

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	(Select One) College of Integrative Sciences&Arts	Department/School	Leadership/Interdisciplinary Studies
Prefix: IDS	Number: 302	Title: Integration Global Contexts: Interdisciplinary Forecasting	Units: 3

Course description: This course surveys European Jewish communities in the 21st century. The emphasis will be on challenges created by changing demographics, political issues in various countries, the State of Israel, aftermath of the Cold War, what the European Union means for Jewish communities, rising anti-Semitism, and multifaceted religious/cultural renewal.

Is this a cross-listed course? No If yes, please identify course(s):
(Choose one)

Is this a shared course? (Choose one) If so, list all academic units offering this course:

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a **permanent-numbered** course with topics? Yes(Choose one) Yes

If **yes**, each topic requires **an individual submission**, separate from other topics.

Requested designation: (Choose One) L

Mandatory Review: (Choose one) Yes

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2020 Effective Date: October 10, 2019

For Spring 2021 Effective Date: March 5, 2020

Area proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Checklists for general studies designations:

Complete and attach the appropriate checklist

[Literacy and Critical Inquiry core courses \(L\)](#)

[Mathematics core courses \(MA\)](#)

[Computer/statistics/quantitative applications core courses \(CS\)](#)

[Humanities, Arts and Design core courses \(HU\)](#)

[Social-Behavioral Sciences core courses \(SB\)](#)

[Natural Sciences core courses \(SQ/SG\)](#)

[Cultural Diversity in the United States courses \(C\)](#)

[Global Awareness courses \(G\)](#)

[Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Jessica Hirshorn E-mail jessica.hirshorn@asu.edu Phone 480-727-7337

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Kevin Ellsworth, Date: 1/19/2020

Chair/Director (Signature): 

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA		
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:		
YES	NO	Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 1: At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p> <p style="text-align: right;">Syllabus</p>
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".</p> </div> <p>C-1</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p> <p style="text-align: right;">Syllabus</p>
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".</p> </div> <p>C-2</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 3: The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p> <p style="text-align: right;">Syllabus</p>
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".</p> </div> <p>C-3</p>		

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	Syllabus
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 20px auto; width: 80%;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p> </div> <p>C-4</p>			

Course Prefix	Number	Title	General Studies Designation
IDS	302	Interdisciplinary Forecasting	L

Explain in detail which student activities correspond to the **specific** designation criteria.
 Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	55% of the final course grade is based on individual or group writing assignments.	C1- Yellow The following assignments are individual writing assignments: Integration Brainstorm (5%), Literature Review draft & final (15%), Science Fiction Story draft & final paper (15%) and Life Plan (10%). The following assignment is a group assignment: The White Paper (10%) (Strategic Plan) draft and final paper are a group assignment. Students are required to gather, interpret and evaluate evidence and prepare a summary report.
2	This course requires students to analyze current trends, cycles, problems, and changes using critical thinking, integration, and futures forecasting skills to try and predict what the future might entail and its influence on student's future career goals and life trajectory. The course requires students to write a literature review of current trends. Students are asked to evaluate their findings and predict the future evolution of their topic by writing a science fiction story. They then create a strategic plan to achieve the preferred future. Lastly, students are asked to evaluate how future changes might affect their future career choices and trajectory.	C2- Green 1. The Literature Review requires gathering, interpreting, and evaluating evidence. 2. The Science Fiction Story requires creative-critical thinking skills. 3. The White Paper (strategic plan) requires evidence-based critical thinking. 4. The Life Plan assignment requires critical thinking and interpreting, and evaluating evidence.
3	The course includes four major writing assignments (Lit Review, Science Fiction Story, White Paper, and Life Plan) and two major presentations (Sector Presentation & White Paper Presentation) that are in-depth and require students to critically engage with the course material.	C3- Aqua 1. Lit Review is a minimum of six pages. 2. The Science Fiction Story is a minimum of five pages. 3. The White Paper is a minimum of five pages. This totals 16 pages worth of written work for the three assignments that require substantial in-depth engagement with critical inquiry and evaluation.

	<p>Additionally, the course requires three minor assignments (Integration Brainstorm and Environmental Scan of Articles, Newell's Seven Steps, and Black Mirror Questions) that require evidence gathering and critical thinking skills.</p>	<p>The two in-depth speaking assignments also require engagement, critical inquiry, and evaluation and are each 5-7 minutes per student.</p>
<p>4</p>	<p>Three of the course assignments require a rough draft (with instructor feedback), peer review, and a final paper. On all three of these assignments, students will be required to edit and revise their work based upon feedback from their professor and peers.</p> <p>Additionally, students can redo any assignment that they choose to redo without penalty.</p> <p>Lastly, students will be mentored by an award-winning science fiction writer who will help them to develop their stories.</p>	<p>C4 Magenta</p> <p>The Literature Review, Fictional Story, and White Paper all require a rough draft, peer review, and final paper. Both the professor and the student's peers will review and edit these three assignments. Students will make revisions based on the feedback received for their final versions. Ample time is allotted for both peer review and instructor feedback. The course includes peer review days and a day when an award-winning science fiction writer visits the class and meets with each of the students individually to provide feedback on their story ideas.</p>



IDS 302: Interdisciplinary Inquiry - Topic Interdisciplinary Forecasting

Instructor: Dr. Jessica Hirshorn

Contact Info: jessica.hirshorn@asu.edu

Office Hours: By appointment (or after class), USE 230

Phone: 480-727-7337

Course Time and Location: Tuesday and Thursdays 12:00-1:15, PVW 159

Catalog Description: In this course, students develop integrative skills to create new understandings, models, products, and ideas.

Topic Description: This class will utilize an interdisciplinary forecasting model to critically analyze current problems, or trends and their possible influence on our future world. **C2** Students will do this through researching scientific, technological, social, or educational trends and by utilizing critical thinking skills to analyze what effect the trends might have on the future. Lastly, students will examine their fields of study and career aspirations to identify industry changes that may occur. After examining what our future world might look like, students will create an action plan for their own future career and life trajectory.

Student Learning Outcomes for all IDS 302 Courses:

Student Learning Outcomes

Through in class presentations, readings, research and written assignments, students will be able to:

- Develop forecasting and critical inquiry skills using a futures model
- Analyze current trends and make future predictions
- Examine future trends from multiple disciplinary perspectives
- Apply insights about future trends to their career and life planning
- Improve interdisciplinary inquiry skills by researching a trend, cycle or problem and writing a literature review
- Understand the distinction between primary and secondary research, and the role of existing literature

- Ask appropriate questions about epistemology, value and relevance, philosophy of science, evidence associated with a claim, believability of expert opinion, use of statistics, bias, reliability, validity
- Clarify personal values and life goals
- Improve writing skills through researching, analyzing, and applying interdisciplinary forecasting methods

Literacy Course Designation: This is a “L” designated course, and an “L” course is required for graduation. In this course in you will demonstrate course competencies through writing assignments. Meeting the general studies designation “L” L= literacy and critical thinking Literacy is competence in written and oral discourse; critical inquiry is the gathering, interpretation, and evaluation of evidence. The literacy and critical inquiry requirement help students sustain and extend their ability to reason critically and communicate clearly through language.

Prerequisites: Student must have completed IDS/BIS 201 or IDS/BIS 301 with a C or better prior to taking this class.

This course is offered by the College of Integrative Sciences and Arts. For more information about the college, visit our website: <https://cisa.asu.edu/>

Textbook and Readings:

Draudt, A. (2016). What the Foresight: Your personal futures explored. Defy the expected and define the preferred. Createspace Indep Pub.

Weekly readings will be available on-line through canvas or will be distributed in class.

Course Requirements:

All students are expected to complete the following requirements:

All grades will be entered into Canvas grade book. This course is worth a total of 100 points. 2% of the assignments total value will automatically be deducted for each day that an assignment is late.

Assignment points:

Participation, 20%

Integration Brainstorm Assignment & Environmental Scan Articles, 5%, C1

Newell's Seven Steps, 2%

Sector Presentations, 10%, C3

Literature Review Draft, 5%, C1, C2, C3, C4

Literature Review, 10%, C1, C2, C3, C4

Black Mirror Questions, 3%

Science Fiction Story Draft & Peer Edit, 5%, C1, C2, C3, C4

Final Science Fiction Story, 10%, C1, C2, C3, C4
 White Paper Presentation, 10%, C3
 White Paper Draft and Final Paper, 10%, C1, C2, C3, C4
 What the Foresight Workbook, 10%
 Life Plan Final, 10%, C1, C2
 Extra Credit: Story Presentation, +3%

Grading Scale:

A 100-90 B 89-80 C 79-70 D 69-60 E 59 & below

Course Schedule

Date	Topic	Due
8/22	Introduction to The Course	Read over Syllabus
8/27	Overview of Interdisciplinary Futures Model	Readings on Canvas
8/29	Integration Brainstorm & Sector Groups	Readings on Canvas, think about possible topics and come prepared to brainstorm further
9/3	Integrative Models (Newell and Repko) & Environmental Scan Discussion	Integration Brainstorm, Due Web-search (environmental scan), summarize and bring at least two related research articles to class. C1
9/5	Literature Review C1, C2, C3, C4	Newell's Seven Steps Worksheet Due Readings on Canvas
9/10	Literature Review (Librarian visit) C1, C2, C3, C4	Readings on Canvas
9/12	Work Day (prepare sector presentations and work on Literature reviews), Future Wheels	
9/17	Social Sciences Presentation: C3 Psychology, Sociology, Anthropology,	Presentations, activity & discussion C3

	Education, Health, Education, Justice Studies, (Communication)	
9/19	Humanities & Fine and Performing Arts Sector Presentation: C3 English, Language Studies, Area Studies, Art, Music, Theater, Dance, Design Studies, Film, Religion, Philosophy, History, (Communication)	Presentations, activity & discussion C3
9/24	Natural Sciences Sector Presentation: C3 Earth Sciences, Biology, Chemistry, Physics, Engineering, Math, Computer Science, Game Design, Environmental Studies, Sustainability, Construction Management	Presentations, activity & discussion C3
9/26	Business and Leadership Related Sector Presentation: C3 Business, Organizational Leadership, Economics, Data Analytics	Presentations, activity & discussion C3 Literature Review Draft, Due C4 (can be revised based on instructor feedback)
10/1	Black Mirror: "Fifteen Million Merits" Season 1 episode 2.	Readings on Canvas, submit two discussion questions and responses drawing from readings for class discussion after watching the episode
10/3	Story Creation/ Elements of a Story – Create possible scenarios for the future. Pretend you are writing an episode of Black Mirror. Science Fiction Writing. C1, C2, C3, C4	Canvas Readings
10/8	Guest Speaker, Award Winning Science Fiction Author Jeff Duntemann, Create Alternative Images of the Future, C4	Come to class prepared to meet individually to discuss your story ideas with Jeff. C4
10/10	Create Preferred Futures (visions)	
10/15	Fall Break, No Class	
10/17	Work on Science Fiction Draft	
10/22	Peer Edit Science Fiction Stories C4	Science Fiction Draft due C4
10/24	Create an Action Plan (White paper)	Read about White Papers

10/29	Extra Credit Story Presentations & Pita Jungle C3	Science Fiction Story's Due C1, C2, C3, C4 Extra Credit, Class Reading
10/31	Work Day, White Paper Writing C1, Peer Edit C4 & Presentation Planning	
11/5	White Paper Presentations C3	
11/7	White Paper Presentations C3	White paper due C1, C2, C3, C4
11/12	Guest Speaker, Career Services, Internships, and Employment	
11/14	Future Visions- What foresight is Guest Speaker: Nick Maddox, IDS 401	What the Foresight: Pages 6-25, Future Predictions
11/19	Life Planning: Identify Change / Research your field. Life Plan Assignment Explained	What the Foresight: Pages 26-35, Environmental Scan of your future field/ career
11/21	Life Planning: Impacts and Implications of Change	What the Foresight: Pages 36-43
11/26	Life Planning: Alternative images of the Future	What the Foresight: Pages 44-63
11/28	Thanksgiving, No Class	
12/3	Life Planning: Visions of your preferred future & Action plan for your future	What the Foresight: Pages 64-85, Finish the book and complete all the exercises
12/5	Action Plan for your future & Class Wrap-up	Bring workbook to class to be graded.
12/10	Final Paper: Life Plan	Life Plan Due C1, C2, C3

* Schedule is subject to change

Description of Assignments and Grading:

Participation & Attendance: (20%) It is expected that you will attend class regularly and participate in class discussions and exercises. Absences will be excused only in case of emergency or official university business and **four or more absences could result in failing the course.**

Integration Brainstorm Assignment & Articles: (5%) Each student will be responsible for completing a brainstorming that helps them to integrate their areas of study with a current trend, cycle, problem or change. Each student will be responsible for doing an environmental scan of the literature and summarizing two articles related to a future trend, cycle, problem, or change. Brainstorms and article summaries should be a minimum of two pages and include two article sources. **C1**

Newell's Seven Steps Worksheet (2%): Examine your research question using Newell's Seven Steps. Complete the assigned worksheet.

Literature Review: (10%) You will be responsible for writing a literature review based upon a trend, cycle, problem or change that relates to your concentration areas of study. This assignment helps to sharpen your research, writing skills and critical thinking skills. The assignment involves gathering, interpreting, and evaluating evidence and requires critical thinking. The assignment is intended to help you to reflect on critical inquiry, extending beyond opinion and/or reflection through the use of primary and secondary sources and conclusions. Literature reviews should be double spaced and include at least six sources, three of which need to be primary research. Primary research is original research done by the researcher. Reviews should be approximately 6 pages and should be cited in APA and use 12-point font. **C1, C2, C3, C4**

	Superior	Strong	Competent	Weak	Not Addressed
Introduction to topic C2	2	1.5	1	.5	0
Review & Synthesis of Lit. C2	2	1.5	1	.5	0
Justification for your study C2	2	1.5	1	.5	0
6 or more sources @ least 3 primary research C2	2	1.5	1	.5	0
Correctly cited in APA C3	2	1.5	1	.5	0

*After receiving feedback from the professor students can choose to revise this assignment and it will be regraded. **C4**

Sector Presentations: (5% Individual grade, 5% group grade) Each group will be responsible for teaching one day of class. The presentations must include an overview of future trends, cycles, problems, or changes related to your group's chosen theme and individual student's literature reviews. Each group will be responsible for giving an overview presentation, developing an activity, and leading a discussion on the overarching theme. Each member of the group must present for at least five minutes on their individual topics contained in their literature reviews. Group presentations must also include an activity and interactive discussion and last at least an hour. Both an individual and group grade will be assigned. Individual grades are based upon the individual five-minute presentations and the group grade is based upon the activity, interactive discussion, and overall presentation. C3

Sector Presentation Rubric

	Superior	Strong	Competent	Weak	Not Addressed
Presentations (Individual grade) Quality of research findings presentation and futures wheel C3	5	4	3	2	0
Activity and Discussion (Group Grade) Quality of interactive activity and discussion	5	4	3	2	0

Black Mirror Questions: (3%) Each student will submit two discussion questions and responses drawing from readings for class discussion after watching the episode.

Science Fiction Story: (Draft 3%, Peer Edit 2%, Final Story 10%, Presentation extra credit 3%) Pretend you are writing an episode of Black Mirror. And write a minimum of five-page science fiction story. Each story should be futuristic and related to your areas of study and your group's chosen theme. This assignment requires you to think critically and forecast what could or might become in the future given current trends, problems, cycles, etc. You are to write a future scenario based upon research and examination of cause-and-effect relationships. This

assignment requires you to think about possible and use your creativity to write a science fiction story. The purpose of this assignment is to you to think critically about what could happen, not what will happen, but what is possible. As part of this assignment an award-winning Science Fiction writer will visit our class and provide individual consultations with every student. The consultations are intended to help you to develop your story and think critically about what could happen in the future given the current trend, cycle, problem, or change. You will write a rough draft which will be peer edited. We will have a special day where I provide Pita Jungle (lunch) and you can earn get extra credit for reading/ presenting their stories. C1, C2, C3, C4

Science Fiction Story Rubric

	Excellent	Good	Fair	Poor	Missing
Draft turned in on time C4	3	n/a	n/a	n/a	0
Peer Edit, 1 point per edit C4	2	1	n/a	n/a	0
Quality of Forecast/ Future Vision C2	5	4	3	2	0
Quality of creativity and critical analysis C2	3	2.5	2	1.5	0
Quality of Grammar/ Writing C3	1	.75	.50	.25	0
Five pages double spaced, 12 point font, C3	1	.75	.50	.25	0

*After receiving feedback from the professor students can choose to revise this assignment and it will be regraded. C4

White Paper: (10% paper, 5% presentation) The purpose of the white paper is to have a strategic plan for achieving your preferred future given your topic. White papers describe a problem and propose a solution. The process of writing a white paper requires to gathering, interpreting, and evaluating evidence and preparing a summary report or white paper. You are to state the problem and then lay out a comprehensive plan on how to solve the problem. Your white papers should take an interdisciplinary approach to plan for your preferred future. Papers should be five pages long **single spaced**, in 12-point font and follow the rubric. During class students will revise each other's group white papers. This assignment can also be redone based upon feedback and turned back in to be regraded. C1, C2, C3, C4

White papers should include the following components: **C2**

- **Interdisciplinary Approach to Future Forecast and Plan:** Must take an interdisciplinary approach to develop your action plan on how best to achieve your preferred future for your organization.
- **Introduction:** State the problem your white paper intends to solve. To create added urgency, it should also touch on the consequences for not acting. Summarize the key areas your white paper will cover. Give a high-level overview of what readers can expect from start to finish. Explain the benefits of reading your white paper. What will your reader be equipped to do after reading what you have to say?
- **Identify the Problem:** Describe possible problems or issues associated with your topic and action plan in detail. Focus on the possible challenges and proposed solutions. Include a visual aid such as a futures wheel or mind map to show possible cause and effect relationships. Examine the associated issues through multiple disciplinary perspectives. Provide relevant background information. Make sure that you have examined all the facts and that there are no holes in your findings.
- **Possible Solutions:** Describe your step-by-step strategic plan that clarifies exactly what should be done to achieve your preferred future. Justify your plan with the use of hard evidence and data. Explain why your plan is the best course of action to take and weigh it against other possible plans.
- **Summary and Conclusion- Plan Implementation:** Include a summary of your plan, restating why it will be effective and is important to follow.

White Paper Rubric

	Excellent	Good	Fair	Poor	Missing
Interdisciplinary Approach to Future Forecast and Plan C2	1	.75	.50	.25	0
Introduction C2	2	1.5	1	.5	0
Identify the Problem C2	2	1.5	1	.5	0
Possible Solutions: A Step-by-Step Plan C2	2	1.5	1	.5	0
Summary and Conclusion- Plan Implementation C2	1	.75	.50	.25	0
Quality of Writing, Format, References, Title Page with Executive Summary C3	2	1.5	1	.5	0

*After receiving feedback from the professor students can choose to revise this assignment and it will be regraded. C4

White Paper Presentation Rubric

	Superior	Strong	Competent	Weak	Not Addressed
Quality of Strategic Plan for achieving the preferred future C3	2.5	2	1.5	1	0
Presentation Quality, Visual Aids, Preparation, Time	2.5	2	1.5	1	0

What the Foresight (10%) Complete the activities listed in the What the Foresight workbook. All workbook exercises must be completed for full credit.

Life Plan: (10%) Students will write a four-page life plan that takes into consideration the future trends, cycles, problems or changes that were researched throughout this course (by oneself and by classmates) and applies them to their life plans. Life plans must take into consideration and critically analyze emerging and on-going future trends, cycles or problems and articulate how these trends might influence the student’s future. Plans should include personal goals and objectives for 1 year, 5 years, and 10 years from now (though 2030). This assignment is in lieu of a final exam. C1, C2, C3

	Excellent	Good	Fair	Poor	Missing
Life Priorities/ Values C2	2	1.5	1	.5	0
Goals C2	2	1.5	1	.5	0
Identify the Problem C2	2	1.5	1	.5	0
Step by step strategic plan for reaching goals, 1, 5 and 10 years C2	2	1.5	1	.5	0
Future Forecast C2	2	1.5	1	.5	0
Quality of Writing, Grammar, Spelling, Etc. C3	2	1.5	1	.5	0

Course Policies:

Attendance Policy

Participation is an integral part of this course. The student's participation will be assessed taking into account: attendance, participation in-class activities, and participation in class discussions. Essential for participation is preparation. It is expected that each student has completed all the readings and assignments for each class. Four or more unexcused absences could result in failing the course.

Late Assignment Policy

Late assignments will be automatically penalized 2% per each day that they are late.

Redo Policy

Students can redo writing assignments for a higher grade. C4

Trigger Warning

Please note that some course content may be deemed offensive by some students, although it is not my intention to offend anyone. In addition, some materials that we link with online might also be considered offensive, troubling, or difficult to review in terms of language or graphics. I attempt to provide warnings when introducing this kind of material; yet if I forget to do so, or if something else (in my materials or posts from fellow students) seems offensive, please contact me at Jessica.hirshorn@asu.edu.

Classroom Behavior

Include policy regarding expected classroom behavior and the use of cell phones and other devices. Define inappropriate use of cell phones and other devices. We want to build a classroom climate that is comfortable for all. It is important that we 1) display respect for all members of the classroom – including the instructor and students; 2) pay attention to and participate in all class sessions and activities; 3) avoid unnecessary disruption during class time (e.g. having private conversations, reading the newspaper, surfing the Internet, doing work for other classes, making/receiving phone calls, text messaging, etc.); and 4) avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude members of our campus and classroom. This is not an exhaustive list of behaviors; rather, it represents examples of the types of things that can have a dramatic impact on the class environment. Your final grade may be reduced by 5% each time you engage in these sorts of behaviors.

Establishing a Safe Environment

Learning takes place best when a safe environment is established in the classroom. In accordance with SSM 104-02 of the Student Services Manual, students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged honest discussions. The success of the course rests on your ability to create a safe environment where everyone feels comfortable to share and explore ideas. We

must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others' viewpoints, whether you agree with them or not.

Email Communication

ASU email is an official means of communication among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. All instructor correspondence will be sent to your ASU email account. For help with your email go to MyASU > Service > Live Chat OR New Ticket.

Prohibition of Commercial Notetaking Services

In accordance with ACD 304-06 Commercial Note Taking Services, written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

University Policies:

Academic Integrity

Arizona State University and the College of Integrative Sciences and Arts strongly believe in academic integrity; thus cheating and plagiarism is not tolerated. If a student is charged with academic dishonesty and found to be in violation, disciplinary action will be taken and a student's name will be kept on file. Academic dishonesty includes borrowing ideas without proper citation, copying others' work (including information posted on the internet), failing to turn in your own work for group projects, as well as providing materials of any type to a homework help site or a study resource site. Disciplinary action may result in a reduced grade for the assignment or class, suspension or expulsion from the university, and/or an XE on his or her transcript. For further information, please read the Student Academic Integrity policy at <https://provost.asu.edu/academic-integrity>.

Students with Disabilities

If you need academic accommodations or special consideration of any kind to get the most out of this class, please let me know at the beginning of the course. If you have a disability and need a reasonable accommodation for equal access to education at ASU, please call Disability Resources for Students.

The site can be found here: <https://eoss.asu.edu/drc>

Tempe Campus

Matthews Center building, 1st floor

Phone: 480.965.1234

E-mail: DRCTempe@asu.edu

Mental Health

As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These emotional health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. ASU Counseling Services provides counseling and crisis services for students who are experiencing a mental health concern. Any student may call or walk-in to any ASU counseling center for a same day or future appointment to discuss any personal concern. Here is the Web site: <https://eoss.asu.edu/counseling>. After office hours and 24/7 ASU's dedicated crisis line is available for crisis consultation by calling 480-921-1006.

Student Code of Conduct

Students are required to adhere to the behavior standards listed in the Arizona Board of Regents Policy Manual Chapter V –Campus and Student Affairs: Code of Conduct located online at <http://students.asu.edu/srr/code> and the ACD 125: Computer, Internet, and Electronic Communications available at: <http://asu.edu/aad/manuals/acd/acd125.html>.

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 <http://www.asu.edu/aad/manuals/ssm/ssm201-10.html>. An instructor may withdraw a student from a course with a mark of "W" or "E" when the student's behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the instructor.

Harassment Prohibited

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status, and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact the professor if you are concerned about online harassment of any kind, and he/she will put you in contact with the Dean of Students office.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/>.

Statement on Inclusion

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access and have an impact on our

community, state, nation, and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality, and intellectual perspective.

Syllabus Disclaimer

The course syllabus is an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes via email, or in the Announcements section on Canvas.

Campus Resources

As an ASU student, you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help, and many opportunities to get involved in student clubs and organizations.

- Tutoring: <http://studentsuccess.asu.edu>
- Counseling Services: <http://students.asu.edu/counseling>
- Financial Aid: <http://students.asu.edu/financialaid>
- Disability Resource Center: <http://www.asu.edu/studentaffairs/ed/drc/>
- Major/Career Exploration: <http://uc.asu.edu/majorexploration/assessment>
- Career Services: <http://students.asu.edu/career>
- Student Organizations: <http://www.asu.edu/studentaffairs/mu/clubs/>
- ASU Writing Centers: <https://tutoring.asu.edu/writing-centers>
- ASU Police Department: <https://cfo.asu.edu/police>
- International Student Resources:
<https://students.asu.edu/international/support/academic>

Table of Contents for:

Draudt, A. (2016). What the Foresight: Your personal futures explored. Defy the expected and define the preferred. Createspace Indep Pub.

