HUB XC 433 Section A1
Zero Waste

Instructors:
Rebecca Kinraide and Andy Andres

Course Dates: Spring 2021
Course Time & Location:
M/W 2:30-4:15   FLR 152 (Howard Thurman Center)

Students can access the course remotely on zoom. You will find the zoom link on the Blackboard site for this course.

Credits: 4 credits [+4 BU Hub Units (Oral Communication, Creativity/Innovation, Teamwork/Collaboration and Research and Information Literacy)]

Office Hours:
Typically the time right after class ends (class ends at 3:45 PM Eastern Time) from 3:45-4:15 PM will be used as in-person Office Hours with the Faculty and time for Student Group work in our in-person classroom, FLR 152.

Dr. Kinraide - Zoom by appointment in my personal zoom room:
https://bostonu.zoom.us/j/7467837518
You will enter a waiting room and I will let you in when I am free.

Dr. Andres - Zoom by appointment in my personal zoom room:
https://bostonu.zoom.us/my/andy.andres
You will enter a waiting room and I will let you in when I am free.

Contacts:
Dr. Kinraide - kinraide@bu.edu; (617) 365-8824 (email is my preference but I will accept phone calls or text messages between 9:00 a.m. and 9:00 p.m.) Please allow 24 hours for an email response.

Dr. Andres - landres@bu.edu ; (617) 353-2884 (Office Phone, voicemail) Email is my preference, please allow 24 hours for an email response.

Course Description

The Cross-College Challenge offers a unique project-based learning experience in which interdisciplinary student teams from across BU's undergraduate colleges tackle real-world problems and develop leadership, teamwork and communication skills. In this section you will be working on a project for the BU Sustainability Office to develop one or more strategies to help BU achieve its goal of Zero Waste by 2030. Using the concept of the 5 Rs - Refuse, Reduce, Reuse, Recycle, Rot - each team of students will propose one or more innovative ways that BU can achieve this ambitious goal.

Course Objectives
XCC 433A1 will meet BU Hub Learning Outcomes for Oral Communication, Creativity/Innovation, Teamwork/Collaboration and Research and Information Literacy.

In particular:

- Students will learn and demonstrate the ability to search for and select both scholarly and non-scholarly sources in different modes and media and read them with understanding, appreciation, and critical judgment in order to use them strategically to address their research question.

- By producing their project proposal, final report, and intermediate assignments in a series of iterative phases, students will demonstrate understanding of the overall research process and its component parts, and be able to formulate good research questions or hypotheses, gather and analyze information, and critique, interpret, and communicate findings.

- Students will be able to craft and deliver responsible, considered and well-structured oral and/or signed arguments using media and modes of expression appropriate to the situation.

- Students will demonstrate an understanding that oral/signed communication is generally interactive, and they should be able to attend and respond thoughtfully to others.

- Students will be able to speak/sign effectively in situations ranging from the formal to the extemporaneous and interact comfortably with diverse audiences.

- Students will receive explicit training in teamwork and sustained experiences of collaborating with others, students will be able to identify the characteristics of a well-functioning team.

- Students will demonstrate an ability to use the tools and strategies of working successfully with a diverse group, such as assigning roles and responsibilities, giving

and receiving feedback, and engaging in meaningful group reflection that inspires collective ownership of results.

● Students will demonstrate understanding of creativity as a learnable, iterative process of imagining new possibilities that involves risk-taking, use of multiple strategies, and reconceiving in response to feedback, and will be able to identify individual and institutional factors that promote and inhibit creativity.

● By producing original work students will be able to exercise their own potential for engaging in creative activity by conceiving and executing original work as part of a team.

Books and Other Course Materials (available at the BU bookstore)

In addition, there will be a number of readings available on Blackboard including the following:

--Sandra Deacon Carr et al., *The Team Learning Assistant Workbook*
    Link introducing the TLA Software: [Team Contracts by Paul Hutchinson](#)
--William M. Doll, *[Speak](#). (Still need correct link here)*
--*[Designer's Workbook](#)*

Courseware

Blackboard: Our class has a Blackboard site that contains the syllabus, assignments, and other course-related materials. You can log in to our Blackboard page at: http://learn.bu.edu/

Google Drive: The materials for the course will also be available on Google Drive.

Zoom: Our course will be using Zoom to conduct classroom discussions and connect with students not in the classroom. Office hours and scheduled conferences will also take place on Zoom. You can log into our course Zoom page through the Blackboard site for the course.

Free software: All Boston University students have free access to Microsoft Office and Adobe Creative Cloud, a suite of design and digital/multimedia communication software. One or more Adobe applications may be used in your section of HUB XCC 433. You can access ACC by placing a request with BU Tech Web at: http://www.bu.edu/tech/services/teaching/digital-multimedia-production/adobe-creative-cloud/request/

This software is not required so do not worry if your laptop does not have the space needed for this suite of software. Most of the projects that we do can be completed using Google products.

Laptops and Cell Phones

To every class meeting you will need to bring a fully charged Mac or PC laptop capable of running Microsoft Office or similar and capable of accessing the internet. Your cell phone is not adequate. This is also true for remote learning. **If you have difficulty meeting this requirement, please let me know as soon as possible, and I will put you in contact with someone who can help you access a suitable laptop.**

Assignments and Grading

The majority of your assignments will be group work and your grades will often be joint grades. However, you will also be graded on your personal participation in the various projects so that everyone's contribution (or lack of contribution) is fairly rewarded. To facilitate this you will conduct both open and closed peer review of your own and your classmates contributions throughout the semester.

Assignment	Percent of final grade
Contract graded elements:	50% of final grade

Team Contract
Annotated Bibliography
Report on current challenges and existing solutions
Lightning Talk Project Proposal
Storyboard of final report
Draft of final report
Reflection Questionnaire

Letter graded elements:

Final Report and/or Other Final Deliverables	**40**
Concluding Oral Presentation	**10**

Participation and Attendance

Since this course is a seminar, your regular attendance and active participation are essential both to your own learning and to your classmates' learning. We expect an average level of participation. Participation that is either very weak or very strong can influence your final grade by ⅓ of a letter grade. Under ordinary circumstances, missing more than one week of class will lower your final grade. Missing more than two weeks of class may lead to failing grades in the course. If you have a special obligation that will require you to miss several classes (e.g., religious observances, varsity athletics), please talk with us at the beginning of the semester. Missed conference appointments will be counted as absences.

Academic Integrity

We are excited to see the work that you can produce in this class. We look forward to watching you improve and develop.

Plagiarism -- the presentation of another's work as your own, even by mistake -- is a violation of BU regulations. Plagiarism may result in failing this course and possible further penalties. In this class, we will learn conventions for using and citing sources so that you can avoid any potential problems.

BE SURE TO READ AND COMPLY WITH B.U.'s UNIVERSAL ACADEMIC CONDUCT CODE FOR UNDERGRADUATE STUDENTS. It is available at:
http://www.bu.edu/academics/resources/academic-conduct-code/

Chosen Name and Gender Pronouns

This course aims to be an inclusive learning community that supports students of all gender expressions and identities. While class rosters are provided to instructors with students' legal names, please let us know if you would like to be addressed by a different name than that listed in the StudentLink. You are also invited to tell us early in the semester which set of pronouns (she/her/hers, he/him/his, they/their/theirs, etc.) you feel best fits your identity. If you have any questions or concerns, please do not hesitate to contact us.

Office of Disability Services

We understand that all of us learn in different ways. If there are circumstances that may affect your performance in this class, please talk to us as soon as possible so that we can work together to develop strategies for accommodations that will satisfy both your learning needs and the requirements of the course. Whether or not you have a documented disability, BU provides many support services that are available to all students.

Disability Services is the office responsible for assisting students with disabilities. If you have a disability that interferes with your learning (whether visible or invisible, physical or mental), you are encouraged to register with this office. Disability Services will work with you to determine appropriate accommodations for your courses, such as additional time on tests, staggered homework assignments, or note-taking assistance. This office will give you a letter outlining the accommodations you need that you can share with your teachers; specific information about your disability will remain private. If you have any questions about accommodation, or what constitutes a disability, we invite you to speak with us or to Disability Services.

Schedule

This Schedule is liable to change so be sure to pay attention in class and to emails with announcements of updated due dates and assignments.

Section One – Course Introduction

Week 1
Reading:

M 1/25   Introductions; Course Expectations and goals of the sustainability office (Guest speaker from BU Sustainability Zero Waste Project)
Assign Self-Assessment Survey of HUB skills

W 1/27   Student introductions and getting-to-know-you

Section Two – Forming Groups

Week 2
Reading: *The Team Learning Assistant (second edition)*- sections 1-2 (on Blackboard)

M 2/1   Introduction to Research and Information Literacy - librarian
Self-Assessment Survey due on Blackboard

W 2/3   Form groups

Section Three - Researching the Problems and Solutions

Week 3
Reading:

M 2/8   Teamwork: First Steps and Team Contracts (*Student groups meet with Questrom Teaming Faculty to discuss teaming and group contracts.*)

W 2/10   Review research so far; Begin annotated bibliography for report on current challenges and existing solutions

Week 4

Reading: *Speak* (on Blackboard); *The Team Learning Assistant (second edition)-* sections
            3-4 (on Blackboard)

T 2/16 (Monday schedule of classes)
            Begin work on power point presentation of current challenges and existing
            solutions
Group contract due on Blackboard

W 2/17   Oral Presentation Strategies: Speaking and Listening. (*Discussion of William
            M. Doll,* Spea*k, as well as project-area appropriate skills for listening and oral
            presentation. Practice sessions for public speaking.)*

Week 5
Reading:

M 2/22   Power Point Presentation on existing challenges and solutions
Power Point presentation due on Blackboard with annotated bibliography

W 2/24   Brainstorm potential solutions

Section Three – Brainstorming potential solutions

Week 6
Reading: *The Team Learning Assistant (second edition)-* sections 5-6 (on Blackboard)

M 3/1   Lightning Talks - students present their ideas for solutions/projects
Lightning talks due

W 3/3   Groups select their projects

Week 7
Reading:

M 3/8   Check in with client

W 3/10   Group check in and set goals for new projects
            (*Students meet with Questrom Teaming Faculty and provide a mid-semester
            evaluation of their groups. Emphasis on Peer Feedback in a Team Setting).*
 Peer review of contributions for Stage One and group contract

Section Four – Developing creative solutions for the client

Week 8
Reading:

M 3/15   Introduction to Creativity/Innovation
(Instructors introduce a variety of approaches to creativity/innovation relevant to their project areas. These may include the principles of design thinking, creativity as a process, brainstorming, and solving ill-structured problems. Teams will then engage in a structured brainstorming/ideation exercise along the lines suggested in Design Thinking for Educators*. For example, most teams will use the "Design a Challenge" section in the Designer's Workbook)*

W 3/17   Project Work Time/Creativity
(*Instructors will dedicate part of this meeting to project area-appropriate instruction on creativity/innovation as a learnable, iterative process, including application of multiple strategies to their particular projects. Students will complete Ideation exercises in the* Designer's Workbook.*)*

Week 9

M 3/22   Work on project proposal

W 3/24   Present project proposal
Project proposal due on Blackboard

Week 10
Reading:

M 3/29   Work on project

W 3/31   Storyboard of proposed solution

Week 11

M 4/5   Review of draft solution
Draft of proposed solution due

W 4/7   Discussion of the questions that might arise during the showcase

Project Stage Four – Suggestions for Implementation

Week 12

T 4/12 Creative ideas for implementation
Final version of proposed solution due

T 4/14 Work on suggestions for implementation
Peer review of contributions for Stage Three and group contract

Week 13

M 4/19   No class - Patriot's Day

W 4/21   Oral Communication: Dress Rehearsals of and Feedback on Final
              Presentations

Showcase?

Week 14

M 4/26   Conclusions and Reflections/Course Evaluations
End of semester survey of skills on Blackboard

W 4/28
Project final report and Reflection on Project due on Blackboard