercultural and global considerations will I interact with?	Complete a cultural assessment activity. Goals for this activity- • How does my identity differ and intersect with others? • What are my intercultural strengths? Areas for growth? (can use list from previous weeks to self-evaluate/reflect) Bring your results to debrief together in class Pre-write: find communities engaging with your issue of interest (pt 2 of **Exploring Interaction Assignment**) Give some directions/supports for identifying:	Intercultural literacy discussion activity: debrief cultural assessment activity results What was difficult about the prewrite? How do the competency results relate to what we found difficult? How can we begin to find answers to the questions in the prompt we don't currently know? (go back to intercultural skills list) In small groups: brainstorm Pt 3 of **Exploring Interaction Assignment**: • What venues are available for future work on your issue? • What might your role be? • What GE strategies, intercultural skills will you need to use? Need to develop?	Complete **Exploring Interaction Assignment**	**Exploring Interaction Assignment** *(Intercultural opportunities and considerations for future engagement)*

		• Groups based on personal future goals- academic communities, careers, activism, funding etc. • Communities with lived experiences: whose voices will you need to seek out and listen for?			
4	Why do we need to consider our own competencies?	Read/watch on GE embedded literacies? What were they supposed to have learned and why? Intercultural competency activity- bring results to class to debrief Pre work: find artifact for **Exploring Interaction Assignment** to bring to class (include in directions: Guidance on finding a good artifact for **Exploring Interaction Assignment**)	Debrief competency activity: what did you learn about yourself from these Peer workshop **Exploring Interaction Assignment** Debrief discussion: why does all this matter? Why do we need to consider our own intercultural competency to engage with our areas of interest? How do you think the GE has impacted your ability to do so?	Revise **Exploring Interaction Assignment** using feedback Finding artifact(s) for **Exploring Interaction Assignment** write brief rationale and post.	Submit Portfolio section 2 *(Exploration 2 + artifact + rationale)*

| 5 | How do I adapt to change in ways that support my goals and wellbeing? | Prewrite for class: pt 1 of **Exploring Change** Assignment- look at your scholarly identity statement, integrated course plan, and skills you identified in Exploration 2. How have your goals changed? How have you changed?

Find an artifact for **Exploring Change Assignment**: pick a specific instance or skill or approach you've intentionally adjusted to achieve your personal and professional goals. What could represent that point of change?

Write brief rationale. Post in portfolio | Discussion activity: Guided reflection/brainstorm for pt 2 of **Exploring Change Assignment** - How did that change take place?

-How do we document or represent a moment of change? What is the role of artifacts for this kind of reflection?

Peer brainstorming Activity: what can we carry into the future? Guided Activity to brainstorm/generate reflection on pt 3 of **Exploring Change Assignment** | Complete **Exploring Change Assignment**

Revise artifact as necessary | **Exploring Change Assignment** *(How do I adapt to change?)*

Portfolio section 3 *(Exploration 3 + artifact and rationale)* |
| 6 | Who is this reflection for? | Read/watch: audiences for this portfolio. The value of reflection for self, the value of sharing reflection with others. List or decision tree for potential audiences.

Prewrite: Identify your audience. What kinds of things | Discussion activity:

- What is the value in creating this kind of portfolio after an experience like the GE?
- How do you represent yourself and this portfolio for people to understand what they're looking at? | Revise based on feedback

Complete Portfolio Wrapper | Portfolio Wrapper *(Revise intro, tailor to an authentic audience, create a conclusion or other tailored section)* |

		do you want to showcase for them? What do you like about your portfolio so far? What do you want to change before the showcase?	- What sections could you add or modify to connect with that audience? What kind of conclusion could you create? Peer workshop **Exploring Change Assignment** + Revisit artifacts: do they show your development in ways that support your reflection? Do they show a range of examples? What might you choose to include to appeal to your selected audience?		
7	Portfolio showcase and next steps	Revise all portfolio sections for showcase	Showcasing the work. This is either an asynch gallery walk before hand with a feedback/debrief session in class, or synchronous showcase presentations in small groups to during class Goal is to see a variety of portfolios and showcase own portfolio for an authentic audience. Get and give structured feedback	Revise portfolio based on feedback Complete "Portfolio next steps assignment"	Next steps assignment *(Reflection and planning questions about next steps for using portfolio to accomplish goals)*
Finals week		Final portfolio due			

Alignment between Learning Outcomes for Launch and Reflection

	LAUNCH	REFLECTION
Intro	**Photo/intro bio – put more "About me"** **Who are you and what is important for people in this context to know about you?**	**Photo/Intro bio revised**
Structure of GE Disciplinary Qs	Structure of GE 1. How is the field of study in the video related to one or more of the foundation areas or themes of the General Education curriculum? For example, how does this discipline explore and/or answer the questions that the foundation category or theme poses? (75 words min.) 2. How would/has this field of study contribute to your academic experience if you chose to take courses in this field to satisfy the GE requirements? (75 words min) ** Connection to major discussion post	**Exploration 1** **WHAT** issues, questions, or problems connected to your coursework are you most interested in? There are three main goals for this essay: • to articulate a question or problem you want to explore further in your studies or career • to illustrate why the question or problem matters to you • to describe the experiences in your general education and outside it (other coursework, service, jobs, etc) that shaped your interest in this question or problem.

Academic Identity	Academic Identity discussions, + PSA as artifact	Wrapper- who are you now? How do you communicate with a specific audience?

Intercultural competency	*Materials develop, BUT not assessed in Launch*	**Exploration 2**
		
		Consider the following guiding questions and materials and resources from your GE coursework, as well as strategies for building empathy to inform design:
		Identify **what** communities/disciplines/professions are engaged or impacted.
		• What academic disciplines have something to say about these issues, questions, or problems?
		• What different groups are interested or impacted by the issues, questions, or problems you're focusing on?
		• What cultural, local, or global communities are impacted by them? Or, who is interested in them?
		Explore **how and why** these communities are engaged or impacted.
		• What strategies did you learn in the GE to uncover specifics of how communities are impacted? Which variety of methods to build global and intercultural awareness for these communities did you see in different disciplines?
		• Based on what you've uncovered in the GE, how are these groups impacted by this problem, issue, or question?
		   o What knowledge, values, or other kinds of assets do these groups already bring to this issue that you need to take into account or draw upon?
		   o What are the groups' needs in relation to these problems, issues, or questions? How are these needs or interests similar to and different from your own?
		• What global or intercultural issues or inequities may have a part in how communities are impacted?
		• In what ways might these questions and problems address these issues or inequities?

| Resilience | Develop integrated Plan | **Exploration 3**

Reflect on personal development in the areas of adaptability, and intentionality in order to achieve personal and professional goals.

Think globally-

- What are the processes that got you to this place?
- What did you have to learn to do differently in your work to accomplish your goals?
- When have you adapted or made intentional choices to overcome a challenge?

Now pick a specific instance or skill or approach you've intentionally adjusted to achieve your personal and professional goals.

[artifact ideas: how did I use feedback to improve? Following interests and curiosity to new projects or opportunities? Time something didn't go as planned in research or project management and needed to pivot? Recognizing something wasn't as interesting or fulfilling as you expected? Developing skills in competencies that helped you succeed?] |

Assignment Exploration 1: What is an issue that you want to keep exploring?

Overview
This is the first prompt in a series of **three explorations** that will build toward **your final portfolio project.**

The process of creating your portfolio is a kind of active reflection will be useful to you throughout your personal, professional, and civic lives: thinking about **WHAT** kinds of issues, problems, or questions interest and matter to you, considering **WHO** else might be interested in them, and **HOW** you might impact these communities through your work.

This first exploration will help you think back over your GE coursework
and consider **WHAT** issues, questions, or problems connected to your coursework you're most interested in. There are three main goals for this reflection:

- to articulate a question or problem you want to explore further in your reflective project
- to illustrate why the question or problem matters to you
- To describe the experiences in your general education and outside it (other coursework, service, jobs, etc.) that shaped your interest in this question or problem and helped to develop the skills that you can bring to bear on it.

What to do: Review the instructions for this week's assignment.

Objectives

- Reflect on your developing academic motivation as well as emerging professional or disciplinary identities
- Critically evaluate your experiences as engaged citizens and leaders with significant questions spanning a range of important modes of human thought, inquiry, and expression.

Directions

Create an exploration that articulates a question or problem you want to explore further in your studies or career, illustrates why the question or problem matters to you, and describes the experiences in your general education and outside it (other coursework, service, jobs, etc.) that shaped your interest in this question or problem.

Reflection can be creative and take a form that allows you to represent yourself in a meaningful way. All explorations, regardless of format, need to contain sufficient detail to address the requirements below. Discuss alternative formats or questions about length with your instructor before you begin.

- An exploration that includes sufficient detail will likely be:
  - 750-1000 words OR
  - 7-10 minute video OR
  - 7-10 minute presentation

What to Include

Your exploration should address each of the following questions. While each part does not need to be equal in length (part 2 may be longer than part 3 for example) each question must be answered with rich detail and depth of thought.

Pt 1: What are the questions, problems, or issues that you are most interested in?
- Why do they matter to you?
- How do you see these questions, problems, or issues impacting communities that are important to you, either locally or globally?

Pt 2: How did your interest develop?
- Look back at your "Structure of the GE" reflection from your Launch Seminar. How have your interests been impacted by those foundations or themes since that time?
- Look back at your "Integrated Plan" from your Launch Seminar. How did your interest change from what you expected at that point in your academic career?
- Tell us about any courses or experiences outside of the classroom that connect to your interest areas, describe them, and talk about how they relate to any of these issues. (Your other coursework, on-campus activities, volunteering, or jobs etc.)
- Think of a project from your General Education coursework up to this point that was meaningful for you and answer the following questions:
  - Describe the project you found meaningful. What made that project meaningful for you?

Pt 3: How might this issue be a part of your future?
- What have you done or want to do to address these issues, problems, or questions?
- What skills do you feel you have developed related to this issue?
- What communities have you interacted with related to this issue?
- For the project in your coursework you've described as meaningful, are there ways in which this project might contribute to the kinds of work you hope to do in the future (for example, in your career or professional life)?

Resources

- How to look at your past course list to access previous coursework
- Finding your portfolio
- Office 365

Academic Integrity

- **This is an individual assignment.** No two students share exactly the same interests and experiences to inform this assignment. Collaborating with others is encouraged (we will work together in class to peer workshop your drafts), but the original thinking and final drafts should be your own work.

DRAFT rubric for Exploration 1

	Got it	Approaching mastery	Getting there	Not there yet	Not present
Articulating Question/Interest	Explicitly explains what the question or problem is. Addresses a specific problem (within a community, place, time, discipline, etc.), not simply a general issue that could be applied in any context. Explanation Specific to person, not a vague issue or topic, but contains elements of personal connection (authentic)	Question or problem is explicitly explained but may be too narrow in scope, or in overly simplistic terms. Identify a problem in society but not making clear connection to why it matters to them	Identify an issue of importance but describes in repetitive or overly vague ways that do not give the audience a single clear problem or question. Overly simplified explanation of issue or solution	Vague or inauthentic question – issue is not connected to them as individual or community of interest. Issue is at too large of scale or described so generically as to be impersonal (I.e. I want to combat racism; stop hunger; cure cancer) Work is performative- May see issue as a checkbox to mark, and not an involving process	
Development of Q/interest	Description of specific experiences that moved student to this current interest. Story or sufficient detail to help the reader SEE the			Unclear how student developed interest. No mention of general education at all.	

	experiences that shifted or deepened the author's interest Clear connection to student's GE experiences and coursework (or perhaps connection to other college experiences.)			No connection of development of interest to college experience.	
Future vision	Explains the things they plan to do/how to apply the skill they learned – clear explanation of why these steps further their question or problem of interest Sufficient detail to describe observable experiences or actions Possibly includes actionable steps or plans (even though context may be undefined) acknowledges or grapples with ambiguity of multiple	Shows attempt to look forward but still grappling with ambiguity of future opportunities. Able to identify the elements they desire, but still need more detail on the specific fields, opportunities, future benchmarks they might engage with in the near future May describe what they are already doing, but not fully applying it to future contexts	Lack of connection to previous sections: Relevant process or specific milestones for action are outlined but lack of integration to bigger interest or self-developmental arcs Milestones or future steps are specific but may be poorly matched to accomplishing stated goal	Plan is vague, repetitive, or overly general without specific planned experiences. Contains mostly overly positive generalisms such as "living my best life; living the dream" May use language such as "I'll just do good; I'll get better" without (may lack actionable steps or outcomes)	

	pathways forward Understanding actions for individuals are not the same across the board	Looking for single, correct pathway forward			
Appropriate length and submission type					
Reader friendly; grammar and syntax					

Assignment Exploration 2: What intercultural and global considerations will I interact with?

Overview

This is the second prompt in a series of **three explorations** that will build toward **your final portfolio project.**

This prompt will ask you to think more about **WHO** is impacted by or is interested and engaged with the issue, question, or problem you wrote about in your first reflection. This reflection will consider how your interest intersects with cultural, local, national, or global communities. Considering the communities that contribute to or engage with your issue is a crucial step in planning how you can seek resources and opportunities to pursue your personal, professional, and civic goals.

This work requires a significant amount of intercultural competency, since addressing these questions and problems that impact a community requires a commitment to carefully and thoughtfully learn a community's cultural values, assets, knowledge, and approaches.

What to do: Review the instructions for this week's assignment.

Objectives

- Reflect on your developing intercultural competency
- Critically evaluate your understanding and awareness of the global context, and to recognize opportunities to contribute to and shape the larger world.

Directions

Create a reflection that articulates a problem, question or issue you intend to pursue, explains why that problem or issue matters to the communities affected, and your opportunities to address these problems, issues, or questions.

Reflection can be creative and take a form that allows you to represent yourself in a meaningful way. All reflections, regardless of format, need to contain sufficient detail to address the requirements below. Discuss alternative formats or questions about length with your instructor before you begin.

A reflection that includes sufficient detail will likely be:

  o 800-1000 words OR
  o 7-10 minute video OR
  o 7-10 minute presentation

What to Include

Pt 1: Give context for the issue you want to impact

- Restate briefly the question, issue, or problem from exploration 1 that you want to explore further in your studies or career.
- Give enough details that your audience will understand the context of the problem without reading exploration 1, but you do not need to repeat details about your own interest or development here.

Pt 2: Who is affected by this issue?

Identify **what** communities/disciplines/professions are engaged or impacted. **Describe 2-3 groups** (at least one must be outside of the United States).

These questions may help you build your list:
- What academic disciplines have something to say about these issues, questions, or problems?
- What different groups contribute knowledge about or otherwise engage with the issues, questions, or problems you're focusing on?
- What cultural, local, or global communities engage with or are affected by them? Or, who is interested in them?
- How do local, national, and global communities interconnect on this issue/problem?

Explore **how and why** these communities are engaged or impacted.
- Based on what you've uncovered, how are these groups impacted by this problem, issue, or question?
  - What knowledge, values, or other kinds of assets do these groups already bring to this issue that you need to take into account or draw upon?
  - What are the groups' needs in relation to these problems, issues, or questions?
  - How are these needs or interests similar to and different from your own?
  - How does your own identity intersect with the identities represented within the communities?
  - How do these differences and similarities inform your work?
- What global or intercultural issues or inequities may have a part in how communities are impacted?
  - In what ways might your question or problem of interest address these issues or inequities?

Pt 3: What opportunities are there to address this issue?

Identify opportunities to engage with these communities/disciplines/professions to bring change. Describe 2-3 potential venues connected to some of the groups you discussed above.

These questions may help you build your list:

- What are some local and global venues that address these issues, questions, and problems:
    - Are there cultural, community, or professional organizations or businesses that address these questions or problems in the settings you want to engage with?
    - Are there organizations or foundations with grant programs relevant to engaging with these questions or problems?
    - Is there an academic journal or other publication outlet that has articles/chapters on these issues, questions, or problems?
    - Are there conferences where people with shared commitments to this issue gather to learn and share knowledge?
    - Are there Graduate programs that prepare professionals to engage with this work?

What might your role be in working with these communities?
- How can you take strategies you learned in the GE to engage with these impacted communities?
- Which variety of methods to build global and intercultural awareness for interacting with these communities will you use?
- What skills or knowledge might you need to further develop to contribute to the venues for change you identified?

Resources

- List of strategies learned in GE (created collaboratively in class)
- List of variety of methods for building intercultural awareness (created in class)
- Empathy in design
- Intercultural literacy skills
- Digital literacy skills
- Research skills

Academic Integrity

- **This is an individual assignment.** No two students share exactly the same interests and experiences to inform this assignment. Collaborating with others is encouraged (we will work together in class to peer workshop your drafts), but the original thinking and final drafts should be your own work.

Assignment Reflection 3: How do I adapt to change in ways that support my goals and wellbeing?

Overview

This is the third prompt in a series of **three reflections** that will build toward **your final portfolio.** In the second reflection, you identified skills you currently have to contribute to the communities affected by your issue of interest. In this reflection, you'll think more deeply about how you've developed those skills to this point and **HOW** you will continue to grow and adapt moving forward.

What to do: *Review the instructions for this week's assignment.*

Objectives

- Reflect on your personal development in the areas of curiosity, imagination, adaptability, and intentionality in order to achieve personal and professional goals
- Critically evaluate the skills needed to maintain your personal wellbeing and resiliency.

Directions

Create a reflection that makes a compelling connection between your goals, qualifications, or knowledge and your process for adapting and responding to change. In this case, you are appealing to those similarly interested in the question or problem you are exploring—sharing 1) how you developed the skills you already have to bring to your plans, 2) how you've worked to overcome or address any challenges and 3) processes you can apply in the future to accomplish your goals.

Illustrate your experiences through concrete experiences and details. Write straightforwardly about your challenges or disappointments—this might be a bit more vulnerable than you might share more commonly in a personal statement (though even there, programs or organizations *do* want to clearly know what your needs are and how you handle change, since you are, after all, applying to access their resources, such as a job, graduate program or grant).

This reflection can be creative and take a form that allows you to represent yourself in a meaningful way. All reflections, regardless of format, need to contain sufficient detail to address the requirements below. Discuss alternative formats or questions about length with your instructor before you begin.

A reflection that includes sufficient detail will likely be:

- 1500-2000 words OR
- 7-10 minute video OR
- 7-10 minute presentation

What to Include

Pt 1: **HOW** have I changed to achieve my goals?
- Look back at your scholarly identity statement from your Launch Seminar.
    - How have your goals changed since that time?
    - What did you gain or lose interest in?
    - What surprises you about how well or poorly that statement still reflects you now?
    - How has your concept of your own identity developed?

- Think broadly about the multiple skills and competencies you've described in reflection 2. Then look back at your integrated plan from your Launch Seminar.
    - What are the skills and strategies you currently have that will help you reach your goals for impacting your problem of interest?
    - How did the experiences you intentionally planned during the Launch seminar end up impacting your development of those skills?
    - What other, unexpected experiences or processes helped get you to this place?
    - What did you have to learn to do differently in your work to accomplish your goals?
    - When have you adapted or made intentional choices to overcome a challenge as you've developed your areas of interest?

Pt 2: **HOW** did that change take place?
Thinking of those broad ranges of changes, pick a specific instance or skill or approach you've *intentionally* adjusted to achieve your personal and professional goals.
This might include:
    - A time you used feedback to improve
    - Following your interests and curiosity to new projects or opportunities
    - A time something didn't go as planned in research or project management and needed to pivot
    - Recognizing something wasn't as interesting or fulfilling as you expected
    - Seeking out an opportunity that you were previously unaware of
    - Developing skills in competencies that helped you succeed through practice
- Describe the process of deciding to make a change, the adjustments you made, and the outcome of that process.
    - How did you recognize a need for change?
    - What barriers (structural, resources, social, etc.) did you face?
    - How did you make your decisions as you adjusted?
    - What specific actions, experiences, people, or resources contributed to your development in that change?
    - How did engaging with other communities change your thinking?
- How easy or difficult was that process of change?
    - Describe any frustrations you experienced when you faced your barriers.

- What emotions came up for you when you decided to make a change? There is no wrong answer here – emotions range from doubt to excitement to unhappiness to joy.
- How well did you sustain your own wellbeing during that change? What impact did that process have on your health?
- What are you proud of now that you've adapted to reach your goals?

Pt 3: What processes have you learned that you can carry into your future?
Now that you've reflected on how you adapted to achieve your goals so far, what broad take aways can you carry into your future personal and professional identity to maintain your wellbeing and resiliency?

You may want to consider:
- What approaches did you take in your past development that would you like to do again the next time you need to make a change in your goals? What about those approaches specifically support your wellbeing or goals?
- What processes or responses to change would you not repeat? What about those approaches didn't support your wellbeing or goals?
- What barriers do you already know you will continue to face as you explore your issue of impact or other aspects of your life?
- What specific actions, experiences, resources, or people will play a role in supporting you to overcome those barriers moving forward?
- How will you engage with communities who share a common goal with you?

Resources

[Include assignment template, annotated examples of completed assignments showing how each part fills the requirements of the grading rubric/criteria for success, links to resources required to complete the assignment, grading rubric/criteria for success, checklist of required items, etc.]

- [Personal Statements](#)
- [Personal Statement Worksheet](#)
- Wellness app
-

Academic Integrity

- **This is an individual assignment.** No two students share exactly the same interests and experiences to inform this assignment. Collaborating with others is encouraged (we will work together in class to peer workshop your drafts), but the original thinking and final drafts should be your own work.